

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

VISITING COMMITTEE REPORT

CRENSHAW HIGH SCHOOL

Los Angeles Unified School District

April 28 - 30, 1997

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Chapter I: STUDENT/COMMUNITY PROFILE

Crenshaw High School first opened in January 1968 to relieve over crowding at other nearby high school campuses. It is a public comprehensive high school serving grades 9-12. It is located in the Crenshaw District, a middle income segment of Southwest Los Angeles. Crenshaw High school is one of forty-nine comprehensive high schools in the Los Angeles Unified School District (LAUSD). Crenshaw prides itself in housing one of two LAUSD high school Magnet programs exclusively for the gifted student population, and also the first high school Teacher Training Magnet in California.

For the 1996-97 school year, Crenshaw High School enrolled 2,790 students with the following approximate ethnic distributions: 81.36% African American, 17.78% Latin American, .5% Asian American and .36% other. These students are distributed between the comprehensive high school and magnet programs as follows: The comprehensive high school has 2243 students including 382 Special Education students, 250 G.A.T.E. students and 224 English Proficiency (LEP) students.

In the Spring of 1994, Crenshaw stakeholders voted to have Crenshaw become a LEARN school. The acronym LEARN stands for Los Angeles Educational Alliance for Restructuring Now. It is a coalition of school and community leaders who believe that working together toward a common goal of improving education for each child will effectively enhance the learning experiences of students.

There has been some improvement in student academic performance in recent years. In 1993-94, 34.5% of the students completed the a-f requirements with an A, B, or C. In the 1995-96 school year this percentage had increased to 39.7%. Students completing two years of lab science with an A, B, or C grade has increased from 27% in the 1994/95 school year to 35% in the 1995/96 school year. Nonetheless, there are concerns about student achievement. In 1994, 87% of 9th grade students scored below the fiftieth percentile on the CTBS, and in 1995 88% of 9th grade students scored below the fiftieth percentile. Further, two thirds of 9th and 10th grade students failed two or more classes this fall.

The school is addressing the issue of students who are not performing. In March 1996, the school began the Project Saturday SUCCESS to help those students who were not passing their classes. Students who participated in this project were able to earn 2.5 credits toward graduation as well as improve their skills. This school year, the project was renamed the Saturday Success Academy. The Saturday Success Academy emphasizes reading, writing, and mathematical competencies. Teachers are also paid through the Educationally Impacted Schools (EIS) program for tutoring students during lunch and before or after school. These activities have had some positive effects.

Attendance has improved from 70% in 1994 to 86% in 1996. The dropout rate has improved, but remains high at 17%. Student attendance still has a negative impact on academic performance.

Crenshaw High is characterized by many of the problems common to urban schools high transiency, high dropout rates, poor attendance, low student motivation, under achievement, and limited parental involvement. Over 40% of the students are from families who are eligible to receive Aid to Families with Dependent Children (AFDC) and 87% participate in the Federal Meal program. The school receives Title I funding.

The general composition of the certificated staff is 35% male and 65% female representing the following ethnic groups: .04% Asian, 60% Black (Non-Hispanic), 5.7% Hispanic and 31.8% White (Non-Hispanic). Seventy-seven percent of the faculty have semester units beyond Bachelor Degrees. Seven teachers have one preparation, 17 teachers have two preparations, 30 teachers have three preparations, and 18 teachers have four preparations. The mean years of teaching service is 10.625 years.

Chapter II: PROGRESS REPORT

Since the last accreditation, Crenshaw High School voted to become a LEARN school in an effort to address the problems of high student attrition rate, low test scores, high absenteeism, and school/community safety. The desire to restructure the school is evidence of the commitment of the school leadership to change. It appears that the principal and others have attempted to use the LEARN process and the WASC process to improve the instructional program in the school. It does not appear that the entire staff also embraces these efforts, and changes in some classrooms has been slow in coming.

The previous committee recommended that a decision-making process that is clearly defined be developed, that roles and responsibilities be clarified, and that a process for follow-up on WASC recommendations be developed. The LEARN governing board is the decision making body for many policy decisions, and has been the driving force behind many positive changes: mission statements, vision statements, change in schedule, and development of student programs designed to improve student achievement.

The previous committee recommended that the staff implement the State Frameworks. Teachers were given copies of frameworks. Their implementation, however, was delegated to the departments some of which have been slow to change. This recommendation was addressed but without consistent follow-up.

