

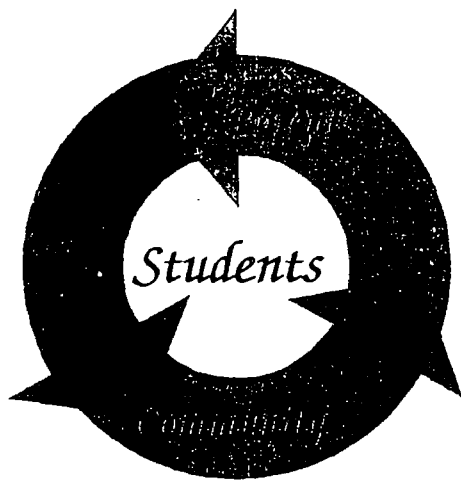
Crenshaw Learn Charter High School

5010 11th Avenue
Los Angeles, California 90043
LOS ANGELES UNIFIED SCHOOL DISTRICT

ACCREDITATION MID-TERM REPORT

1999-2000

Focus On Learning



Submitted to

APR 17 2000

The Revisiting Committee

of the

Western Association of Schools and Colleges

WASC 26880

CRENSHAW *Learn* CHARTER HIGH SCHOOL

A COMMUNITY OF LEARNERS

ACCREDITATION MID-TERM REVIEW

APRIL 24, 2000

FOREWORD

Stakeholders



*Together we can make
great things happen for children.*

Having been assigned as Principal of Crenshaw High School one year after a six year accreditation was awarded, brought challenges and opportunities. This current mid-term review gives us the opportunity to pause and assess our school's progress towards addressing the six critical areas for follow-up identified by the 1996-97 WASC Visiting Committee.

The Focus on Learning Process directed our attention to what really is taking place in the classroom and how best to utilize our resources to insure an effective educational program for students.

We had to look closely at what students should know and be able to do. In addition, we had to revise our methods of assessing student work and the ways in which we delivered instruction.

It is important to note that our attention has shifted to student work driving instruction. Further, standards-based instruction and performance assessments make it imperative that we focus attention on staff development to complete this reform package.

Through this whole reflection process the stakeholders have truly been engaged in a concerted effort to improve the school environment, teaching, and learning.

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Focus Group A
Focus Group B
Focus Group C
Focus Group D
Focus Group E
Focus Group F

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Crenshaw Learn Charter High School
April 24, 2000**

I. Introduction:

A. A general description of the school, its setting and the population it serves.

Our Vision
We see Crenshaw High School as a positive learning environment where all students can and do learn and where they are supported by all stakeholders to achieve excellence.

Crenshaw High School first opened its doors in January 1968 to relieve over-crowding at other nearby high school campuses. We are one of forty-nine public *comprehensive high schools* serving grades 9 - 12 in the Los Angeles Unified School District. We are located in the Crenshaw District, a middle-income segment of Southwest Los Angeles. We are proud to be home to two Magnet programs: The *Gifted/High Ability Magnet* and the first high school *Teacher Training Magnet* in California. We also share our campus with the *Crenshaw Adult School* and *Whitney Young Continuation School*. Crenshaw was one of the first four high schools in our District to become a LEARN (Los Angeles Educational Alliance for Restructuring Now) school. We made that decision based on our sincere desire to remedy some problems that have plagued our school community for several years: student attrition, low test scores, high absenteeism, and school/community safety.

In 1997, we became a *Charter School*. Crenshaw along with seventeen other schools in the Crenshaw/Dorsey Cluster, make up the only *Charter Cluster* in the Los Angeles Unified School District. Further, most recently, we became a *Digital High School* and are in the process of opening our state-of-the-art *New Media Academy*. Therefore, a good descriptive title for our school would be Crenshaw LEARN Charter Digital High School augmented by two Magnets and a Media Academy.

Our Mission
To develop literate students who, through an integrated curriculum and nurturing environment, are empowered with the knowledge and skills necessary to become successful twenty-first century citizens of a global society.

Certificated and Classified Staff

Crenshaw High School has 139 certificated staff members, including both teachers and administrators, and 77 classified staff members. The following ethnic groups are represented: Asian, Black (Non-Hispanic), Hispanic, and White (Non-Hispanic).

Student Population

Crenshaw High School is home to approximately 2,700 students with the following ethnic distributions: **78% African American; 21% Latin American** up from 17.78% in 1996-97; **1% other** (this includes Native Americans, Filipino and Anglo Americans). These students are distributed between the comprehensive high school and magnet programs as follows: The **comprehensive high school** has 2274 students which includes **382 Special Education** students, **250 GATE** students and **224 English Learners (EL)** students whose home languages are Spanish, French, and Creole. The enrollment in the two Magnet Schools is as follows: **198 students are in the Gifted/High Ability Magnet** and **314 students in the Teacher Training Magnet.**

Title I

Our school is impacted by the same factors that affect other inner-city schools. These include high transiency and drop out rates, poor attendance, low student motivation, underachievement, and limited parental involvement. In addition, more than **forty percent** of our students are from families who are eligible to receive Aid to Families with Dependent Children (AFDC), and **sixty-nine percent** participate in the Federal Meal program. Based on our student population, we qualified for Title I funding and are now Schoolwide Title I. This funding provides such resources as: **A testing coordinator** who is responsible for testing our students and reporting information relevant to student performance on tests and our schoolwide assessment growth needs; **a full time psychologist and a pupil services and attendance counselor; a parent/community representative; additional campus/teaching assistants, technology** purchases which allowed us to expand our computer labs, library computer center and our schoolwide on-line capability; and supplemental instructional materials. We believe expenditures of this type serve to enhance the educational experiences of our students and ameliorate the aforementioned factors impacting inner-city schools.

Title I students receive meaningful support through a coordination of schoolwide services, including parent meetings/workshops/conferences, the Charter Student-Teacher-Parent Compact (distributed to all parents through the registration packet), instructional aides, support for reading classes (funds for implementation of a reading and math program), supplemental materials (including hardware and software), and staff development for teachers. Title I students are encouraged by their counselors and teachers to utilize the daily tutorial service and Saturday Success Academy. Through this program, students are assisted in improving their academic skills in the areas of reading/writing, math, science and social studies.

Student Achievement

Our academic classes prepare Crenshaw High School students for college and/or the workplace. Programs range from Advanced Placement classes and honors classes to vocational classes in graphic arts, culinary arts, fashion design, office technology and computer repair. We encourage student leadership development through participation in student government, clubs, organizations and involvement in community services. To further support student growth, we have developed partnerships with major universities and colleges (See pages 21 and 23).

The percentage of our graduating students enrolling in four-year and two-year colleges has increased. In Spring 1999, approximately 43% of our students completed 4 or more A - F classes with a mark of A, B, or C. However, this percentage reflects the fact that 57% of our students are barely passing or failing A-F classes. As mentioned, the percentage of students enrolled in AP classes increased as has the number of AP courses offered. The number of students successfully passing the AP exams has not improved significantly.

It should be noted however that, 353 out of 500 eleventh grade students have at least a 2.0 GPA and are passing all of their classes and 403 seniors are passing their classes. However, our Stanford 9 test scores revealed an alarming picture: At least 50% of our student population scored poorly and need assistance in the following areas: using information, study skills, reading comprehension, writing, mathematics and critical thinking (staff members feel students are lacking in critical thinking skills). Also, evidence from twenty-week report cards as of June 1999 showed that a significant number of Crenshaw High School students were failing two or more classes. Some of the fails were due to poor attendance, but the majority were due in part to lack of achievement.

A look at data reveals that the majority of our students read below the district and national average. Our school's percentile ranking on the Stanford 9 were as follows:

Stanford 9	9th	10th	11th
Reading	17 th percentile	14 th percentile	28 th percentile
Math	27 th percentile	23 rd percentile	24 th percentile

This means that the majority of our students rank in the first or lowest quartile. A large number of our teachers reported a letter grade of "D" or "Fail" for a significant number of these same students in English, math, science and social studies.

The discouraging results on the Stanford 9 sparked our staff development efforts to train teachers to serve these students better despite the intensive test ready/prep program. The Instructional Planning Committee/ Leadership Team began offering staff development sessions: Kaplan In-service on "Test Taking Strategies," Doug Reeves on "Making Standards Work," sessions on the use of "Test Ready" materials and the use of the Stanford instructional Guide to address specific content clusters. Subsequently, we have already begun to implement more solutions to assist student with upcoming tests, such as the implementation of Scholastic's Read 180 (a 90 minute computer aided reading program with supporting textual materials available in English and with

Spanish support). To integrate instructional software and technology, we are making plans to incorporate tutorial software in reading/English and math classes. We currently use Skills Bank (a computerized skills development program which allows students to receive immediate feed back and reinforcement) in the Library and computer labs for tutorial assistance and will purchase the companion software to most of our textbooks and core literature novels. Also, to improve literacy, our Library has started a book club for students in partnership with a community bookstore, Laura's Lemon Tree), and is planning to implement a book club for staff.

We will also purchase high interest-low ability books from various publishers for a homeroom silent reading program on Tuesdays and Thursdays. We also encourage reading across the content areas on a daily basis in all classrooms. Tutor assistance is offered for students by our staff before and after school and peer-tutoring by AP students and other student volunteers who tutor for community service credit. Assistance is mainly given to students in need of help with reading and math in particular.

The average scores for the Scholastic Assessment Test (SAT), Verbal and Mathematics, for 270 seniors who took the test were verbal 392 and math 370 in 1998 - 1999. This school year 479 ninth through eleventh grade students took the PSAT and the average overall score was 700. The number of students taking the test is an increase over previous years.

We continue to be dedicated to empowering our students with the knowledge and skills necessary to become successful 21st century citizens of a global economy.

Attendance

In previous years, we have received awards for our improved student attendance. Our average daily student attendance rate has improved, and we have also succeeded in reducing our dropout rate. In 1996 our dropout rate was approximately 22% and it is presently 7 ½%. However, even with this improvement, student attendance patterns are still having a negative impact on our students' academic achievement.

Along with utilizing the services of a full-time Pupil Service and Attendance Counselor who calls and visits the homes of students who are consistently absent, our school is also fortunate to have the Urban Teacher Classroom Program, which provides monetary incentives to teachers who call home to report student absences, as well as achievement and behavior concerns. This program is commonly referred to as EIS (Educational Impacted Schools) and teachers receive \$1000 per semester for 44.5 hours of additional assistance to students in support of their achievement.

We also believe faculty absences have a negative impact on the academic achievement of our students. Presently, the Los Angeles Unified School District and the United Teachers of Los Angeles have established a perfect attendance incentive program for teachers. This program pays teachers a dollar value for the sick days they do not use. We are working together to improve not only student attendance, but also, faculty attendance. Our in-seat attendance is 86% for the regular school and 87% for Teacher Training Magnet and 91% for the Gifted/High Ability Magnet.

Students with Special Needs

The Special Education staff strives to ensure that the student's unique needs are met in the least restrictive environment. The Special Education Department Chairperson serves as coordinator and case manager in meeting the academic and career/vocational needs of the students (as defined by the annual IEP's). Among the services provided are individually designed schedules including appropriate Special Education classes and regular classes; a career awareness inventory (ASVAB); and pre-algebra and job-study skills course options. Additional services include in-class technology access; computer hardware and software (emphasizing literacy and math); staff development, both to acquaint general staff with empowering strategies, and for continuing specialized training for Special Education teachers and aides. Non-Special Education students have access to Special Education classes through recommendation by the Student Success Team (SST).

Counseling Services

Teaching and learning are supported for all students by the counseling staff consisting of four counselors each assigned to a grade level and two Magnet coordinators/counselors who serve grades 9-12. The Work Experience Coordinator, Career Adviser, College Counselor, Perkins Counselor, Access Counselor along with the aforementioned counselors provide support and guidance to our students. Supplemental services for special needs students are assessed through these counselors who oversee the referral of students to the appropriate personnel. A four-year Personal Education Plan (PEP) is developed based on the individual student needs. Potential GATE/Honors students are referred to the Gate Coordinator or counselors by teachers, parents or the SST. The new state of the art computerized college center, University of California and the California State University systems provide regular placement/financial aid/academic counseling as well as summer-bridge programs.

- B. A description of the follow-up process indicating the composition of the committee which prepared the report, how the members were selected and how the committee is representative of the stakeholders in the school community.**

The Follow-up Process

The Instructional Planning Committee and Focus Group chairpersons and recorders combined to make up the Leadership Team, and this team has spearheaded our school improvement efforts since the last accreditation team visit. We divided our tasks for the completion of the report into Phase I and Phase II. In Phase I, we addressed the critical areas for follow up recommended by the WASC Visiting Committee and Phase II, the areas for improvement identified by the school's Leadership Team from the Self-Study conducted as part of the Focus on Learning Process. Crenshaw High School's Instructional Planning Committee which has been in place since

approximately 1994 when Crenshaw became a LEARN school. This committee represented all stakeholder groups: department chairpersons, program coordinators, teachers, administrators, students, other members of the leadership class, classified staff, and parents and community members. This body meets twice a month on the first and third Mondays. New members to the staff were asked to select and join one of the six Focus Groups, which were established for the 1996-97 Focus on Learning Accreditation Process and are still in place.

In order to begin the process of addressing the recommendations of the 1996-1997 WASC Visiting Committee and carry out the action plan for the improvement areas identified by the Leadership Team from our self-study, we held a schoolwide meeting of all stakeholders for a general review, then broke off into Focus Groups to assess our progress in the aforementioned areas. Each focus group was assigned one critical area for follow-up (*Phase I*) and one action plan area for improvement (*Phase II*). We continue to use and look to *Second to None* and the SCANS report for models of effective curricular reorganization and enhancement.

Second To None, the SCANS Report, District Student Learning Standards, Guidelines for Instruction, State Frameworks and the policies of the LEARN Governing Board and various school councils have provided the pedagogical foundation for the change process. Students have membership on focus groups and on the Leadership Team to be active participants in the improvement process. There are approximately 30 members on the Leadership Team. Parents are regularly encouraged become active members of IPC/Leadership Team. We have included all stakeholders in the process so that their vested interests are considered and valued.

This report is a brief summarization of the most current activity of the Leadership Team and Focus groups. Though fraught with many destabilizing factors, this mid-term report reflects our staff's continuing pursuit of desired excellence for our students and the Crenshaw High School family. We have attempted to explain the road blocks, hindrances, changes and success since the 1996-1997 WASC visit.

C. A description of significant developments at the school since the last visit which have had an overall effect on the school or on specific departments.

Factors that have affected Crenshaw Learn Charter High School since the last accreditation:

1. ***There has been four changes in the Leadership of our school*** since the last visit. We have had two principals, besides the principal who supervised the 1996-97 Focus on Learning Process. Also, the Assistant Principal in charge of Secondary Counseling Services has changed. In addition, the Title I Coordinator and two teachers are deceased and several changes in veteran faculty have occurred. This change in key personnel has necessitated adjustments and a deceleration in the pace of the improvement process. Continuity to some extent has been disrupted.

2. Crenshaw Learn Charter High School went from the *block bell schedule back to a traditional six period day*. Although originally guided by recommendations in *Second to None* we discontinued this reform measure. After five years of seeing little or no evidence of positive improvement in student achievement, attendance or discipline. We are now on the traditional bell schedule of periods 1-6 meeting everyday from 8:00 a.m. until 3:10 p.m. for approximately 56 minutes per period. Students are dismissed every Friday at 2:00 p.m. In addition, we have noted a significant reduction in the number of students tardy each period. It was the general consensus of the staff that our students needed to attend their classes everyday, especially English, math, foreign language and science for daily instruction. Also, students' academic achievement had not improved and discipline problems were on the rise. Homework reinforcement and daily practice of many courses were needed immediately after an assignment was given.

An increase in the lost of textbooks and daily attendance were major problems while on the block schedule. Given the large number of new teachers/ beginning teachers many of them were not preparing and delivering lessons that engaged students the entire class period.

3. ***Crenshaw became a Charter School:***

The vision for the Crenshaw/Dorsey Cluster is to create a learning environment/climate to nurture students from K-12 grades with policies and programs suited to the needs of the students and community. Crenshaw High School along with seventeen of the Clusters 24 schools agreed to adopt the guidelines and mandates of a Charter. (See Charter in evidence box)

4. ***Crenshaw received a Digital High School Grant:***

As per our ESLR's, our goal is to produce graduates who are technologically literate. We have concentrated much effort and money on establishing the technological infrastructure necessary to meet this goal. The painstaking development of our fiber optic network is almost complete. (See Appendix: Crenshaw High School Computer Deliveries/Connections A-1.)

The school currently has a network technician, a technology coordinator, a digital grant coordinator, outside contractors, technology mentors and a computer repair class. The network technician is a full-time contracted employee in charge of PC repair. He answers work orders from the staff and spends the majority of his time maintaining the campus Internet system. The technology facilitator is also a full-time employee. He also helps with troubleshooting, and network installation, when needed and makes recommendations for future technology needs.

Faculty members are encouraged to make computer literacy an integral part of their curriculum, as stated in our schoolwide ESLR's. Subject specific software that correlates to textbooks and skill development software are being purchased through the Title I program to supplement classroom instruction programs. Other technological devices that are also used to enhance classroom instruction include laser disk players and graphing calculators. Many of the teachers utilize their Internet connections to help students with research on an individual basis or display LCD projection panels. Many of our students have e-mail addresses.

A pooling of categorical resources and digital grant money during the current year will eventually create classroom settings where technology catapults our students into the forefront of exceptional careers in the computer-driven global economy.

The following *technology provides for hands-on learning* and aids in assisting our students achieve success in the 21st century job-market and global economy: (See Appendix A-1 for list of computers & locations)

- o Internet access; computers throughout school are networked
- o Books, videos and software for the library
- o Counseling Center is computerized
- o Video microscope
- o Digital cameras in print shop and journalism class
- o CD ROM tower and server for schoolwide access to cross CD ROM software in library
- o Scientific calculators
- o LCD projector for math, multipurpose room and library
- o 3 Computer labs, cyber cafes, numerous classrooms equipped with computers and printers
- o 5 Laser disc players

5. High turn over of teachers and staff and large number of instructors new to the teaching profession. Every year, since the last accreditation visit, we have experienced a high turnover of our teaching staff. We have had difficulty recruiting/hiring fully credentialed and contract staff. Most of the new teachers have not had student teaching or methods. We are hopeful that priority staffing will be reinstated. Three *mentor teachers* from our staff and two from Dorsey High School provide additional assistance.

6. Eleven additional classrooms-minimizing traveling teachers: We were fortunate this school year to acquire eleven new bungalows to help minimize the number of teachers traveling and sharing rooms. However, there have been some problems with the bungalows not being connected to the main electrical power to the school and thus no bells, clocks or phones. To compensate for this, these bungalows are connected to a generator (until the main electrical wiring can be upgraded) and one teacher has a walkie-talkie for communication in the case of an emergencies.

7. Class Size Reduction (9th and 11th graders) English classes:

Morgan-Hart Bill allowed for the reduction in class size in the 9th and 11th grade English Classes to 20 to 1. Smaller classes have afforded teachers the opportunity to provide more one-on-one assistance to students. *Class Size Reduction Money* provided for an additional teacher. The added support to students provided by the smaller classes has the potential for improved student achievement by our 9th graders.

8. **Additional programs and new classes added to the curriculum:** New sign language class, New Media Academy classes--Media Graphics, Internet Publishing, Multimedia AB, Mass Media English, TV Production AB, and the Advanced Studies, CBOP, SUPER 8, and Jump Start programs. (These programs were adopted to insure higher college admission rates for underrepresented minority students and to increase their marketability in the workplace. *Since the last accreditation visit we have increased the number of AP (advanced placement) course offerings and honors classes* (Environmental Science, Statistics, Computer Repair, additional Physics classes, Sports Culture. Also, algebra and geometry have returned to the curriculum in addition to integrated math.
9. **Required State testing changed from CTBS to the Stanford 9:** The mandated State and nationwide Stanford 9 test has replaced the CTBS as the Norm Reference Test. This test along with the STEPS test as assessment tools have brought to the forefront the areas of weakness and strength in our students academic proficiency. Also, the State's API (Academic Performance Index) used the Stanford 9 scores to rank and rate schools and to show the target improvement percentage for next year. Our students, as previously detailed, received a rank of one on the API with a 5% as the target for improvement. We had a score of 439 points out of 1000. To determine our minimum API score for next year, we must take 5% of the difference between the 439 and 800 (the low ceiling API score), which is 361 and 5% of this is 18.05. Therefore, we must have an API of 457 on our results.
10. A District funded **Intervention Program** also was in place during the 1998-1999 school year to provide tutorial assistance for our students. Teachers were paid additional money to tutor students after school and on Saturdays through the District's Intervention Program. A student and parent planner was developed with accompanying schoolwide common lessons. The planner contains information on time management, study aids, school rules and regulations, parenting tips and career and college information. In addition, the schoolwide ESLR'S and the District Student Learning Standards were included.
11. **Other Instructional Developments:**
Our most recent staffing report documents that presently we have **no teachers teaching outside their credential authorization**. We have continued peer observations. Teachers visit other teachers within and outside their departments, observing and recording how and what students are learning. Previously, we had **five Mentor Teachers**, but because of teacher transfers, our school has **only three mentor teachers, two of whom are new mentors**. (Note: many who qualify for this position do not apply or have numerous other responsibilities.) However, we have the services of two mentors from our neighboring high school to work with some of our new teachers, most of whom are provisional, or emergency credentialed or who are District Interns/Pre-Interns. Mentors also make themselves available to assist both new and veteran teachers in their efforts to provide a quality instruction for students at Crenshaw High School. Approximately 15 new teachers have been hired every year since our 1996-1997 Accreditation. Staff turnover and hiring of fully credentialed veteran teachers have been constant problems, and have been factors in our inability to maintain continuity in our improvement efforts.

12. *The Library has been technologically upgraded, and* 24 workstations are connected to the Internet. The card catalog is not accessible by computer and the checkout system is not automated but this technology has been funded and will be operational by January 2001. However, library books are being bar-coded. A Satellite dish has been installed to allow teachers to participate in telecommunication conferences via satellite through National School Conference Institute (NSCI) program. The dish will be used by some teachers on a daily basis to download programs of educational interest.
13. *The New Media Academy* was spearheaded by a dedicated team of teacher leaders who were supported by a positive administration. The team was provided appropriate staff development and coaching in promising practices in the field. Release time was provided for the team and conference periods were used for common planning. This effort is a continuation of implementing our school-to-work/career goals. The academy will insure the same rigorous core curriculum to all 9th and 10th grade students. Teachers with common prep periods (New Media Academy) meet to discuss the integration of themes and lessons, to develop common classroom behavior codes, to meet with parents in common parent conferences, and to provide collegial support.
14. *Improved learning conditions and environments:*
- o New bleachers (to be installed)
 - o Air conditioners
 - o New plumbing (running water in Science classes)
 - o Communications improvement (Refurbished marquee & Electronic message board)
 - o New College center (greater access, efficiency, and computers added)
 - o Refurbished MLK Museum & New Site to be built(received funding from Senator Polanco)
 - o AP students tutoring project (community service)
 - o Elementary and middle school tutoring project (community service)
 - o Concerted effort to expose more students to the SAT by encouraging 9th –11th graders to take the exam. Increased number of 11th grade students taking PSAT
 - o Eleven new bungalows (with 6 more to come)
 - o Lunch area to be refurbished (new lunch tables)
15. *Ninth Grade Houses* were established and implemented at the beginning of the Fall semester, 1996. However, due to scheduling difficulties, student behavior problems and poor communication, we were not able to continue them into the Spring semester.
16. *The textbook room was relocated, reorganized and automated* to insure that students had adequate textbooks for each class. This allowed us to be able to house more textbooks in a *central location for accountability and inventory purposes*. We implemented a *computerized textbook inventory system* and bar-coded each and every book. We eliminated

obsolete textbooks and purchased needed books for every department. *Students check out books using their bar-coded ID.*

Other area of significant schoolwide changes were:

Shortly after the 1996-1997 visit, our staff began the process of updating curriculum, implementing Content and Performance Standards adopted by the District and assessments. The IPC/Leadership Team was careful to insure that our ESLR's were firmly at the center of this development as our best vision of what our students should know and be able to do by the time they graduated. The increasing importance of standards-based education and its implications for improved achievement for all students cannot be ignored. Our staff development focus for 98 - 99 was looking at student work, developing rubrics and multiple assessments.

Among some of our staff developments were the following:

- District-wide Standards Based Instruction Workshop
- Making Standards Work by Doug Reeves - cluster workshop
- Assessment Cluster Symposium dealt with authentic assessment and rubric development, K-12 alignment document which served as a guide for implementing the standards and incorporating meaning, making strategies
- Nine Conclusions (The Philosophy of the Crenshaw/Dorsey Cluster – see evidence box)
- Charter Mandates (See Charter in evidence box)

Also during school year 1996-97, the Leadership Team and the LEARN Governing Board continued to host stakeholder-wide study groups and to lead them in brainstorming, discussion, and problem solving sessions concerning various matters of school change and restructuring. Insuring that all stakeholders were kept updated on the change process, parent and student representatives brought their special needs to these sessions.

Not having pupil free days this year has made *staff development* difficult. We utilized minimum and shortened days, and committee meetings after school to provide forums for communication about school improvement and the change process. Parents are kept engaged as committee members and as attendees at a variety of parent meetings: Back-to-School Night, Parent Conferencing Night, Open house, College Nights, Career Days, Advisory Council Meetings and LEARN Governing Board meetings.

Issues relating to improving our students' performance on the STAR exam has been the focus of this year's improvement. Data showing areas of strength and weakness has been shared and discussed with the staff and community during the Principals' report to the community. These sessions contribute greatly to the nurturing climate of stakeholder-wide collaboration and the communication of the change-vision. All stakeholder groups including special needs groups were informed of the test results.

The National School Conference Institute (NSCI) and with Electronic Technology Center ETC provides cable in the classroom with studio and audience interaction. Lessons for immediate classroom use may be presented by the nations leading experts. State-of- the-art technologies, and digital multimedia presentations will be used to assist in the integration of technology and instruction lessons.

II. CRITICAL AREAS/RECOMMENDATIONS FOR FOLLOW-UP IDENTIFIED BY THE WASC VISITING COMMITTEE

The WASC Focus on Learning Recommendations-- critical areas for follow-up and the self-study action plan have provided the impetus for improvement and changes at Crenshaw High School. The Leadership Team prioritization of the improvement areas has continued to be at the forefront of our staff development program and reform efforts.

Every attempt is made to achieve buy-in by all stakeholders into this change process. Many staff, parents, and students have sat on the working committees that have implemented positive change, i.e., Discipline and Attendance Committee and Professional Development Committee.

PHASE I: FOCUS GROUP A

A. Critical area for follow-up:

To develop an assessment plan to measure the success of all students in meeting Crenshaw's ESLR's.

Section I: Structure, Function, and Process used to address Critical Area

There are twenty teachers, one administrator and three students in Focus Group A. After receiving instructions on how to develop an assessment plan and rubric to measure student success in achieving the five school wide ESLR's, we collectively brainstormed about which elements should be considered under each category of our rubric. We used a five point rubric: 5-exemplary; 4- good; 3-proficient; 2-developing and 1-emerging and then utilized the rubric to make generalizations as to where our students rated overall on the rubric as related to each ESLR. We listed appropriate and applicable methods that we currently utilize in our various classes to help students achieve the ESLR's.