It was also recommended that the school study Second to None and develop a long range plan for implementation. The school has implemented some of the recommendations such as: developing "houses" and initiating block scheduling. The ninth grade "houses" that were formed at the beginning of this year, however, have broken down somewhat and are being reevaluated for next year.

The recommendation on graffiti reduction has been addressed in an aggressive way with good results.

Student absenteeism was an issue during the last visitation and continues to be a problem today. The school has taken steps to reduce student absenteeism, including the hiring of an Attendance Counselor (Truant Officer) and an aide to contact parents of students who are chronically absent. Also, an automatic phone system was purchased to contact the parents of absent students. As a result, the average daily attendance rate has improved from 70% in 1994 to 86% in 1996. While still a serious problem, the school has made significant gains in this area.

An ongoing recommendation (recommendations from two visiting committees) has been to develop ways to collect, interpret, and disseminate student achievement data to provide direction for instructional improvement. The school has funded a half time assessment coordinator. No specific progress as a result of that position has been reported. Some of the student achievement data in the Self Study was reported in terms of grades given by teachers, an indication of the lack of more reliable data. The previous committee also

recommended a systematic, school wide plan to provide authentic assessment in all course. While some departments have made progress, there is no school wide assessment system in place. It should be noted, however, that the assessment efforts were consciously set aside in favor of working on the LEARN and WASC processes.

Finally, the previous committee recommended the development of action plans for integrated skills instruction as a way for students to master the content of the courses. Some efforts have been made in certain segments of the campus to provide integrated skills instruction. The practice is not widespread and there are no action plans developed. Also, student failure rates remain high indicating a need for additional instructional strategies.

In summary, the progress on the previous committee recommendations has been good in some areas and inconsistent in others. The school has made strides in important areas of student safety and attendance and in providing pockets of excellence for student to achieve. Also, the issues of school governance and decision making have been addressed. While improvement efforts are not fully in place, the school is clearly moving forward. A number of changes have been implemented to improve student achievement. While their effectiveness is not yet known, many show promise. Crenshaw High School is not in crisis as it was during the last WASC visitation, largely as a result of the improvement efforts made since that time.

Chapter III: SELF STUDY PROCESS

Crenshaw High School used this self-study process to foster school wide collaboration and direct its energy and resources toward the improvement of student achievement. The initial self-study process actually began in the Fall of 1994 with the implementation of the LEARN program. LEARN generated much thinking about the school, and the school wide vision, mission and ESLRs were created. For the most part, this self-study was developed according to the WASC guidelines. Leadership Teams and Focus Groups comprised of members from all stakeholder groups were established and are working on/in all areas of the school's programs.

1. The involvement and collaboration of each stakeholder group in the self-study.

Crenshaw's Leadership Team, Focus Group Chairpersons and the Instructional Planning Committee (one of the curricular arms of LEARN) provided opportunities for all stakeholders to participate in the self-study process; however, not all staff members chose to actively participate in the process. Meetings were scheduled at various times to accommodate all stakeholders: three student-free days, after school hours, two Saturdays, conference periods and several informal meetings.

There was a concern about the minimal amount of participation by classified staff due to work schedules conflicts, personal commitments, and lack of communication.

2. A better understanding about the impact of the program on student learning.

This process afforded the staff with the opportunity to communicate with colleagues in other disciplines. The staff increased their understanding of how the program impacts student learning. Their understanding, however, lacks depth and breadth.

3. The development, clarification, or refinement of Expected Schoolwide Learning Results.

The beginning ESLR development resulted from the institution of the LEARN program. The first draft emerged from the mission, vision and beliefs concerning the education of Crenshaw students that was developed during a four day pupil free workshop in the Fall of 1994. Many sessions of collaborating and working cooperatively during the first semester of the 94-95 school year brought about revisions of the ESLR's. In the Spring of 1995, a consensus was reached on the ESLRs, mission and vision. They were printed, mailed home and posted in all classrooms and offices. Some academic programs have established department ESLR's which are aligned with the school wide ESLR's.

4. A better understanding of how specific disciplines/support programs compare to appropriate curricular references/current educational thinking through use of discussion questions, data gathering, and analysis of student work.

5. The assessment of the actual student program and its impact on student learning with respect to the criteria, the guide questions, and the rubrics.

The Focus Groups used discussion questions, criteria, and rubrics provided by WASC in the writing of the Self Study. Notes from the Focus Group meetings were available. Forms used by staff with classroom observations were also available. Again, it was clear that not all members of the staff participated fully. For example, classroom observations were conducted by some members of the Powerful Teaching and Learning Committee but not by others.

The self study process generated an assessment of the student program and provided the stakeholders with a better understanding of their disciplines and programs. Departmental goals/ESLRs are aligned with the State Frameworks, Second to None, and the schoolwide ESLRs. Nonetheless, the study has indicated a need for the staff to have opportunities for sharing ideas, integrating disciplines, and to develop alternative strategies for individual disciplines

The assessment of existing programs has been a weakness in the Crenshaw process. Efforts have primarily been on creating programs that show promise of helping student achievement, but a formal evaluation process has not been in place. Evaluation of the program has been informal and based on anecdotal data and observation.

6. The development of a schoolwide action plan and correlated discipline/support program action steps to address identified growth needs.

7. The development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan.

The Focus on Learning Leadership team, working in conjunction with the LEARN Governing Board and the school's department chairs, have identified six areas of growth on which to base their action plans. This plan, while emphasizing those parts of the focus groups' areas for improvement, do not relate directly to the school's ESLRs, nor do the activities identified.

Similarly, an accountability plan to monitor the action plan does not clearly demonstrate a systematic, on-going assessment of students achievement of the ESLRs. A much closer alignment with both the action plan/activities and the assessment of student achievement is needed.

Chapter IV: QUALITY OF SCHOOL PROGRAM

A: Vision, Leadership, and Culture

A1. The school has a clearly stated vision or purpose based on its beliefs, student needs, and current educational research. Supported by the governing authority and the central administration. The school's purpose is defined by expected schoolwide learning results: what all students should know and be able to do by graduation.

The school has a clearly stated vision or purpose based on students' needs and current educational research. The school's vision or purpose is supported by the LEARN Board and central administration. The school has defined expected school wide learning results.

The school's vision is shared and supported by all stakeholders of the educational community which includes the school site administration, teachers, support staff, Board of Trustees, the Superintendent and the LEARN Governing Board. Personalized learning is emphasized as defined in the school's vision statement which has the intention of showing that the school is a positive and collaborative learning environment where all students can learn, and where they are supported by all stakeholders to achieve excellence.

A2. The school leadership makes decisions and initiates activities that focus on all students achieving the schoolwide expected learning results. The leadership empowers the staff and encourages commitment, participation, and shared responsibility and student learning. School leadership decisions and initiation of activities focus on all students achieving the expected school learning results.

The leadership at Crenshaw empowers the staff and encourages commitment, participation and shared responsibility for student learning. The school leadership makes decisions and initiates a variety of activities that focus on students achieving the schoolwide learning results. Activities are comprised of staff meetings, LEARN Governing Board meetings, and Parent Community Advisory meetings.

A3. The support, utilization, and monitoring of staff facilitate achievement of the expected schoolwide learning results. Leadership and staff are part of an organized structure that is committed to professional development.

Expected schoolwide learning results have not been accepted as the driving force for school improvement or for support or utilization of staff. There is some evidence of monitoring staff and student awareness of the ESLRs.

There is a budget for staff development. Some teachers have attended conferences and workshops and limited attempts have been made to share learned information with colleagues. School site staff development topics have included block scheduling, dress

code, and Second to None, as well as WASC. There is no comprehensive staff development plan to support teachers in their efforts to help students achieve the ESLRs.

A4. The school is a safe, clean, and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

The school is a safe and orderly place which nourishes learning. The administration and staff have collaborated to develop policies and codes to address behavior, dress, and tardiness. Teachers have been provided codes and policies to be posted for all stakeholders to review.

High expectations for all students are evidenced through the restructuring of some entry level classes and the decision to eliminate remedial classes from the master schedule in an effort to raise student expectations.

The LEARN process affords the school a vehicle to focus on its continuous improvement efforts.

Areas of strength:

- The Crenshaw High School faculty and staff are attempting to provide a trusting and trust nurturing environment for students.
- Teachers spend many hours outside the classroom with underachieving students and in support of extra-curricular activities.
- A shared decision making policy based on the LEARN Governing Board concept.
- A significant portion of the staff embrace the restructuring and improvement process

Key Issues:

- The improvement efforts are not driven by the ESLR'S.
- The improvements are not fully engrained in the school culture.
- A significant number of teachers are resistant to change.