The school wide ESLR's along with the District's Student Learning Standards drive our departmental instructional goals and objectives. The use of the standards process helps to unify our departments as well as provide continuity for our students. Presently, we are developing departmental assessments/rubrics that measure the degree to which our students are achieving the Schoolwide Expected Student Learning Results and District Student Learning Standards.

Our *Schoolwide ESLR's* define what we want our students to know and be able to do after graduation. Our Schoolwide ESLR's are the following:

- 1. Collaborative workers and community contributors who give their time, energy and talent working with people of diverse backgrounds to improve the welfare of all members of the community.*
- 2. Effective communicators who are able to read, write and think clearly and respond appropriately to the written and spoken word; and, ideally learn the fundamentals of a second language.*
- 3. Independent, critical thinkers and decision makers who can discern and creatively solve structured and unstructured problems using, prior knowledge as a beginning point and working without close supervision or constant guidance.*
- 4. Technologically skilled practitioners who have a working knowledge of computers and the many functions in the workplace and/or practical skill in one of the other craft areas and can apply these skills as part of building a career.*
- 5. Lifelong learners who appreciate the acquisition of knowledge and know where to go to acquire information.*

**Section II: Development of Rubric/Guidelines (to assess/analyze the Focus Group's
Critical Area for Follow-up)**

Schoolwide ESLR's	Exemplary -5	Good -4	Proficient -3	Developing -2	Emerging -1
Collaborative workers and community contributors	Group research projects to access information using the library and field experiences. Volunteer in community/ political organizations; exhibits work in community businesses; school/ community tutoring	Works effectively in community and school groups	Works in collaborative groups in classroom settings and as a club member, some work in the community	Beginning to acquire the skills to work in collaborative groups	assigned to a collaborative group
Effective communicators	Persuasively presents ideas to audiences via written and oral communication	Effectively presents ideas in an oral and written format	Presents in a class setting only	Limited to a small group (1-4 students)	Beginning interpersonal communication skills
Independent, critical thinkers and decision makers	Able to collect analyze and evaluate data and to draw conclusions	Able to make good choices based on available data	Comprehends available data and makes some decisions	Makes decisions without fully understanding data	Makes decisions without considering data or consequences
Technologically skilled	Application of advance and technological skills in all subject areas and beyond	Uses technology in academic classes and personal life	Uses technology to some extent in his/her personal and academic life	an awareness of how technology affects his/her life.	Limited use of technology and awareness of technology
Lifelong Learners	Dedicated and committed to advanced educational pursuits	Continuation of post secondary education/career choice and a love of learning	Pursuit of Self-enrichment through extended learning	Awareness of need for being a life-long learner	Limited ambition does not pursue additional skills development

Section III: Apply the rubric/guidelines to measure the success or progress that has been made with regards to the critical area. (See results of departmental survey and student surveys in evidence box)

General evaluative statements based on rubric:

ESLR 1 – Collaborative worker and community contributors

- We are modeling more opportunities for students to see how collaborative learning benefits them in learning. Our Science Fair is an example of students working collaboratively across disciplines. However, more planning and opportunities are needed for students to participate in community services, and we build this into lessons—post community service opportunities –Want Ads

ESLR 2 -Effective communicator

- Encourage students to do more presentations in subject matter, more group work, read the bulletin aloud daily in homeroom and provide reading for pleasure opportunities.

ESLR 3 -Independent, critical thinkers, and decision makers

- Challenge students with more critical thinking questions, situations, and activities—more opportunities to make decisions based on data analysis and re-institute mock trials.

ESLR 4 -Technologically skilled

- Develop programs that will provide more hands on opportunities in the use of technology. Integrate technology into the curriculum and daily lessons.

ESLR 5 -Lifelong Learners

- Develop more partnership with post secondary institutions i. e. Jump Start, Shell Academy, CBOP (UCLA’s College Bound Opportunity Program), etc. Encourage students to pursue areas of interest and to take advantage of apprenticeships.

Section IV: Rate success/progress on a scale of 1-5, 5 being best

ESLR 1 Collaborative worker	3- Proficient
ESLR 2 Effective Communicator	3-Proficient
ESLR 3 Independent, Critical thinkers and decision makers	2-Developing
ESLR 4 Technologically skilled	2-Developing
ESLR 5 Lifelong Learners	4-Good (see post secondary survey in evidence box)

Section V: Overall assessment, draw final conclusions and make evaluative statement

The overall consensus of Focus Group A is that we have made average progress in helping students become successful in meeting Crenshaw's Schoolwide ESLR's. We now realize that we must develop a plan to incorporate more activities into the classroom, along with extracurricular activities to make sure students have the opportunity to achieve the stated Schoolwide ESLR's. Our plan will include: Showcase those things that should be taking place in all classes that will lead to good, and eventually, exemplary attainment of all five Schoolwide ESLR's.

Section VI: What evidence must we look at to determine whether our general ratings and comments are born out? (See evidence box for this information)

1. Community Service Data including types of volunteer service
2. Classroom Assignments
3. Library use (see sign in log of # using the library)
4. Club and extracurricular activities and number of participants

Section VII. The Schoolwide ESLR's Assessment Plan

Based on data and information collected by Focus Group A the following plan has been devised:

1. The faculty will be trained on how to determine whether instructional activities are meeting the Schoolwide ESLR's and at what proficiency level (according to the Assessment rubric) the activities are helping students achieve the goals. They will be given examples of instructional activities that meet various levels of the ESLR's. This will be repeated at the beginning of each year.
2. At the beginning of each semester, teachers will be given a template on which they can list instructional activities that help demonstrate that students have met the ESLR's. Each teacher will submit the completed templates at the end of each semester to the Focus Group A Committee, and these templates will become documented evidence for the committee.
3. Students will periodically be instructed on how to collect evidence that they have done work towards the achievement of the Schoolwide ESLR's for their Graduation Portfolio. They will from the 9-12 grade begin keeping evidence that they are meeting the ESLR's and then as seniors, they will then organize their evidence in their Graduation Portfolios.
4. The Focus Group A Committee (along with the Career Advisor who collects the Graduation Portfolios) will keep a record of how well the students are meeting the ESLR's as measured by the Assessment rubric. (The Focus Group will keep the results for documented evidence)
5. After getting input from the faculty, each year, Focus Group A will refine the rubric. It will take into consideration how well the majority of students are meeting the ESLR's, and the types of activities that the faculty is assigning, and it will make suggestions for areas needing improvement.

The ultimate goal of all our programs is the acquisition of knowledge that will encourage lifelong learning. To this end, the rate of students making a commitment to post-secondary education is an essential criterion. Students who have an appreciation for learning become parents who encourage their children to succeed in school. Students who go on to college take the first step to lifelong learning, a satisfying career, and financial independence. Through the addition of computers in the classroom it is our vision that each student's time on the computer is tailored to his/her educational, tutorial or acceleration needs. The computer, and the teacher will monitor the student's understanding of topics in science, math, and English. Prescriptive lessons will be developed to strengthen the specific areas of weakness.

The Graduation Portfolio will be yet another means of authentic assessment. We have been requiring graduation portfolios for 3 years. It is currently being grandfathered in with the class of 2000. The Graduation Portfolios will also contain resumes, letters of recommendation, honors/awards certificates, evidence of career and college exploration, and samples of some of their best work.

The Senior Project- fifty hours of community service, has been a graduation requirement for every graduate since the 1997-98 school year.

Community Service Data

Types of volunteer services depends on the students interest (see pamphlet)

Project: Community Service Project consists of 5 questions (See Personal Community Service Project in Evidence box)

Assist with Lifelong Learning

1. Asks students to become aware of resources within the neighborhood
2. Develop a plan for the students continuous involvement within the community
3. Students are asked to job shadow (for experiences and general information about the students chosen careers) similar to apprenticeship education

Fifty hours community service graduation requirement

Eighty hours in Teacher Training Magnet

Fifty hours in Gifted Magnet

Students who have completed community service (largely seniors)

1997= 420 out of 480

1998= 380 out of 400

1999=unknown

Department Survey Results
RESPONSES TO QUESTIONS/STATEMENTS ON SURVEY

1. Do you have group activities?
Yes: No:
weekly:
bimonthly:
periodically:
2. Do you require students to do any community service
Yes: No:
3. Do you assign written communication projects?
Yes: No:
weekly:
monthly:
periodically:
4. Do students write critiques?
Yes: No:
weekly:
monthly:
periodically:
5. Are your students required to make use of computers/Internet in your classes/for home/word/for projects?
Yes: No:
weekly:
monthly:
periodically:
6. Do you require or encourage students to do extra-credit assignments to enhance their skills or knowledge of the subject fields? Videos/guest speakers
Yes: No:
7. Describe your best activities.
Number of responses:

These groups also began the process of creating rubrics. The Graduation Portfolio, an approved graduation requirement for the Class of 2000, department surveys, student questionnaires (see evidence box) will be the means of tracking the success of the achievement of the schoolwide ESLR's. Two programs will be reinstated "Spotlight on Excellence" and "Notable Alumni" so we will be able to track the extent of the attainment of the *Lifelong Learner* ESLR.

PHASE I: FOCUS GROUP B

B. Critical Area for follow-up:

To develop a systematic assessment plan to measure the improvement levels of student achievement in all programs at Crenshaw High, (e.g. Gifted and Teacher Preparation Magnets, Perkins program Academy for Career Excellence, LEP, etc.)

Section I. Structure, Function, and Process used to address the critical area

The Assessment Focus Group is composed of 28 persons representing all stakeholders in our learning community. The group consisted of administrators, teachers, and staff, two students and one parent. Intensive discussions concentrated on delineating criteria to be used to measure the improvement levels of student achievement in all programs at Crenshaw LEARN Charter High School.

Every program at Crenshaw High shares the vision that each student shall be provided academic and other services tailored to meet his/her individual needs. We focus on a balanced curriculum for students with special needs, those entering the workforce upon graduation, and those going on to college. Parents have an opportunity to choose the program best suited for their children, and they are motivated to encourage their children participate in these programs.

Criteria for Program Assessment

The group decided to use the following assessment criteria to measure the improvement levels of student achievement in all programs, taking into consideration each program's unique focus. *The specific criteria are as follows:*

- o *Student performance in academic subjects*
- o *Stanford 9 scores*
- o *graduation rate (with accompanying community service)*
- o *commitment to post-secondary education/career choice.*

Upon completion of the assessment criteria template, the group discovered the need to administer a student program satisfaction survey.

Teachers use a variety of assessments to measure student achievement in the classroom, identify student instructional needs, and modify programs to reach all students. *These assessment tools include: performance-based tests, portfolios, multi-dimensional projects, and technology projects.* Students are also given unit exams and quizzes as a means of assessing learning. These exams measure student mastery of District and State standards.

Crenshaw High School Programs

Gifted/High Ability Magnet

The Gifted/High Ability Magnet meets the unique challenges of gifted/high ability students as mandated by the State of California. The magnet emphasizes a rich, diverse, and accelerated curriculum which is qualitatively different from the regular school curriculum for grades nine through twelve. Students enrolled in the magnet are exposed to in-depth learning experiences emphasizing complexity, novelty, and critical and creative thinking. Also, magnet students must meet the admission criteria established by the Los Angeles Unified School District. Students interested in applying to the Gifted Magnets must meet academic eligibility.

The Gifted Magnet's enrollment capacity is 220 students as determined by the Office of Integration. The average enrollment is 200 students. The expansion of Magnet Schools, and Gifted/High Ability Magnets in particular, has impacted this magnet's ability to reach capacity enrollment. Another factor impacting enrollment has been the elimination of bus routes from certain areas of the city.

Spring 1999 Student Performance in Academic Subjects*

Grades	A		B		C		D		F	
English	86	41%	60	29%	43	21%	17	8%	2	1%
Math	57	33%	36	21%	43	25%	24	14%	13	8%
Science	66	42%	41	25%	32	20%	14	9%	5	3%
Social Science	40	26%	40	26%	37	25%	25	17%	9	6%

*Data from School Accountability Report

Stanford 9 Test Score Results

Grade Level	9		10		11	
	S'98	S'99	S'98	S'99	S'98	S'99
Reading	57	51	66	61	55	66
Math	67	67	74	67	42	67
Language	65	65	67	71	61	65

School Year	Fall Student Enrollment Grades 9-12	Seniors Completing Program	Seniors Entering College
1996-1997	225	43	90%
1997-1998	200	49	90%
1998-1999	197	62	90%
1999-2000	198	*	*

* Figures unavailable at this time

Approximately 90 percent of our graduates commit to a two-year or four-year college program upon graduation. The remaining 10 percent go directly to work or into the military. On average, the Gifted/High Ability Magnet checks out four students per year as a result of change of residence.

Teacher Training Magnet

The Teacher Training Magnet is founded on a dedicated commitment to teaching as a prestigious profession. We attract, nurture, and train those young people at an early age who demonstrate an ability or interest in teaching and a desire to become teachers.

Magnet programs offered by the Los Angeles Unified School District are voluntary integration programs. Therefore, students who live within the Los Angeles Unified School District may enroll in these programs across the district, in grades K-12, with minimal admission requirements which include no academic restrictions.

Magnet students learn about child development, adolescent psychology, classroom management, the techniques of teaching, the philosophy of education, and career options available in the field of education. Special lectures are provided through the program's partnership with the Schools of Education at CSULA, UCLA, USC, CSUDH, and the California Science Museum. The curriculum includes required A-F university prep courses, pedagogic studies, methodology of teaching and practice teaching in elementary, middle, and senior high schools. The students are provided practical teaching opportunities in the content areas through the core curriculum classes. Teachers then assess from the student's demonstration lesson whether or not the student has mastered the content taught. Based on a rigorous academic foundation, ninety-five percent of the programs' graduates attend a college or a university.