B. Curricular Paths

The Curricular Paths Focus Group is a twenty-two member committee represented by members from each of the core curricular areas, vocational areas, fine arts, physical education, ROTC, special education, counseling, career planning, bilingual, administration, parents, and students.

The committee met on pupil free days, three staff development days, and three after school sessions for training, team building, and self study. Sub-groups met both formally

and informally. Volunteers were solicited to collect evidence and to synthesize information into drafts of the final document.

B1. All students participate in a rigorous, relevant, and coherent curriculum that supports the achievement of the expected schoolwide learning results.

Many students enrolled in Crenshaw High School participate in a challenging, relevant, and coherent curriculum. There are high expectations that students will attend college. Remedial classes have been eliminated. During the visit there was evidence of group work, student reports, student role playing, student projects, media presentations, and presentations from community members, as well as teacher lectures, written work, and reading from texts. Some students have access to computer technology.

B2. All students have access to the school's curricular paths, assistance with the development and ongoing adjustment of a personal learning plan, and knowledge of realistic post-secondary opportunities.

Most ninth grade students are enrolled in Educational Career Planning classes. In this class, students receive information about various programs, classes, and activities that are available at Crenshaw High School. Each student designs a Personal Education Plan in this class, however, there is no comprehensive plan for counseling, follow up or review of those plans. Analysis of Marks dated 2/18/97 indicates that of the 433 students enrolled in this class, 50% received grades of D or F.

B3. All students have personal learning plans as an educational road map for accomplishing post-high school goals

A high percentage of Crenshaw High School students are enrolled in classes that satisfy the University of California a-f requirements. Eighty percent of Crenshaw graduates are accepted into four year schools although not all are able to attend. Many students are accepted at nationally recognized colleges and universities. All ninth grade students are expected to enroll in a semester long Educational Career Planning class which introduces them to courses and career paths available at their school.

Students may enroll in elective career-focused classes such as JROTC, Work Experience, Auto Mechanics and Computer and Business classes. Those students who enroll in a two or three year sequence of career courses in the Teacher Training Magnet, the ACE/Perkins Program (Cougar Catering, Cougar Copy Center, Fashion Design, Telecommunications), or work in the Food From the Hood program, are prepared for the world of work. Several career courses are articulated with Los Angeles City College, L. A. Trade Tech, and West Los Angeles College. Upon successful completion of these articulated courses, students receive advanced placement in the post-secondary program. Selected classrooms in mathematics, English, science, the Cougar Copy Center, the Telecommunications program and the computer science classes provide some students with computer skills.

With the help of the Career Center, all seniors prepare a Senior Portfolio to show accomplishments and progress grades 9 through 12.

Areas of strength

- The Saturday Success Academy to allow students to strengthen skills and earn lost credit
- The ACE/Perkins Program
- Articulated courses encouraging college attendance
- High rates of college acceptance
- The access program which prepares students with potential to be successful in preparing for college.

Key issues that need to be addressed to ensure quality education for all students

- A Personal Educational Plan needs to be developed for all students and reviewed on a regular basis.
- Increased efforts to open communication with all parents and members of the community
- helping all students see the connection between schoolwork and effort and post-secondary opportunities.
- Low expectations and low rates of success for LEP students.

C: Powerful Teaching & Learning

The Powerful Teaching and Learning Focus Group consisted of thirty-five members drawn from faculty, staff, students, and administration. The initial activities of the Powerful Teaching and Learning Focus Group were to familiarize themselves with the criteria for the focus area and to identify examples of evidence to be collected to compare with the rubrics. A process for classroom observation was developed and carried out. Meetings were called to exchange the observation data, including a modified protocol process to examine student work.

C1: To achieve the expected schoolwide learning results, all students are involved in challenging learning experiences. Teachers utilize a variety of strategies and resources, including technology, that actively engage students and help them succeed at high levels.

Crenshaw High School has recently adjusted its course offerings to eliminate remedial courses and to fully implement the new Mathematics and Science State Frameworks. The challenge after implementing a more rigorous curriculum is to update teaching methods and strategies to make the curriculum accessible to all students and to take full advantage of learning opportunities.

Although most teachers acknowledge that teaching styles must change, many continue to use traditional methods. Some pockets of innovation exist but it is not the norm.

Most courses are driven by the textbook and textbook-based materials. Technology is beginning to find its place in instruction, with its widest impact being the use of graphing calculators throughout the math program. As with other teaching innovations, teachers need in-servicing in the use of technology to create challenging learning experiences for their students.

To align the academic instruction with the ESLR's, the departments are developing their own ESLR's (Expected Student Learning Results) for departments and courses. A few departments have set good models for others, but the practice is not widespread.

C2. All students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content. Collaboration about teaching and learning occurs 1) among staff, 2) between staff and students, 3) among students, and 4) between school and community.

The impact of the ESLR's in the classroom is not pervasive. Expectations have been raised but the examination of student work has revealed substandard quality in too many student products and failure rates are high.

In the process of self examination, the school has observed that the areas in which high order thinking skills are evident, collaboration is also at its strongest. These instances occur, but are not representative of the overall school culture. Most teachers work in isolation. There are areas of the school where the talent and "know how" to create powerful learning experiences are clearly present. There is, however, no formal systemic collaborative model to take full advantage of the expertise located at the site.

While many teachers use some forms of cooperative learning, few understand how to use this student-to-student collaboration at its most effective levels.

C3. Do students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom?

Most students' learning experiences at Crenshaw High are limited to the subject-specific textbooks and teacher-directed lectures. However, students do have some outside-the-classroom experiences and resources from which to draw.

Beginning in 1998, all students will have a community service requirement of 50 hours. Most students will use the library at some point to complete class assignments. Some students have projects which require research in non-print media. The students who are most apt to be using resources outside the classroom are those in gifted/honors and study skills classes. Student get practical experiences in summer internships and apprenticeships

sponsored by local businesses or connected to local colleges and other organizations. There are two business enterprises on campus, giving their student operators plenty of business experience. A third is expected to be open this spring.

Areas of Strength:

- Raising expectations for student achievement by eliminating the remedial track.
- Implementation of community service requirement.
- Evidence of departments (science and math) commitment to improve.
- Use of graphing calculators in all math classes.

Key Issues:

- Formal and informal professional development must align with the ESLR's
- Strategies for raising the quality of student work and achievement to levels which support a rigorous curriculum must be devised and implemented.
- As technology is updated, its use must support the ESLR's
- Adequate time to support a systemic structure for teacher collaboration must be planned into the regular schedule.

D: SUPPORT FOR PERSONAL AND ACADEMIC GROWTH

Crenshaw high school and its community provide approximately 28 support services/programs for the students and their families. The network of services provides enrichment opportunities as well as remedial support.

This Focus Group of 34 stakeholders has examined the academic programs and support systems according to WASC criteria and determined further growth needs. Areas of strength have been documented in specific program areas.

D1. All students receive appropriate support to help ensure academic success.

Crenshaw High School provides a network of support services for all students and their families. The support services provide curriculum, career, college and health counseling. Most noteworthy are:

- The Saturday Success Academy which provides students practice in the basic skills of listening, speaking, reading, writing and critical thinking..
- SB 813 Counseling and Guidance Program provides 9th and 10th grade students and their parents an opportunity to review their student's academic performance and educational options available.

- 9th Grade Houses which were designed to help students adjust to high school.

In dealing with their diverse population Crenshaw High School provides Sheltered Classes, AP classes, a GATE Program, an ESL program in addition to the regular curriculum.

D2. Students have access to a system of personal support services activities and opportunities at the school and within the community.

Along with the numerous counseling services available the Crenshaw High School Health office provides access to health and service agencies in the community. A full time School Psychologist is available to provide personal support to the student.

The Parent Center is a strong personal support for the student as well as parents by offering the following:

1. Monitoring student attendance
2. Calling parents with regard to the student absence.
3. Answering parent questions
4. Contacting parents for all meetings
5. Distribution of resource materials for parents.
6. Monitoring hallways to get students on time to class.

Grandparent volunteers are an integral part of the personal support to the student by offering encouragement and advise.

Twenty faculty and staff are trained to provide the student the following Drug Awareness Resistance Education and Kids in Crisis. A probation officer is assigned to provide guidance and support to the students. A college counselor is provided to help the students prepare and apply for colleges and universities.

D3. The school leadership employs a wide range of strategies to encourage parental and community involvement.

Crenshaw High School is providing a welcoming environment with the establishment of a Parent Center. There are a number of parents who volunteer to work in various offices during the school day to welcome parents. Parents who have worked in the Parent Center have become community and parent liaisons for the staff and faculty.