Teacher Training Magnet students who fall below a 2.0 GPA at the ten- and twenty-week grading periods, are identified, placed on academic probation, and given an academic improvement plan. This plan requires active parental involvement, immediate enrollment in a tutorial program, a reading program. Grades and attendance are monitored weekly. Students also take part in educational conferences around the world. Regular trips to various universities, museums, libraries, art galleries, and ethnic communities are provided for curriculum enhancement. Additionally, through *service learning projects*, students participate in after school tutorial programs where they tutor the feeder elementary, middle school, and Crenshaw High School students. Further, they participate in a cross-generational reading circle with elders from a community senior citizens' facility.

Teacher Training Magnet students travel throughout the world to participate in academic and/or cultural projects. For nine consecutive years, students have traveled to Washington DC to participate with students from around the United States in seminars and symposiums that examine the structure and operation of the three branches of the federal government. Biology and AP Environmental science students have been engaged in a summer environmental project in Wyoming. Students, representing the Teacher Training Magnet, have been invited to New York to participate in The Hunger Project.

Literacy Rite of Passage students travel yearly to Ghana, Africa to participate in a community Library Literacy Project. The Community Service Literacy Projects have anchored its efforts in student achievement and community needs.

All students in the Teacher Training Magnet are enrolled in courses meeting the A-F college requirements for English, math, history/social science, laboratory science, language other than English, and college preparatory electives.

Spring 1999 Student Performance in Academic Subjects*

Grades	A		B		C		D		F	
English	60	20%	50	16%	67	22%	68	22%	62	20%
Math	26	10%	34	13%	84	33%	50	20%	59	23%
Science	32	13%	64	26%	69	28%	39	16%	41	17%
Social Science	48	22%	54	24%	61	28%	31	14%	27	12%

*Data from School Accountability Report

Spring 1999 Stanford 9 Test Score Results

Grade Level	9		10		11	
	S'98	S'99	S'98	S'99	S'98	S'99
Reading	22	21	16	20	29	24
Math	35	32	24	32	27	28
Language	36	30	22	23	34	26

School Year	Fall Student Enrollment Grades 9-12	Seniors Completing Program	Seniors Entering College
1996-1997	342	60	60
1997-1998	325	45	45
1998-1999	342	60	59
1999-2000	325	*	*

Academy for Career Excellence (A.C.E.)/Perkins

The A.C.E. program is a school-to-career transition program linking vocational and academic curricula to the workplace. The program organizes students into career clusters and provides support and special services to help students enter the workforce and/or continue advanced training at two- and/or four-year post-secondary institutions. Students follow a sequence of classes in one specific career path beginning in the tenth grade and continue in this career throughout high school. The four career paths are graphic arts (printing technology), culinary arts (food services), office technology, and fashion design.

School Year	Fall Student Enrollment Grades 9-12	Seniors Completing Program
1996-1997	216	40
1997-1998	251	57
1998-1999	249	69
1999-2000	*	*

The school-to-career program continues to be exemplary as noted in the last Accreditation visit. Local businesses have consistently been generous in providing job-site learning for our students. The development of the Career paths was based firmly on this history of partnership with our community.

Other measures of improvement levels of student achievement in the A.C.E. Program include the following:

1. Students who continue in the program from year to year must earn a final grade of "C" or better in their career path classes beginning in the 10th grade.
2. Students begin developing a portfolio of their work beginning in the 10th grade and add to their portfolio each year they are in the program.
3. Students receive a certificate in the 12th grade indicating successful completion of the A.C.E. Program.
4. Each individual career path teacher evaluates student achievement by using rubrics to assess the quality of student work. (See appendix for an example of a scoring guide for visual presentation in all subjects.)
5. The Perkins/ACE program requires an end of the year self-evaluation to determine the progress or to identify any area that may need improvement. (See appendix for Carl D. Perkins Vocational and Applied Technology Education Act Self-Evaluation Progress Chart).

Access Scholars Program

Crenshaw High School has 9th-11th grade students participating in the Access Scholars Program. The Access Scholars Program originated on the campus of California State University, Los Angeles. Crenshaw is one of three High Schools (Dorsey and Bravo are the other two) who participates in the program. The focus of this program is to increase the number of students who are college-ready when they graduate. Students are encouraged to take rigorous academic requirements including mathematics and science. In return, California State University, Los Angeles provides extra tutorial services, enrichment activities, and guaranteed parental involvement. Students participate in a variety of field trips, such as the California Science Center/IMax Theater, Pan-African Film and Art Festival, Historical Bus Tour of Downtown LA/Olvera Street, S.T.A.R. Exploration Station Museum.

Students visit CSULA to participate in biology, chemistry or physics labs. They also visit the English Writing Lab to learn more about the level of writing that is expected of them in college. In addition, there are workshops for parents and students which focus on learning the steps necessary for college admission.

Percent Maintaining Grades "C" or Higher

	GPA Math Grades*	GPA Science Grades**	Average GPA Math	Average GPA Science
	65%	83%	2.19	2.49

* College Prep Math Courses **College Prep Science Courses

For students who do not maintain a 2.0 or higher, tutoring, special parent meetings, close monitoring, and other strategies are employed to assure student success.

Approximately 81% of the students are maintaining an overall GPA of "C" or better in their coursework. Since the philosophy of the program is one of persistence rather than failure, students who earn "D's", or fail's, are required to attend summer school to make-up any course in which they were unsuccessful. Of particular significance is the fact that 95% students do complete the high school graduation requirements even if they do not complete four years of Access Scholars.

School Year	Fall Student Enrollment Grades 9	Total
1996-1997	37	37(First Year of 9 th)
1997-1998	29	66 (9-10 in Program)
1998-1999	88	154 (9-11 in Program)
1999-2000	44	198 (9-12 in Program)

English Learners (EL) Program

Crenshaw High plans to increase the rate of English learners passing the language assessment scale by 10 percent. We plan to increase SDAIE techniques for teaching students and bilingual in-service for teachers. In addition, the Bilingual Advisory Council will be involved in English Learner training. Students who are doing well in English Learners' classes will be tested and placed in more challenging classes, while students who require more intensive language training will be tutored through intervention and Saturday Success Academy. Parents will be advised and encouraged to attend classes to improve their own language skills and those of their children.

In order to have the redesignation rate reflect actual student progress, the coordinator will train a group of adults to assist with oral LAS testing. We have targeted a large percentage of the current English Learners for redesignation; the perennial problem has been one of enough trained persons to carry out testing.

CALENDAR YEAR APRIL 99 - MARCH 2000

SCREENED-READING/WRITING-LAS REDESIGNATIONS	55	
REDESIGNED	9 (2 GRADUATED)	
SCHEDULED FOR SCREENING-READING/WRITING	71	Testing will begin 4/4/00

PHASE I: FOCUS GROUP C

C. Critical Area for follow-up:

To increase the number of students successfully completing a four-year course of study by addressing those factors within the school's control that contribute to student success.

Section 1: Structure, Function, and Process of the Focus Group

There are thirty-four members on Focus Group C. As a whole, the group established that there were nine basic factors students do not successfully complete the four-year course of study (grades 9-12). They then listed the various programs that have been developed to address these factors. Then they divided into sub-groups to develop and write the narrative and to design a rubric. Other subgroups were assigned to examine and gather information on programs that have positively influenced students in successfully completing a four-year course of study. Findings were shared, concerns and ideas were discussed.

Factors that cause students not to successfully complete a four-year course of study:

- o Alienation
- o Lack of community support
- o Lack of family support and structure
- o Peer Pressure
- o Poor Academic Achievement/skills
- o Relevancy of school
- o Student safety
- o Special Needs Students - placement and academic support
- o High transiency rate

PROGRAMS, ACTIVITIES, AND PERSONNEL THAT PROMOTE/SUPPORT STUDENT SUCCESS IN STAYING IN SCHOOL.

1	Access Program / Magnets	14	Peer Tutoring
2	Advance Placement	15	Perkins Program
3	Bilingual Program	16	Pupil Service & Attendance Coordinator
4	Career Advisor-Programs	17	Safe School Program
5	College Advisor- Programs	18	Saturday Success Academy
6	Concurrent Enrollment Program	19	School Police
7	Counselor Assignment by Grade Level	20	School Psychologist
8	E.I.S. Program - Teachers	21	Schoolwide Intervention Program
9	Clubs and Organizations	22	Special Education Case Manager
10	Impact Program	23	Extracurricular Activities/Sports
11	Mentor Teacher Programs	24	Technology Program
12	Music Department Programs	25	Work Experience Advisor - Programs
13	Parent Meetings		

VARIOUS PROGRAMS POSITIVELY AFFECTING THE STUDENT DROPOUT RATE

(Numbers correspond to the programs listed on the previous page.)

Example: #1 is the Access/Magnet Programs

Factors contributing to dropouts	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Alienation	x		x	x	x		x	x	x	x	x	x		x	x			x			x	x		x	
Community—lack of Support				x	x	x		x	x	x	x	x		x	x		x			x	x		x		x
Family—lack of support			x					x	x	x		x	x		x			x		x			x		x
Peer Pressure	x	x			x				x	x	x		x	x				x			x			x	
Safety								x	x								x		x						
Transiency Rate							x		x				x		x			x		x			x		x
Relevancy of Education	x	x	x	x	x	x	x				x	x	x	x	x			x			x			x	x

Student Survey

1. The organization or program you belong to is _____
Explain why you joined or participate in it:
2. Has this program or organization enabled you to feel more positive about school? (Y/N)
Explain:
3. Do you believe taking part in this organization or program will help you graduate? (Y/N)
Explain:
4. Do you believe belonging to this organization or program helps students graduate who otherwise would not? (Y/N)
5. Explain and give an example of someone you know who benefited from this program or organization:

The Analysis of the results of the above Student Surveys was as follows:

Generally speaking, the students joined or participated in the various programs/organizations surveyed to feel a sense of belonging, and to help them become more successful at Crenshaw High. Most students felt the programs gave them pride in themselves, which then extended to pride in attending Crenshaw. Many felt that participating in activities helped increase their chances to graduate. Students who had prior attendance and academic problems felt staying in the various programs and organizations helped them graduate. Students cited individual examples of classmates who were previously negative toward school becoming more positive as a result of their participation and involvement in school programs surveyed.

Teacher-Sponsor/Coordinator Survey (of the 25 programs previously identified)

What is the purpose of the organization?

Does the program have the following positive impacts:

- > Does it help students feel a part of the school community? (Y/N)
- > Does it encourage and help students feel support from the community around our school? (Y/N)
- > Does it encourage supportive family structure? (Y/N)
- > Does it encourage positive peer pressure? (Y/N)
- > Does it promote good academic success? (Y/N)
- > Does it promote the relevancy of our school's curriculum? (Y/N)
- > Does it provide for placement and academic support for Special Needs Students? (Y/N)
- > Does it have a deterring impact on our school's transiency rate?
- > Does it support a safe school environment? (Y/N)

Analysis of the Teacher-Sponsor/Coordinator Survey Results:

All of the sponsors surveyed felt their programs helped students feel that they are a part of the school community. The vast majority of the sponsors felt their programs did the following: encouraged and helped students feel support from the surrounding Crenshaw High School community, encouraged more parent involvement and positive peer pressure, and helped promote academic success. Most teachers-sponsors/coordinators felt their programs promote the relevancy of our school's curriculum and provide for placement and academic support for special needs students. Most sponsors felt their programs have a deterring impact on our school's transiency rate and help support a safe school environment.

The negative results of the survey were that sponsors felt that while their programs have a positive impact on the students involved in them, the general consensus was that at-risk students would have benefited had they participated. Program sponsors and coordinators visit middle schools to actively recruit students and organization members are encouraged to recruit friends.

Overall, Crenshaw High School has been successful in annually reducing the dropout rate (as stated in the Attendance section of this report on page 4).

PHASE I: FOCUS GROUP D

D. Critical area for follow-up:

To increase student motivation and eventual achievement by a comprehensive staff development plan linked to the ESLR'S.

Section I: Structure, Function, and Process used to address Critical Area

There are 19 members of Focus Group D. They worked as a unit to develop a rubric that assessed previous staff developments and to obtain information to assist in the development of a staff development plan.

After developing the rubric, they worked in five sub-groups. Using the rubric assessment, each group evaluated 2 to 3 previous staff developments. Afterwards, they compiled the data and rated the success of staff developments on a scale of 1 to 5, 5 being best. They wrote an overall evaluative statement of their progress and areas that need improvement. They included in the conclusion a plan for continue on improving future staff developments using the rubric as a guide for planning future staff developments. Some of the key areas of the rubric criteria were (see below for complete rubric):

1. Eliminating lecture-only presentations in staff development.
2. Use of more visuals during presentations.

3. Presenting staff developments that reach all classrooms and motivate students.
4. Use of technology for teachers and students.
5. Providing professionals or experts in the field as presenters for staff developments.

The incorporation of these key areas was based on the premise that increasing teacher motivation, will eventually increase student motivation.

Section III: Development of Rubric/Guidelines (to assess/analyze previous and future staff developments)

Exemplary -5	Good -4	Proficient -3	Developing -2	Emerging -1
<ul style="list-style-type: none"> ◦ Addresses 2 or more ESLR's ◦ Extensive use of motivational elements ◦ Technology/visuals ◦ Group activity ◦ Hand-outs ◦ Demonstrations ◦ Interdisciplinary ◦ Use of experts in the field as presenters ◦ Complete for use in the classroom 	<ul style="list-style-type: none"> ◦ Addresses 1 or more ESLR ◦ Good use of motivational elements (see #5 above) ◦ Interdisciplinary ◦ Use of experts in the field as presenters ◦ Complete for use in the classroom 	<ul style="list-style-type: none"> ◦ Address 1 ESLR ◦ Some use of motivational elements (see #5 above) ◦ Some interdisciplinary use 	<ul style="list-style-type: none"> • Attempts to address an ESLR • Limited use of motivational elements • Not interdisciplinary 	<ul style="list-style-type: none"> ◦ Does not address an ESLR ◦ Does not use motivational elements ◦ Not interdisciplinary

***Section III: Applied the rubric/guidelines to measure the success or progress that has been made with regards to the critical area. Rate success/progress on a scale of 1-5, 5 being best.**

Section IV: Ratings of Previous Staff Developments

DATE	STAFF DEVELOPMENT	RATING*
10/3/97	Assessment and Rubrics	4
11/7/97	ESLR's Standards Assessment	4
11/7/97	Standards Based Instruction	2
2/17/98	Crenshaw/Dorsey Symposium	4
3/13/98	Multiple Workshop sessions on a variety of topics/Teacher choice—Rubrics, Computers, etc.	4
4/3/98	Getty Museum & Technology visits	5
8/31/98	Mission, Vision and Values	2
2/8/99	Standardized Testing (Kaplan)	4
2/26/99	Technology-CompUSA and Staff Presenters	5
3/26/99	Cross-curricular lessons	5
4/30/99	Special Education & Gifted	3
5/21/99	Digital High School	3
5/29/99	Food from the Hood and textbook inventory process	3
6/28/99	African Culture and Language Acquisition	4
9/1/99	Stanford 9	2
9/2/99	Intervention Lesson Plans	4
	Socratic Seminar	4

Overall rating 3.73 Evidence of staff developments are kept in file folders located in the Assistant Principals' office.

Section V: Overall assessment, Final conclusions, and Evaluative statement

After evaluating previous staff developments (since 1997), the group concluded that the past staff developments should be ranked overall above average. One main concern is to make sure the staff developments are linked to our ESLR's. The group found that 13 staff developments addressed at least one ESLR, and 3 addressed two or more ESLR's. Another concern is that staff developments should motivate teachers and that this motivation will be passed on to their students. We have found that 13 staff developments contained at least one motivational element and 10 had good or extensive use of the motivational elements which added viability and interest to a lesson. It is our conclusion that after evaluating the previous staff developments that a comprehensive staff development program has been presented.

Section VI: Plan for Continued Follow-up

As a plan for continued follow-up, the rubric/guideline assessment will be submitted to the Staff Development Committee/SB 1882, and Learn Governing Board for their future planning and evaluation procedures. It is further recommended that the following be a part of our staff development planning:

1. Use of technology/visual aids
2. Screening of presenters for expertise and effectiveness
3. Adherence to time allotment for presentations

Staff development is provided to educate staff on redesigning and implementing standards-based instruction to drive curriculum development. The format chosen for our completed standards clearly shows the relationship of the ESLR's to content and performance expectations. The ESLR's will continue to be incorporated into the vision for school improvement.

PHASE I: FOCUS GROUP E

E. Critical Area for Follow-up:

To raise the expectation levels and strengthen instructional practices geared to all English Learners.

Section I. Structure, Function, and Process used to address critical area

Focus Group E, consisting of 20 persons, met to consider the concern of English Learners' achievement, expectations, and participation in the school's programs. In order for the group to arrive at a consensus, the following pertinent data was checked: bilingual surveys for statistics, Bilingual Advisory Committee meeting rosters to determine parent involvement, and cumulative records. In addition, students were interviewed about their post-secondary career aspirations. The group used a 3-point scale. Three for an Exemplary rating; a Two for Proficient rating, or a One for an Emerging rating in all categories considered (See IV Ranking and Rubric). The group considered four items: instructional strategies, staffing, achievement, and rating scales.

II. Instruction

Teachers receive training in and use SDAIE skills with English Learners. The group ranked instruction as Exemplary. However, the records of teachers who have completed state-authorized training showed a range from completely qualified (with CLAD or BCLAD) to no training at all. (Also see staff section). For the most part, teachers do indeed use SDAIE methods and strive to work with students so they achieve their maximum potential. Thus, the rank of two on a three-point scale.

III. Staffing

Crenshaw High School is not entirely staffed with teachers who hold full credentials, and those who deal with English Learners mirror the school in that respect. However, those who do hold CLAD certificates and who are in training for the CLAD are assigned to classes for English Learners whenever possible. In other cases such as Education/Career Planning and Health, this is not an option. Teachers with appropriate training and credentials are recruited. In addition, we have experienced turnover in both the ESL 2 position and the Sheltered English 9 and 10 positions. These positions have been filled by interns in training, not with fully credentialed teachers. While the ability level has been high, thanks to good recruiting on the part of the Learn Governing Board Selection Committee, the teachers have all had to learn on the job.

The Bilingual Coordinator/Counselor's position has also changed hands frequently, a fact that has made continuity a challenge. Shortly after each person learned the position, another person has come into the job.

III. Student Achievement: The Findings

In the past three years, English Learners have made strides in the language arts and social science areas, but science and math remain weak. Students are encouraged to attend tutoring and the Saturday Success Academy, both of which have had a positive effect on students' grades. The low scores in math and science mirror those of the school as a whole. The district is on the verge of implementing a policy that prohibits social promotion, and that could have a dramatic effect on the skills students bring to high school, but it will not be immediate. Presently, we are using the intervention techniques of before and after school tutoring and extended learning on Saturdays to bring English Learners up to standard.

The redesignation rate was at three percent last year, and this year we have trained additional staff to assist in the administration of the oral test.

Interviews with all EL students about their post secondary plans showed that the majority will seek higher education. Because of immigration status, few are able to go to state colleges and universities after high school, so they attend community colleges (primarily West LA College and Santa Monica College). As their immigration status changes, they transfer their credits to a four-year institution. Eleventh- and twelfth-graders are clearer about these goals than ninth- and tenth-graders, but even among the freshmen and sophomores, many have expressed a desire to continue their education. The challenge is to persuade students who do not excel in math and science that there is a connection between grades/achievement and their ability to perform at college level.

Students have access to all aspects of the curriculum, from special education to honors classes. The good aspect of this is that a student can take a variety of classes at his/her ability level. The less-useful aspect of this is that the teachers trained in SDAIE methods are clustered with the low-level classes. As English Learners begin appearing in the high-powered classes, there will be a need for teachers with CLAD or BCLAD training.

In other aspects of school life, more Latinos (our primary English Language Learner population) are participating in school activities. Last year, two of the graduation speakers were Latino, and at least one person delivers a graduation speech in Spanish whenever possible. Although these students are not necessarily English Learners, the English Language Learners who observe other Latinos taking part in school activities will see them as role models and, with some encouragement, will join the rest in leadership roles and other school activities. An ever-popular sport, soccer, has made a comeback this year, with both boys' and girls' teams. Latino students also participate in MJROTC, flag team, drill/pep squad and student government.

IV. Ranking and Rubric

INSTRUCTIONAL RUBRIC FOR ESL STUDENTS AT CRENSHAW HIGH

<u>Criteria</u>	<u>Advanced</u>	<u>Proficient</u>	<u>Developing</u>
	3	2	1
1. Instruction		x	
2. Staffing Practices		x	
3. Monitoring System			x
4. Special Programs			x

1. Instruction/Access to Core Curriculum

- o English Language Learners are scheduled in classes ranging from special education to Honors. In addition, they take part in magnet programs the New Media Academy, the Ace/Perkins and the Access Programs.
- o SDAIE instruction is provided in math, science, English, and social studies.
- o Students are strongly encouraged to attend after school tutorials and Saturday Success Academy.
- o Primary Language and Bilingual programs are not available.
- o Students receive training in technology as the school transitions into becoming a Digital High School.

2. Staffing Procedures

- o There has been an increase in the number of teachers pursuing CLAD/BCLAD goals.
- o There is still a great need for CLAD/BCLAD trained personnel.
- o Teachers are hired through the LEARN process.

3. Monitoring System

- Students' progress is monitored by grades, standardized tests, student evaluation, and teacher observation.
- Bilingual Coordinator/Counselor informs teachers, parents and all stakeholders of all redesignations and evaluations being conducted.

4. Special Programs

- The Bilingual Coordinator/Counselor provides staff development on SDAIE instruction and mentors inexperienced teachers in SDAIE methodology.
- Parents meetings are held monthly to encourage parent training in the importance of their English language acquisition and to introduce them to the various classes available to help them, as well as their children, in the process.

English Learners students participate in extracurricular activities such as Academic Decathlon, inter-district math competitions, MJROTC, drill team, flags, and a number of other clubs. EL students are also active in the Leadership Team, Korean Exchange and the Dr. Martin Luther King Committee. Our aim is for full inclusion of all stakeholders in the process of improved student achievement. By creating a more nurturing environment, we hope to continue to improve the access of all stakeholders in all aspects of school life.

Areas for Follow-up:

- A cadre of teachers will be trained to test students for redesignation. We hope to test all eligible students by April 15, 2000.
- Staff development on SDAIE techniques will be available on an ongoing basis to individuals, departments, and the full staff.
- The school will continue its efforts to seek and to recruit fully credentialed teachers with CLAD/BCLAD certification.

PHASE I: FOCUS GROUP F

F. Critical Area for Follow-up:

Develop successful instructional strategies that engage all students as active learners.

Section I. Structure, Function, and Process used to address critical area

Focus Group F was comprised of 17 stakeholders which included teachers, an administrator, parents and students. The previous accreditation report was discussed. The committee, using LAUSD Guidelines and classroom rubrics, then developed a rubric for classroom observation that they felt best described Crenshaw High School's teachers and their instructional practices.

*A category was added to the Rubric, called "Developing" to discriminate between a teacher who is somewhat below minimum standards but is working toward improvement, in contrast to a teacher who was below minimum standards and show no desire to change. The "Developing"

category was added mainly for the nearly 40% of our staff who are not permanent teachers (Note: Some of these were included in the random classroom survey below, but it happened that those included scored 4's and a 5).

*Some current recommended educational practices added to or emphasized in the rubric are student-directed activities use of technology (to reflect our new classification as of the year 2000 as a digital high school); modeling, coaching and monitoring by teachers; emphasis on stimulating plans or materials; authentic assessment; and community/parental involvement not only in the school but built into individual lesson plans.

After developing the Crenshaw High School Rubric for observation of any classroom lesson, the committee estimated the number of teachers at Crenshaw that would score in the different categories, with a "5" for best to a "1" for unsatisfactory. Each committee member was polled to determine the ratings of classrooms observed, how many were a "5, 4, 3, 2, 1." With 35 of the approximately 100 classrooms observed, the numbers were then added and an estimated percent reached of 15 % at the highest, "5", 20% at "4", 40% at "3", 10% at "2" and 15% at "1."

Finally, teachers were randomly asked to contribute lesson plans or other materials that demonstrated one or more of these seven categories.

Percent of Lessons Using These Instructional Strategies:

1. Groups or student-directed activities	91%
2. Stimulating/appropriate activities or materials	100%
3. Inclusion of district standards or Stanford 9 skills	100%
4. Problem-solving skills	95%
5. Technological content	36%
6. Interdisciplinary or interdepartmental collaboration or participation	73%
7. Community or Parental collaboration or participation	36%

(See evidence box for actual lesson plans)

The above seven categories include previous assessment recommendations to give a rating on our progress in those areas and are also a condensation of what is included in the 25 boxes of the five rating levels for each of the five categories of the Rubric (Planning, Class Management, Creativity, Instructional Delivery and Assessment).

Twenty-two lessons or materials for lessons were collected from the randomly chosen teachers, approximately 20% of the faculty. Contributing teachers were also interviewed and one or more members of the committee observed them. Lessons were self-rated by the contributing teachers on one or more of the five categories of the rubric on the rating levels. Members of the committee also rated the categories and assigned an overall rubric rating.

The five elements of an effective lesson were rated using the rubric (see page 38)

1. **Planning**
2. **Class Management**
3. **Creativity**
4. **Instructional Delivery**
5. **Assessment**

The result of the overall Rubric Rating were a pleasant surprise. The higher rating levels were much higher than expected and the last two, lowest rating levels, were 0!

Results of the Rubric Rating ("5" highest to "1" lowest)

5.....	32%	(estimated 15%)
4.....	59%	(estimated 20%)
3.....	9%	(estimated 40%)
2.....	0%	(estimated 10%)
1.....	0%	(estimated 15%)

The randomly selected teachers did have a choice of giving their best plans and of course, not everyone teaches their best everyday. We are sure there must be unsatisfactory teachers at Crenshaw, but far fewer than anticipated.

Conclusion

Focus Group F concluded from the analysis of the lesson plans, the classroom observations, and the information gleaned from the student survey, and the teacher survey that Crenshaw High School rates its classroom instructional strategies as a 4. However, more innovative methods are needed schoolwide.

Step 1

Using the Accreditation Information Sheet from CLCHS and the LAUSD Teacher Rubric as guides, Focus Group F extensively discussed and determined the "exemplary" teaching definition. "Exemplary" was assigned a 5 and ensuing categories for the rubric we made were as follows:

(See rubric on page 3A)

- Proficient -4
- Satisfactory -3
- Developing -2
- Ineffective -1

Step 2

We are planning to distribute surveys to staff and students with our attached rubrics.

The following conclusions were derived from the surveys:

1. Teachers perceive technology is being used more than students perceive it is being used. This may mean that the way technology is being used isn't as impactful as we believe it to be.
2. There is a disparity in teacher and student group perceptions of an engaged class. Teachers perceive students are engaged in their classes. However, students perceive that their classmates aren't engaged.
3. The presence of the scientific method is minimal according to both teacher and student groups. This is of major concern given the real life applicability of the scientific method way-of-thinking and its critical thinking foundation.
4. Teachers think they're doing fun activities, but what they consider is fun is not matching the students' perceptions. Students think that class doesn't have fun activities. This may mean that class either needs to be made more fun, or students and teachers fundamentally have different definitions of fun.
5. A combination of lecturing and discussions and oral presentations make up the majority of lessons. This is of particular concern given the format of standardized tests.