The school regularly communicates with parents and the community in English and in Spanish in regards to the school calendar, upcoming programs and events, district and school policies, procedures and activities through the Principal's Newsletter. In addition Parent Center send out a monthly newsletter informing parents of all ongoing activities and events at Crenshaw High School in English and in Spanish.

The establishment of Saturday Success Academy has been instrumental in encouraging parents to get involved in their students' education, and has provided a computer class for the parents.

The fact Crenshaw High School has voted to become a LEARN school the Compensatory Education Advisory Council and other advisory council meetings are scheduled at times convenient for the parents to attend. Means to involve the parents and the community.

The school leadership has also set aside various nights for the parents to come and visit the school such as, Back to School Night, Open House, Parent-Conference Night in the Fall and Spring, and SB 813 weekly counseling night.

D4. The human, material, and financial resources as well as facilities available to the school are sufficient and effectively used to support students in accomplishing the expected school wide learning results.

There are a variety of human and financial resources available to assist in academic achievement and personal growth and in improving and enhancing the curriculum and instruction.

There are several funds available to assist the teachers in improving instruction and learning in language arts, mathematics, and critical thinking. Chief among these are Title I funds which provide an additional \$700,000 to the school each year. The lack of funds was not seen as a block to improvement efforts.

The library houses computers with CD ROM's for research, a copy machine, computers for word processing, and typewriters for the students. The library remains open before and after school and during nutrition and lunch for student use.

The belief among the leadership group is with all the human, material, and financial resources are available and the next step is to align these with the ESLR's.

Strengths

- In addition to three full time counselors there are various other counselors available such as:
 - The Academy of Career Education (Perkins) coordinator/counselor.
 - The Bilingual coordinator/advisor.
 - The Pupil Services Attendance Counselor
 - The College Counselor
 - Magnet Program coordinator/counselor
 - Teacher Training Magnet coordinator/counselor
 - Title I coordinator/counselor
- Creation of the Saturday Success Academy
- SB 813 Counseling and Guidance Program

Key Issues

- Strategies for involving parents who do not speak English.
- Coordination in the support services in achieving the ESLR's.
- Strategies for academic support for the high-fail rate among the 9th - 10th graders.

E: ASSESSMENT AND ACCOUNTABILITY

The Assessment and Accountability Focus Group is composed of thirty-two people: teachers, students, parents, support staff, and an administrator. The group met both as a whole committee and as sub-groups to respond to the category criteria.

The focus Group pulled elements from a variety of sources to use in their discussion of the assessment and accountability criteria. These sources included June 1996 student report cards, Saturday Success Academy data, student and teacher attendance, the Pupil Service and Attendance Counselor, extra-Curricular and co-curricular accomplishments, and parent surveys. It should be noted here that the district has discontinued the use of the CTBS beginning this year. The new test is the Stanford Achievement Test, which was being administered for the first time during the WASC visitation.

E1 Teachers and students frequent use of assessment and integration of results into the teaching/learning process. Assessment results serve as the basis for reevaluating and redesigning the 1)curriculum, 2) instructional practices and the 3) students' personal learning plans.

Overall, the teachers at Crenshaw High School still view assessment in terms of norm-reference and diagnostic testing instruments. The majority of teachers still employ traditional assessments such as quizzes, tests, final exams, research papers, and oral presentations. The Math Department uses pre and post diagnostic tests for determining students' skill levels, thus allowing instructors to adjust the curriculum to meet the students' needs. Both the Foreign Language and English Departments soon will be implementing similar types of assessments.

There are instances of alternative types of assessment being used on a limited scale throughout the school. These include mock trial, mock congress, student centered learning games, student- presented lessons, mock talk shows, student portfolios, group projects, open-ended questions and student generated projects.

Students in Special Education are diagnosed using Kaufman Test of Educational Achievement and have individual education plans established which are reviewed annually as mandated by the federal government. These steps are overseen by the school's special education case manager to ensure legal compliance.

Students in the Bilingual Program are also assessed according to federal guidelines. Both the LAS Spanish and English are used along with the LAS Redesignation exam so that students are properly placed in bilingual or English only classes according to their levels of English language development.

The Mathematics Department has made changes in their course offerings in an effort to improve students' passing rates in integrated Mathematics IA and IIA. These classes have been extended from two to three semesters allowing for instruction to fill in learning gaps, reteach difficult concepts, and to reinforce acquired skills.

Although there have been efforts made to improve student achievement, all these efforts were directed at improving student test scores on traditional forms of assessment rather than at expanding the use of alternative forms of assessment. Workshops were held for staff, parents and students on the process of improving student achievement on norm-referenced tests.

Teachers, for the most part, are working independently in determining students' grades and performance levels for their classes. The use of rubrics is not widespread or viewed by the majority of the staff as a major tool in the assessment process.

With an emphasis on traditional forms of assessment, the type of instruction called for by the frameworks, Second to None, and the Powerful Teaching and Learning section of Focus on Learning, if being implemented, is not being assessed other than through traditional means.

Both the college bound students and the athletes take active interests in their grades and do modify their learning in order to meet their necessary qualifications for college admittance and/or participation on athletic teams.

Once again the Mathematics Department is cited as the one department that has altered its course offerings in order to improve students' passing rates in the integrated mathematics classes.

E2 The school, district and community regularly review student progress toward accomplishing the expected schoolwide learning results. Assessment results are reported to the entire school community on a regular basis.

Presently there is no evidence indicating that any process is in place for the regular review of student progress toward accomplishing the ESLR's. Course outlines detailing proposed plans for achieving the ESLR's are distributed to parents via the students. These outlines, along with sample lesson plans and teacher portfolios are monitored and reviewed by the administration.

Traditional forms of assessment such as norm-referenced tests and competency tests are used to monitor students' growth in accomplishing the ESLR's. There is an absence of

departmental or schoolwide rubrics, standards or other alternative forms of assessment that could be used to measure students' progress.

Results of norm-referenced tests such as ASVAB, CTBS; qualifying exams (SAT and ACT); and competency tests (Sharpe, Write, Topics) are reviewed where relevant to the instructional program.

The CTBS results are published in local newspapers, used by counselors for programming students, and mailed to parents.

Except for the use of portfolios in some classes, the link between forms of assessments used in the school and the instructional strategies needed to enable students to achieve the ESLR's is not clear. Because of this lack of clarity, teachers continue to establish expected levels of student accomplishment by referring to traditional forms of assessment and are not necessarily measuring student learning in relation to the ESLR's.

E3 Assessment of schoolwide learning results drive the school's program development and resource allocation.

The staff is beginning to use assessment results as a basis for making changes in the instructional program. A third semester of Integrated Mathematics has been added to help counteract the high failure rate in what was a two semester course.

The high levels of failures by 9th and 10th grade students have resulted in the implementation of the Saturday Success Academy (a tutoring program) for students who are encountering academic difficulties in their classes.

Because there is no formal or informal assessments of the ESLR's in place, it is difficult to determine if there is a direct link between them and programs recently implemented and resources recently acquired.

Strengths

- A commitment to address students' needs so as to enable them to experience academic success.
- A willingness to integrate authentic tasks and assessments into curriculum, if only on a limited scale.
- An increased awareness of rubrics and standards and their use in assessing student achievement.

Key Issues

- The establishment of greater opportunities to communicate with parents on student achievement and assessment data.

- The development and implementation of effective tools that will measure students' achievement of the ESLR's.
- The increase of professional development opportunities on the use of assessment data to drive curriculum.
- The development of a follow-up process that will allow for opportunities to implement change more effectively.

Schoolwide Strengths and Schoolwide Critical Areas for Follow-up

General comments

Crenshaw High School is to be commended for the efforts made since the last WASC visitation. At that time, the school was in crisis. It was not a safe environment and learning was not taking place in many if not most of the classrooms. Enrollment was dropping as parents and students transferred out of Crenshaw to attend other schools. Since that time, tremendous effort has been made to make the school a safe environment and to improve the instructional program. As a result, Crenshaw is attracting students from other schools because of their programs and opportunities for student success.

The efforts made to date are in the right direction. The staff of the school, however, is split into those who are trying to make things better and those who are unwilling or unable to do what is necessary to meet the needs of the students. Thus, the learning opportunities afforded to students are mixed.

The student body is also mixed in that most are there to learn and get an education. Others attend only when convenient and are not motivated. For the latter group of students to be successful, the efforts at improving instruction must become more widespread than they currently are. Many teachers gear their expectations to challenge the most capable students; others do not.