CRENSHAW HIGH RUBRIC FOR OBSERVATION OF ANY CLASSROOM LESSON

RATING; #5 LESSON	PROFICIENT	SATISFACTORY	DEVELOPING	INEFFICIENT
Category 1. Planning Lesson planning is tied to posted standards. Complex and long-range strands are connected to other disciplines. Evidence of networking and planning with other teachers, the community and/or parents is desired. Resources are stimulating	#4 LESSON 1. Planning Standards are posted and/or evident in lesson plan. Evidence of networking or planning with others is desired. Resources are appropriate and technology often part of lesson.	#3 LESSON Standards are posted or evident in lesson (not both). Resources are appropriate.	#2 LESSON Standards are not posted. Some attempt to use them in lesson but not organized well. Resources present.	#1 LESSON 1. Planning Standards not posted or used little organization and no resources.
2. Class Management Students are so engaged that discipline is no problem. Transition is and daily schedule are on the board.	2. Class Management Students are engaged. Discipline problems are rare. Transition periods are well structured. Dispatch and daily schedule on board.	2. Class Management Students are working well. Transitions are not disruptive. Dispatch and/or daily schedule on board.	2. Class Management Students are mostly working. Some transition problems. No dispatch or daily schedule on board.	2. Class Management The majority of the students are working. Some discipline problems. No dispatch.
3. Creativity Projects are student-centered, and a variety of strategies are evident for problem-solving. Students often make unsolicited contributions.	3. Creativity Projects are student-centered. A variety of strategies are evident for problem solving. Students occasionally make unsolicited contributions.	3. Creativity Projects have some student-centered output. At least two problem-solving strategies are used.	3. Creativity The teacher mainly controls project input. Students may draw or add something.	3. Creativity Teacher controls project. Little student input. Problem solving not evident.
4. Instructional Delivery Activities are student-centered and involve high-level thinking skills. Various learning modalities are evident. Teacher models critical procedures, then coaches, fading to role of monitor. Directions clear and vocabulary rich.	4. Instructional Delivery Activities are student-centered and involve high-level-thinking skills. Various learning modalities are used. Teacher acts as coach. Directions are clear.	4. Instructional Delivery Student-centered activities are desired. Teacher may direct learning. High-level thinking skills are desired. Teacher may act as coach (but doesn't model). Directions are clear.	4. Instructional Delivery Activities have student-input and involve some problem solving. Teacher directs and answers questions. Directions may not be very clear.	4. Instructional Delivery Activities are teacher-centered. Skill work, not higher-level thinking predominates. Directions not very clear.
5. Assessment Assessment Rubrics are clear to students. Authentic Assessment predominates. Varied modalities are used to assess and include credit for student individuality. Students contributed to design of rubric.	5. Assessment Assessment Rubrics are clear to students. Authentic assessment predominates. More than one modality is used to assess. Some student input to rubric is evident.	5. Assessment Assessment rubrics are mostly clear to students. May have several modalities. Student input is not evident.	5. Assessment Assessment Rubrics are mostly clear to students. One modality predominates.	5. Assessment Assessment Rubrics are mostly unclear to students.

III. Schoolwide Action Plan Progress:

SELF STUDY IMPROVEMENT AREAS

List each schoolwide action plan objective and summarize progress made. Cite evidence, then indicate any further action needed and plans to carry out this action.

PHASE II: FOCUS GROUP A

IMPROVEMENT AREA 1: *To provide computer/technology access to every student on campus and the training needed by each student to effectively use the equipment.*

Goal 1: **To provide every classroom with a computer with Internet access and multimedia capability.**

This school year Crenshaw High School became a Digital High School, and received a digital grant in the amount of \$826,800.00 to accomplish the above goal. Prior to this year, computers were obtained through Title I, Perkins, Teacher Training Magnet, Gifted Magnet funds and donations from Breakaway Technologies, DreamWorks, AllState Insurance, Microsoft Corp., Sony, and the USC Annenberg Project. Under the digital grant approximately three hundred computers are to be purchased. One hundred and fifty have been installed consisting of-- **Cyber Cafes:** They are currently in the **King Museum (12) computers plus one main laser printer for group access; College Center (10) computers plus one main laser printer for group access; Special Education Department (5) computer workstations and one instructor's computer; Advanced Math (9) computer workstations and one instructor's computer; Sports Culture (15) computer workstations and one common printer; and fourteen other classrooms with 4 computers per workstation and one instructor's computer.**

Some of the infrastructure is still to be installed in order to have full use of the newly equipped computer labs containing 31 computers in room 235 and 31 computers in room 233. The upgrading and installation of new electrical wiring to support these computer labs is pending. Labs are now operating on stand alone mode. There are three computer labs at our school dedicated to teaching computer skills and business applications to our students (Rooms 233, 235 and 237 with approximately 30 computers each). Also, every classroom will have at least one computer by the end of this school year. In addition to the classes and sites already mentioned in other sections of this report, there are courses offered in word processing, presentation desktop publishing and computer-aided graphics. There are new board approved courses currently under development for Career Path implementation through the New Media Academy.

During their freshman year, students will be enrolled in computer classes for basic training in word processing and computer-based research. One computer lab and the library are open after of school and on weekends to help accommodate the students.

Recommendation: It was recommended that the school hire additional technical personnel to maintain the new computers as well as the network, Internet, and infrastructure.

Goal 2: To provide staff training dealing with the use of technology and implementing technology use in the curriculum.

The staff completed questionnaires surveying their level of competency/literacy (see evidence box). Results indicated approximately one-fourth of our staff at the competent level, a few at the advanced level (able to serve as trainers), one-fourth at the intermediate level, and approximately one-half are beginners. As a result of this data, the digital grant and the school's technology plan stated that before teachers could receive a computer (s) they must undergo training through the contracted services of Future Kids. Approximately 43 teachers were trained and received computers in their classrooms at the end of the Fall '99 semester. Also, teachers received hands-on training through staff development workshops conducted by members of our staff in cooperation with CompUSA. Some staff members also received training from Cisco, Apple Computers Inc., and Novell, in addition to the services provided by Future Kids.

Recommendation: A quarterly report be given to the entire staff on status of technology implementation. Further, that all staff be trained by year 2001 and that all classrooms be equipped with from one to four computers..

Goal 3: Teach students to be effective technology users by integrating technology use into the current curriculum

Training for students has been provided by a community based business, Breakaway Technology as a part of their donation to Crenshaw High School and many students were able to take advantage of training. Currently, according to student surveys, only 30-40% actively use computer, however this level is expected to increase as more teachers are trained and have computer access within their classrooms. Students will be able to use computers and access information pertinent to all disciplines.

Recommendations: Conduct survey to obtain names of students who are not computer literate. Also, provide on a rotating basis, the opportunity for all students to experience the usage of computers. Further, upon completion of Education Career Planning ECP, students who satisfactorily demonstrate understanding of policy, procedures, and basic computer proficiency in Crenshaw High School's System be issued a computer user card to access computer training in the labs. Five weeks of ECP be devoted to rotation into the computer labs.

Goal 4: TV-VCR, video camera etc. to create multimedia classroom that will link with computers

Currently, through the audio visual coordinator, the majority of teachers have access to the aforementioned media aids.

Recommendation: That one classroom in every department be equipped with a TV/VCR, video camera for classroom productions and have access to televised programming.

Goal 5: Obtain updated phones so teachers have direct outside access to area codes 213, 310, and 818.

Focus Group A felt this had more pertinence to the physical plant and school safety improvement area, or the ability of teachers to contact parents (parent involvement improvement area).

Recommendations: Move this goal to Focus Group E.

PHASE II: FOCUS GROUP B

IMPROVEMENT AREA 2: *To continue to develop an academic program that exposes students to career and curricular paths.*

Goal 1: Continue to develop the academic program to include more interdisciplinary instruction.

Within several departments, students are involved in activities designed to expose them to various instructional strategies. The MJROTC classes require students to present current events using Power Point presentations learned in computer class. Both the English and Social Science Departments require students to complete research projects using computer resources. English teachers regularly teach literature using a historical context to help students understand what they read.

There are several examples of interdisciplinary programs in place. Within the Gifted Magnet, tenth grade students take Art History and World History, concurrently completing projects under the direction of both instructors. The Teacher Training Magnet Program has incorporated a sustained silent reading program with English and Social Science Teachers. The Health Department has students discuss current events that involve health, government, and economic issues. Crenshaw High School had its first Science Fair in June '99, and the planning for the 2000 Science Fair has already begun. Students work with their science, English, Social Science and Computer teachers to complete their projects. However, we need to expand interdepartmental planning. For Fall 2000 a plan for interdepartmental projects and planning will be presented.

Integrated curriculum is a component of the Perkins Program as evidenced by student-run businesses, which have developed as a result of students simultaneously being enrolled in Economics. In this program, all seniors must complete Business Management and Economics.

In the Media Academy, it is mandated that three academic teachers work with one technical teacher to develop integrated curriculum projects.

Goal 2: Establish apprenticeship and internship programs for career related skill development.

Partnerships have been expanding over the past three years with the growth of the Perkins Program and the addition of the New Media Academy in the Fall 1999. Students have the opportunity to prepare for one of four career paths through the Perkins Program. The Teacher Training Magnet has partnerships with CSUDH and CSULA to provide students with teaching opportunities. Also, within the Teacher Training Magnet, students in the World of Education class are required to teach lessons in the four core curricular areas. All ninth graders are enrolled in Education/Career Planning, learn about post-secondary opportunities and career choices, and research, guest speakers, field trips, and video presentations are an integral part of our ECP Program.

The Career Center enrolls students in a variety of programs related to career choices and work experiences. The Career Advisor makes presentations to all ninth graders through ECP classes and advertises Regional Occupational Program (ROP) classes on a regular basis. Beginning with the graduating class of 2003, all students will be required to choose and complete a career path during their four years of high school.

Goal 3: Increase the number of Advanced Placement and honors classes, as well as those enrolled in "A-F requirements".

Over the past three years, offerings of Honors and Advanced Placement Classes have increased dramatically. There are currently 14 Advanced Placement subjects and honors classes in English, Math, Science, Foreign Language, and Social Science. Teachers are given opportunities to attend training sessions in Pre-AP programs and for Advanced Placement classes. Crenshaw High School now has a School for Advanced Studies to support the expanding Honors and Advanced Placement Program. With these additional programs now in place, intellectual growth on the part of the student is greatly enhanced in terms of furtherance in their career and curricular paths.

Goal 4: Professional Development

In order to insure that each student is working towards the ultimate goal of a rewarding career it is imperative that classroom instruction make the connection between the knowledge imparted and the connection to a real life occupation/career. Therefore, professional development where there is a exchange of ideas on the part of faculty and staff to foster the promotion of vehicles that provide experiences in and outside of the classroom related to career/curricular paths. These may include apprenticeships, partnerships with businesses, networking with professionals in different fields, incorporating field trips and job shadowing as a fundamental part of the instruction progress.

Professional development takes place in the following forums: Faculty meetings, departmental meetings, Instructional Planning Committee Meetings, Special Programs Faculty meetings,

conference attendance, workshops, training in pre-AP programs, guest speakers, classroom visitations, Cluster Symposium Sessions, Advisory Council Meetings, and staff development sessions.

PHASE II: FOCUS GROUP C

IMPROVEMENT AREA 3: *There is a need to increase parent involvement and participation in support of the vision.*

Goal 1: To provide strategies which increase parent involvement.

Strategy I: Calls to parents regarding activities. The lack of efficient telephone access the inconvenient telephone options available to the faculty, are major handicaps for teachers, especially from their individual rooms. A solution to these problems would be for the school phone system to be designed so faculty can more easily call their students' parents from their classrooms. This access could be accomplished by allowing faculty to dial local numbers directly from their rooms. This would enable teachers to communicate with students parents/legal guardians in a timely and more efficient manner. Further, the school's phone system should also have voice mail capabilities, so parents can leave messages for their children's teachers. Finally, a major goal is to improve the school's technology to the extent that teachers will be able to send and accept E-mail to and from their students' parents, and eventually, to have a web page so parents can have a faster and better means of communication with their children's individual teachers.

Strategy II: Funding should be increased to allow additional mailing of students' reports cards. Parents need to know their children's academic and attendance records far enough in advance than the present system allows in order to effectively intervene before problems occur in these areas.

Strategy III: Reactivating the Grandparents' Club would greatly impact student achievement, since grandparents are vitally important in our student family structures.

Goal 2: To increase communication with parent

Suggestions used to improve and increase communication with parents

- List programs and resources available to parents/students
- Invite parents to "Let's talk" sessions by grade level.
- Provide longer hours for current programs to accommodate working parents
- Hold informal meetings for parents to ask questions and obtain answers.
- Information in student/parent planners, flyers, phonemaster, and newsletters.
- Increase communication by requiring a one-day sit-in visit to observe a class.
- Calls made by the parent center helps to improve communication with parents.
- Increase the number of parent volunteers on campus.
- Counseling nights by grade level by Counselors, Coordinators, and Advisers are conducted weekly.

- Announcements for public services regarding school activities are in local newspapers and on local radio stations.
- Training workshops for parents—district wide. “It’s your child, too.” Dispel “Not my child myth.”
- Use outside presenters to conduct parent workshops on specific parenting strategies. Schedule these workshops near 10 and 20 weeks grading periods. Students get extra credit for their parents’ attending, and parents receive certificates for attending.

Goal 3: To provide parent training

To provide parent training (i.e. parent workshops) is an important goal. The workshops sponsored by the College Center and Vocational Education are currently successful, but increased parent involvement in other workshops can lead to improved student achievement. Title I funding and guidance should be increased and targeted for workshops aimed at parents whose children are enrolled in the ESL program, who have substance abuse and other pre-determined infractions, who are enrolled in the Special Education program, and/or who have major discipline and attendance problems. All workshops should be ongoing and should take place during the school day, in the evening, and on Saturdays in order to accommodate parents’ schedules and to increase their participation.

Examining why past workshops have failed, will enable the school to design workshops that will address parents’ needs. One strategy that can lead to more parent involvement would be for special programs such as the Media Academy, ACE Program, and Food from the Hood to make parent meetings and certain parent workshops mandatory. The timeline for these above programs will be determined and established as needed.

Goal 4: To provide parental encouragement and motivation.

- Teachers should use EIS time to call parents with “Good news” and to provide positive student reports.
- Showcase classrooms, and invite parents to visit.
- Certificates for deserving students and their parents.
- Students of the month on marquee in front of school - one student per grade level. Picture and biography of students in the showcase.
- Bumper stickers (“My child is an Honor student at Crenshaw High School”, etc.)
- Invite parents to Honor roll assemblies.
- All stakeholders need to be involved in assisting with parental involvement.
- Use Special Report to Parents (can obtain from Counseling Offices). Initially put 4 to 5 forms in each teacher’s box.
- Rewards/incentives for teachers who use the Special Report to parents. For prizes: cafeteria breakfast/lunch; treat from Catering class; lottery ticket; pen/pencil; dry-erase marker, etc.

Also, present rewards to parents who attend meetings, and students should be given rewards when they bring their parents.

We continually try to welcome parents and other community stakeholders to be active participants in the process of school change. Parents have been included in staff development opportunities and conferences. Title I Parent meetings and Bilingual Advisory Council meetings provide effective forums to bring parents into the educational process. Parent Meetings empower parents and other community stakeholders to become mentors to their children as the seniors work to compile their portfolios and fulfill their community service requirements. Parents are members of the Leadership Team and are trained to be active participants in Focus On Learning implementation and the current standards development. Similarly, School Site Council's annual training offer parents additional expertise in instructional program improvement. Magnets and other advisory Councils meet jointly with parents and students to transmit practices and strategies that encourage increased student learning. The Principal's Newsletter and Principal's Report to the Community informs, motivates, encourages parents to be more involved.

PHASE II: FOCUS GROUP D

IMPROVEMENT AREA 4: *To continue professional development to improve the instructional delivery.*

To assist Focus Group D in evaluating our progress of the SCHOOLWIDE ACTION PLAN, we used information obtained from a faculty survey and records from SB 1882 Committee. The results from the faculty survey and SB 1882 records show that many teachers attend interest specific workshops. Of the 35 teachers that responded to the survey, 94% have attended a conference/workshop in the last three years. SB 1882 data shows that 56 conferences were attended in 1996-97, 46 conferences in 1997-1998, and 17 in 1998-99 and the majority of these conferences directly pertain to the subject that the teacher teaches. Of the responses on the faculty survey, 88% of those who attended workshops evaluated the information obtained as very useful to somewhat useful in their instructional programs.

Goal 1: Develop an instructional strategy plan that promotes a consistent language of instruction across discipline.

We are making continuous progress on an instructional strategy plan. While a variety of instructional strategies are used by individual teachers, such as cooperative learning, and peer coaching, most of our efforts have been in developing strategies that are used throughout all disciplines. We are making progress in providing our students with standards-based curriculum and courses that adhere to curriculum guides and that are aligned with the State Frameworks. Teachers readily post standards and teach lessons geared to those standards. Our posted standards chart cross references the standards with all the other disciplines. Teachers use this reference to reinforce ideas and concepts in other areas. For example, a student working on a standard of analyzing genetic inheritance data in a science class will also be using mathematical skills required from a math standard.

Efforts are also being made in assessment. Through staff development training, teachers use a rubric method on most student assessments. Students are also provided with sample "A", "B", and "C" assignments and projects. A substantial investment in computers for classrooms has been accomplished. Teachers are in the process of developing strategies and lessons that utilize computers and software.

Recommendation: The group recommends that we continue to adhere to district standards and have standards drive our curriculum. We recommend that all new teachers be inserviced on and implement assessment rubrics and schoolwide instructional practices.

Goal 2: Teachers will be a resource for each other and promote collaboration, teaming, interdisciplinary sharing.

Some improvement has been made on Goal 2 of the Action Plan. Three staff developments offered collaboration and interdisciplinary sharing of information:

- 3/13/98 Multiple workshops on a variety of topics.
- 2/26/99 Technology/Staff presenters of interdisciplinary lessons
- 3/26/99 Cross-curricular lessons

Fifty percent of those responding to the survey on Goal 2 reported that they observe other teachers and 14% are team teaching. Information received from conference attendance is often presented to the faculty during our monthly faculty meeting. Teachers may present instructional information at monthly department meetings.

Recommendation: More teachers should be encouraged by the school administration to team teach and the logistics of scheduling team-taught courses be worked out.

**Goal 3: Increase attendance at staff development, workshops/conferences.
Information needs to be shared with the department and/or faculty.**

In response to Goal 3 of the Action Plan, the group reports that conference attendance utilizing SB 1882 funds has decreased from the two previous years.

Recommendation: All workshop/conference information should continue to be posted in the main office and distributed by department chairpersons.

Goal 4: Articulation between Middle and Senior High School will occur.

We have made steady progress on Goal 4. Crenshaw High School has had three symposiums with other high schools and middle schools. These symposiums allowed for articulation and collaboration with teachers from other schools in the cluster.

Recommendation: More articulation between departments must occur during future symposiums. Teachers stated that they would benefit more from sharing curriculum information with teachers from middle schools in the cluster.

Accreditation Faculty and Staff Survey

Instructions: Please answer the following questions regarding workshops and conferences you have attended in the last three years (since Fall, 1997).

1. Have you attended any workshops/conferences in the last three years?
2. Have you completed any courses in the last three years?
3. How would you evaluate the workshops or courses you attended with respect to their relevance or usefulness to your instructional program?
4. Was the information you received from courses or workshops shared with other teachers?
5. Was information you received from courses or workshops shared with the entire faculty?
6. Do you team teach any classes at Crenshaw?
7. Have you visited or observed another classroom teacher or instructional program as part of enhancing your instruction in the last three year?

PHASE II: FOCUS GROUP E

IMPROVEMENT AREA 5: *There is a need to improve the conditions of the physical plant and the safety of the school.*

Goal 1: **To improve the conditions of the physical plant.**

The school's Leadership Team recommended a schoolwide action plan addressing the conditions of the physical plant and safety of the school. One of the activities to ensure that this goal was met was for the staff to gather and use information from parent, student, and stakeholders surveys to develop and implement an improvement plan.

Improve plans that are currently underway and those that have been implemented to improve the learning conditions and environments:

- o New bleachers
- o Air conditioners
- o New plumbing (running water in science classes)
- o Communications improvement (Refurbished marquee & Electronic message board)
- o New College Center (greater access, efficiency, and computers added)
- o Refurbished MLK Museum and a new site to be built (Senator Polanco has budgeted new site funds for this project.)
- o AP students tutoring project (community service)
- o Elementary tutoring project (community service)

- o Concerted effort to expose more students to the SAT by encouraging 9th –11th graders to take the exam.

FINDINGS OF FOCUS GROUP E: Each year parents and students complete a District Satisfaction survey that asks for ratings concerning the conditions of the physical plant and student safety. The results of this survey will be shared with the parents and students and will be analyzed and a plan will be developed to address the needs assessed. The committee responsible for an analysis, needs assessment, and implementation activities as a result of that survey, and any other surveys, would be the Student Attendance and Discipline Committee, Student Leadership and MJROTC which are on going year-long groups. During the 1996-1997 accreditation visit, it was suggested that the Knights and Ladies assist with activities to improve the physical plant. However, this group no longer functions.

The 1997 Leadership Team also suggested that we use service students as hall monitors to improve the cleanliness of the halls. Since this recommendation, there has been no implementation of this activity. However, our Focus Group believes that it is an appropriate activity to achieve improvement of the physical plant. Currently, we have parent volunteers, aides and out of classroom personnel.

Alternative Plans

To improve the conditions of the physical plant, Focus Group E is suggests the following alternative plans be implemented for the next three years:

- (a) Increase custodial staff and construction staff to make needed repairs
- (b) Provide the T-bungalows with a PA system and wall phones
- (c) Put a repair Log Book in the Main Office so that teachers can log-in their request for repairs
- (d) Hold a Clean Campus Awareness Program as an on-going activity to be held at the beginning of each semester
- (e) Write regular homeroom notices for students to read promoting a clean campus
- (f) Create classroom and hallway posters that remind students to keep their campus clean

Goal 2: TO improve the safety (students and staff) of the school.

The Leadership Team recommended that as an activity to improve the safety of the students and staff of the school, the school should provide conflict management workshops, become involved in the safe house program, and provide an on-going process for repairing and maintaining upkeep of the fences. They also suggested that we increase the custodial staff.

FINDINGS OF FOCUS GROUP E: Conflict management workshops for students such as Impact are helpful to the improvement of student safety and should continue. However, we need to conduct conflict management workshops for the staff on an on-going basis. While students and community members may know which residences and/or community agencies may hold a safe

house, the staff, as a whole, is not aware of such places and is, therefore, unable to help students and give directions to them in case of an emergency or crisis. While Focus Group E believes that the appropriateness of using safe houses is important to our students and community, we need to make sure all aspects of this resource are firmly in place.

Members of the group are concerned that fence repairs are being made, but need to be done more expeditiously. Focus Group E also suggested the use of a *Repair Log Book* that would be maintained in the Main Office and used by the Plant Manager to determine how and when work orders would be completed.

Focus Group E is suggesting that we hire more custodians on an on-going basis. The funding source will be taken into consideration.

Alternative Plans

To improve the safety (students and staff) of the school, Focus Group E has recommended the following Alternative Plans.

- (a) Hire and train additional Security Aides who wear security jackets in order for students to respond to them in an appropriate way.
- (b) Establish a Referral Room or Study Hall for students who commit infractions.
- (c) Provide direct line phones for classrooms so teachers can call the Dean's office or School Police, in case of an emergency

PHASE II: FOCUS GROUP F

IMPROVEMENT AREA 6: *Establish an assessment system that reflects varying learning styles (that includes multiple strategies) and that drives the instructional program.*

Goal 1: Establish an assessment system that reflects varying learning styles.

Numerous staff developments have been structured around addressing various learning styles and using assessment that is non-traditional. Departments have met and discussed different types of measurements to use to determine student achievement. After surveying the faculty, Focus Group F found that all departments used a variety of methods to incorporate multi-modalities, styles and strategies to assess students.

Focus Group F created a rubric to disseminate to departments to have them self-evaluate in order to determine if the members of the departments were meeting the needs of all children in terms of evaluation.

ASSESSMENT RUBRIC FOR MULTIMODALITIES
Concept Level of Challenge

	Mastery Level 5	Exit Level 4	Level 3	Level 2	Entry Level 1
Visual Learner	Synthesize or analyze by drawing or other visuals.	Define visually	Name or label visually	Sequence visually	Discriminate visually
Auditory Learner	Synthesize or analyze concept verbally	Define or state concept verbally	Name or label verbally	Sequence verbally	Discriminate verbal instruction
Kinesthetic Learner	Synthesize or analyze by illustration or demonstration	Define by illustration or demonstration	Label by physical illustration	Sequence by putting things in order	Discriminate by selecting or pointing
Pre/Post Tests					

TEACHING STRATEGIES

Visual learners: The following teaching aides will help-- flash cards, matching games, puzzles, dictionaries, card files, overhead projectors, transparencies, charts, pictures, written directions and instructions.

Auditory learners: tapes, music rhymes, clapping/keeping time, language master, puppet/conversations, rhythm instructions, poetry, reading aloud, talk about the skill to be learned.

Kinesthetic learners: tracing activities, tactile experiences, math manipulative, plays, arts, dramatics, puppet actions, A-V equipment monitoring, demonstrator of tasks, role playing, pantomime.

Goal 2: Establish a system that includes multiple strategies.

Focus Group F disseminated a questionnaire to all department chairs in order to determine the level of improvement and alternatives in teaching styles and projects now used to produce more authentic assessment. The following is a summary of the information gathered from departments.

AUTHENTIC ASSESSMENT BY DEPARTMENTS
including multi-dimensional projects and pre/post testing.

ART

Sequenced projects are graded according to the degree to which the student demonstrates understanding of the objectives of that lesson, whether visual structure, art principles, art history or careers in art for multi-assessment purposes. Academic final and quarterly exams are based on LAUSD visual art student learning standards. Projects include class/course art displays in the room, student assessment of the various projects, and finally, a student art show.

BUSINESS/COMPUTERS
departmentalized assessment strategies:

Since there are no two teachers instructing the same courses, individualization can play a major part in the assessment according to the subject taught. Those assessments may include unit pre- and post- tests; tests and exams that include objective, essay and performance components; teacher observation as students comprehend instructions and manipulate applicable equipment; student performance/production- timed and untimed; simulations involving previously learned areas of instructions; individual projects as warranted; self-evaluations in completing assignments and activities.

Nontraditional multidimensional assessment projects:

Since all classes in Business-Computer Education must use technology throughout and at the end of the course, the medium necessary must be manipulated by the student and may include:

- o electronic calculators
- o websites, computer
- o internet, computer
- o word processing software
- o scanners
- o printers, peripherals
- o graphic software, and
- o visual basics/presentation software

Students take pre-and post hands-on and written tests to assess their knowledge of computer equipment, computer software and personal computer applications. Note: Crenshaw High School now offers a Technology Computer course leading to certification and that includes a computer repair course.

ECP: Educational & Career Planning

Students do a Personal Interest Inventory and Individual Educational Planning Inventories at the beginning and end of the semester. Projects include community research projects, interviewing people in the community, mapping and job interviews.

ESL: English as a Second Language

Students do a pre-and post-test to determine level of mastery in English and appropriate classroom placement. Rubrics used are clearly defined. Projects include computer/CD ROM Language games and Dioramas. Student-input in self-evaluation surveys is used to modify their program and community and parental involvement is extensive.

ENGLISH

The English Department members are participating in the NSCI program in which they give each student the same assignment and grade the assignments together using the same rubric. The department also uses department-wide rubrics to grade writing assignments. Projects include art projects and collages, videos ("raps"), student-wide multi-media poetry presentations, debates, oral presentations, live videoed performances, graphic organizers, creative writing assignments, and internet research. Teachers use a Stanford 9 checklist and have agreed to administer a Stanford 9 type test for each core literature book taught.

FOREIGN LANGUAGE

At the beginning of each semester, the final exams from previous years are given to students as SAMPLES for detailed analysis of the lessons to be covered in class. The students' scores are kept and are compared to the ones they receive during the course of the semester to show the level of their knowledge in the language. Parents and community are involved in projects.

MATH

The Math department has departmentalized pre-and post standards for each course offered and departmentalized final exams for each course. The Math department uses Pre-and post tests, such as the UCLA Readiness Tests. The Elementary Level Mathematics State College Exam is used as an entry-level assessment tool. Manipulatives such as algebra tiles, graphic calculators, models and math puzzles are used to teach concepts. Students are also required to complete one multi-dimensional project each year.

MCJROTC

Marine Corps Junior Reserve Officers' Training Corps

Every assessment in MJROTC is multi-dimensional. A pre-post test is given at the beginning and end of each semester and each class unit. Cadets are assessed daily on performance, knowledge, and the demonstration of skills and concepts. Even the physical exercise standards and drill have both written and demonstration elements. All areas assessed have kinesthetic, oral and/or written components that allow all students to do well by the areas they excel.

Second year students must teach classes; however, the classes chosen may be more oral or kinesthetic than written. At this point, much of their work may be on a computer. The main goal of the program is to teach leadership. Leadership is a synthesis of traits and principles,

management techniques and interpersonal skills. Academic classes and others that require demonstration are on PowerPoint. The system rewards positive values and provides a wide base for success. Students come in each day with 5 leadership points, and may earn others or bonus points for exemplary conduct or service. "Followship" is as essential as leadership. On the other hand, students lose points for misconduct, poor performance, tardiness or absence.

MUSIC

Students perform musical/fine arts selections with a high level of proficiency. No prior talent or experience is required, and all students are welcomed. Assessment is based upon the students' improvement from entry level until the time of assessment.

Performance showcases of individual talent is demonstrated during the Fine Arts Emphasis Week, thus providing a cross-discipline, multi-dimensional assessment. Dancers sing, singers play instruments, instrumentalists dance, etc.

An end of semester written assessment is provided through the compilation of a comprehensive glossary, notebook, and student portfolio. Students are required weekly and monthly to produce written compositions which are graded musically and grammatically. Projects include trips around the United States and Europe, as well as, extensive participation in school, church, community and civic events.

NEW MEDIA ACADEMY

Students are assessed at the beginning of the program on their talent in the various art mediums as well as their technical level. They are then developed individually according to their level. Assessment is on-going and individual.

The academy is dedicated to the production of video projects emphasizing academic content, news and commentary, and documentaries which are aired on our closed-circuit TV system. It also produces CD-ROM's, radio programs, scripts for research, information or dramatic programs to apply basic writing theories, and visual and oral communication. Projects also include the development of web sites.

PHYSICAL EDUCATION

Pre-and Post District and State California Fitness Tests are administered once a year. The Presidential Fitness Test is also given and includes awards and winners.

There is also a departmental track meet with awards. This event and other sports-football, basketball, baseball, track and field- are videotaped and the tapes are used to upgrade players performance. Videotaped interviews are also used to train students in interviewing techniques.

P. E. also leads the school with a new Sport Careers Technology Course which also incorporates spreadsheets, writing, interviewing skills and research.

Department-wide policies are used for assessing students, including dressing for P.E class. Standardized scoring of events is used department-wide and entered into the computer to show progress and to establish school records.

SCIENCE

All courses using laboratory equipment must administer a laboratory safety test. A variety of assessments are used to address the various learning styles of students. Among these are: portfolios/notebooks, laboratory investigations, individual and group projects, written and oral reports, demonstrations, peer tutoring/teaching, and objective/essay/performance based exams.

Rubrics are used to evaluate science projects and laboratory investigations as well as other class assignments. The rubrics follow the guidelines of the scientific method. Pretests are given in many of the science classes.

SOCIAL STUDIES

The Social Studies department during their monthly department meetings agreed upon departmentalized ESLR's and class assessments. They also conferred on the writing of a departmentalized Initial Planning sheet where the instructional goals and student activities were agreed upon departmentally. Multi-modality assessments include students: developing a timeline, drawing a map, evaluating peers, interpreting political cartoons and linking them to actual events, and analyzing data to predict trends.

Goal 3: Articulation between Middle and Senior High School

Twice each semester, there have been designated days for articulation. Four 6-12 curriculum symposiums have taken place for the high schools and the feeder middle schools on the campuses of Crenshaw High School, Dorsey High School and Mann Middle School. Twice the symposium has been an all day event at the Los Angeles Hilton which not only included articulation between the middle schools, but included the kindergarten and primary schools .

During those articulation days, teachers, teacher aides and other staff members met in job-alike sessions, as well as a general session to discuss cluster wide instructional goals and multi-level instructional materials. The teachers of the cluster agree to incorporate meaning-making strategies and develop rubrics to assess student work. Also, each school brought samples of student work to evaluate in order to augment the training of staff in the use of rubrics.

Background

Alternatives to traditional assessment should include at least a minimum of two choices of modalities to present a concept and/or assess students on wider range of skills. This will afford an "overall" assessment of the students' capabilities, thus better identifying their strengths and weaknesses. To show progress in student achievement, teachers can use pre/post-tests.

CONCLUSION:

This report reflects the progress that Crenshaw Learn Charter Digital High School has made in the last three years in addressing the critical areas for follow up and our school's self-study areas needing improvement.

Overall, we have made average progress in helping students successfully achieve Crenshaw High School's schoolwide ESLR's. The plan developed uses the portfolio as the major mechanism by which each student's progress will be assessed. The major programs have developed an assessment plan which measures their success. Specifically, looking at student academic marks, Stanford 9 scores, graduation rate, and commitment to post secondary education/career choice. Crenshaw High School provides programs that help "at risk" students overcome many of the negative factors that would otherwise cause them to drop out. Students felt participation in the numerous programs gave them pride in themselves and fostered pride in attending Crenshaw High School.

The ESLR's will continue to be incorporated into the vision for school improvement. Through evaluating the staff development program since the last visit, it was found that it was comprehensive and was ranked better than average. However, a rubric was developed to serve as a guideline to the selection of staff development topics, presenters, and whether they furthered the achievement of the ESLR's. It was overwhelmingly felt that if we are to increase student motivation/achievement, we must first improve teacher motivation.

Successful instructional strategies are taking place in most English Learner classrooms according to peer observations. The SDAIE skills are used by most teachers instructing English Language Learners. English Learners are making academic progress even though the redesignation rate has been low. We are pleased to say, the majority of EL students are seeking higher education.

The traditional lecture/discussion methods make up the majority of lessons. However, classroom instructional strategies were ranked four on a five point scale. Team teaching and inter-disciplinary sharing is occurring more often and teachers are encouraged to observe each other and share information obtained at conferences and workshops. It was recognized that more innovative methods are needed schoolwide.

Many improvements have been made in the physical conditions of our classrooms and school plant. We are constantly working to keep Crenshaw a safe place for students and staff.

We have made tremendous strides in moving our students and staff into the computer and technology arena. Through the efforts of all the faculty and staff at Crenshaw, we will continue to strive for excellence in all areas of instruction and in the further implementation of the school's Action Plan.

Our mission remains to empower students with the skills and knowledge necessary to be successful in the 21st century, and we are committed to this end.

APPENDIX

Digital High School Room Deliveries/Connection Report	A-1
Generic Scoring Guide For Visual Presentation in All Subjects	A-2
Carl Perkins Vocational and Applied Technology Education Act Self-Evaluation Progress Chart 1998-1999 School Year	A-3

Digital High School Room Deliveries/Connection Report as of 1/13/2000
 Toni Little, Digital High School Coordinator

Room	Teacher	Sys	TI Connect	Virco Tables	Printer	Type of Environment	
233	Goudlock	30	Bid	16		Computer Lab	
235	Lovelace	30	Bid	16		Computer Lab	
S06	Adams	30	BB	10	HP2100	Computer Repair Cisco Certification Lab	
G1	Lange, Stewart & Weeks	25	BB	15		Digital Sports Lab and Tutoring Center	
Library	Walker	12	Moses	1	HP2100 (2)	Library Media Center	
315	Bellamy	12	•	6	HP2100	Dr. Martin Luther King Museum and Cyber Café	
College Center	Roy	10		5	HP2100	College Digital Café	
319	Kuretski	10	Moses		HP2100	Graphic Arts Lab	
303	Lee	7	•		HP2100	Yearbook	Special Ed
313	Benmosche	5			HP2100	Leadership	Math
113	Korich	5	•	15	HP2100	Journalism	ESL/English
110	Roach	5		3	HP2100	Classroom	ESL
208	Ingalls	9		5	HP2100	Classroom	Social Studies
209	Lespinasse	5		3	HP2100	Classroom	Foreign Language
214	Bradley	5		3	HP2100	Classroom	Math
222	Campbell	5		3	HP2100	Classroom	English
224	Hornbeck	5		3	HP2100	Classroom	English
227	Fuller	7		4	HP2100	Classroom	Special Ed
231	Greene	5		3	HP2100	Classroom	English

**Los Angeles Unified School District
Generic Scoring Guide For Visual Presentation in All Subjects**

Rubric Level	CONTENT	ORGANIZATION	CONVENTIONS	IMPACT	TASK-SPECIFIC CRITERIAS*
4	<ul style="list-style-type: none"> conveys a clear message stands alone, independent of verbal explanation contains accurate information 	<ul style="list-style-type: none"> exhibits a logical and explicit sequencing of ideas makes a clear use of space enhances communication of the content 	<ul style="list-style-type: none"> exhibit care resulting in a neat, attractive product includes title when appropriate avoids errors in mechanics and usage 	<ul style="list-style-type: none"> attracts and engages viewers' attention shows awareness of audience and purpose uses color, graphics, lettering for maximum impression exhibit originality 	<ul style="list-style-type: none"> replicates the original pattern
3	<ul style="list-style-type: none"> conveys a message stands alone, needs little verbal explanation contains accurate information 	<ul style="list-style-type: none"> exhibits a generally specific sequencing of ideas makes use of space inconsistently clarifies communication of the content 	<ul style="list-style-type: none"> exhibits care with some lapses includes title when appropriate avoids most errors in mechanics and usage 	<ul style="list-style-type: none"> attracts and engages most of viewers' attention shows some awareness of audience and purpose uses color, graphics, and lettering for maximum impression exhibits some originality 	<ul style="list-style-type: none"> replicates the original pattern
2	<ul style="list-style-type: none"> conveys an unfocused message needs a verbal explanation contains some inaccurate information 	<ul style="list-style-type: none"> exhibits unconnected ideas makes ineffective use of space does not assist in the communication of the content 	<ul style="list-style-type: none"> exhibits little or no care does not include title even when appropriate exhibits errors in mechanics and usage 	<ul style="list-style-type: none"> does engage some viewers' attention shows little or no awareness of audience and purpose does not use color, graphics, and lettering for maximum impression exhibits little or no originality 	<ul style="list-style-type: none"> Resembles the pattern
1	<ul style="list-style-type: none"> Conveys little or no message Needs much verbal explanation Contains inaccurate information 	<ul style="list-style-type: none"> Does not convey sequencing of ideas Makes little use of space Confuses communication of the content 	<ul style="list-style-type: none"> Exhibits no care Does not include a title even when appropriate Contains serious errors in mechanics and usage 	<ul style="list-style-type: none"> Does not engage viewers' attention Ignores audience and purpose Does not use color, graphics, and lettering for making an impression Exhibits no originality 	<ul style="list-style-type: none"> Resemblance of the original pattern is lacking

CARL D. PERKINS
 VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT
 SELF-EVALUATION PROGRESS CHART
 1998-1999 SCHOOL YEAR

DIRECTIONS: Mark the continuum below with a checkmark to indicate progress to date in meeting your goals, as described in your Perkins school plan.

A. VISION STATEMENT
 30% 40% 50% 60% 70% 80% 90% 100%

B. INTEGRATION AND SEQUENCING OF ACADEMIC AND VOCATIONAL
 EDUCATION CURRICULUM
 30% 40% 50% 60% 70% 80% 90% 100%

C. CURRICULUM AND PROGRAM STRATEGIES REFLECTING
 WORKPLACE NEEDS
 30% 40% 50% 60% 70% 80% 90% 100%

D. INSTRUCTIONAL AND SUPPORT SERVICES RESPONSIVE TO THE
 NEEDS OF STUDENTS WHO ARE MEMBERS OF SPECIAL
 POPULATIONS
 30% 40% 50% 60% 70% 80% 90% 100%

E. EXPENDITURE PLAN FOR PROGRAM IMPROVEMENT
 30% 40% 50% 60% 70% 80% 90% 100%

F. OUTCOMES AND EVALUATION PLAN
 30% 40% 50% 60% 70% 80% 90% 100%