Areas of Strength:

1. A group of talented, dedicated and innovative teachers who are involved in an improvement process are in leadership positions at the school.
2. Numerous special programs designed to meet the academic and social needs of students.
3. A strong ACE/Perkins programs.
4. Outstanding student achievement in extracurricular activities.
5. High percentages of Crenshaw graduates who complete A-F requirements and continue their academic studies at 2 and 4 year colleges and universities.

6. A group of dedicated and committed parents and grandparents.
7. The LEARN program which helps develop and implement policies and programs to improve the school community.
8. A strong , inclusive leadership base, supported by the school administration.
9. The administration, faculty, classified staff, and community who have created a school climate contributing to increased enrollment and improved attendance.

Schoolwide Critical Areas for Follow-up

1. To develop an assessment plan to measure the success of all students in meeting Crenshaw's ESLRs.
2. To develop a systematic assessment plan to measure the improvement levels of student achievement in all programs at Crenshaw (e.g. Gifted and Teacher Preparation Magnets, Perkins program [ACE], Access, LEP)
3. 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.
4. To increase student motivation and eventual achievement by a comprehensive staff development plan, linked to the ESLRs.
5. To raise the expectation levels and strengthen instructional practices geared to all LEP students.
6. Develop successful instructional strategies that engage all students as active learners.

CHAPTER V: ON GOING SCHOOL IMPROVEMENT

The school's leadership team, after reviewing all the findings including the growth needs/areas for improvement, identified six critical areas for improvement with corresponding sub-goals for each:

1. Establish an assessment system that reflects varying learning styles that includes multiple strategies) to drive the instructional program.

- Establish an assessment system that reflects varying learning styles
- Establish a system that includes multiple strategies
- Articulate between the middle and senior high school

2. To continue to develop the academic program to expose students to career and curricular paths.

- Continue to develop the academic program to include more interdisciplinary instruction
- Establish apprenticeship and internship programs for career related skill development
- Increase number of advanced placement and honors classes as well as those enrolled

in "a-f" requirements.

- Professional development

3. To improve the conditions of the physical plant. To improve the safety (student and staff) of the school.

- Use student leadership to attack safety and beautification
- Provide conflict management workshops to reduce violence.

4. To continue professional development to improve the instructional delivery.

- Develop and instructional strategy plan that promotes a consistent language of instruction across disciplines.
- Teachers will be a resource for each other...promote collaboration, teaming, interdisciplinary sharing.
- Increase attendance at staff development workshops/conferences. Results or information needs to be shared with the department and or faculty.
- Articulation between middle and senior high school will occur.

5. To continue access to technology/computers to every student and provide the necessary training to effectively use the equipment.

- To provide very classroom with a computer with internet access and multimedia capability
- To provide staff training dealing with the use of technology and implementing technology use in the curriculum.
- Teach students to be effective technology uses by integrating technology use into the current curriculum.
- TV-VCR, video camera etc. to create multimedia classroom that will link with computers
- Obtain updated phone so teachers have direct outside access to 213, 310, and 818.

6. To provide strategies which increase parent involvement.

- To provide parent training.
- To provide parental encouragement and motivation

The Visiting Committee affirms that Crenshaw High School is keenly interested in self-renewal and growth. The discussions between Visiting Committee members and parents, students, and faculty have surfaced the commitment to use what has been gained through redevelopment of the LEARN and Focus on Learning processes as catalysts for continued growth. The action plan, while emphasizing those parts of the focus groups' areas for

improvement, do not relate directly to the school's Expected Schoolwide Learning Results with the exception of a goal to strengthen the school's technology delivery and learning system.

The Visiting Committee believes that greater analysis of existing data as well as pointed discussions of what needs to be measured and assessed must take place early. The self study failed, on the whole, to substantiate that progress was being made to meet the school's ESLRS. Thus a major commitment must be made to first determine to what extent these five essential areas are now being met before additional areas for improvement are added.

At the same time, the Visiting Committee would point out that the six areas that were identified for improvement (more meaningful assessment, academic programs that emphasize career and curricular paths, adjustments to the physical plant, more meaningful professional development, greater attention to technological development, and greater parental involvement) would appear to add to the probable enhancement of the stated ESLRS, but the correlation is not direct enough.

With the above mentioned issues included in the Action Plan and moved to the forefront of the improvement process, the Visiting Committee believes future success is almost guaranteed. The school leadership appears to be very strong and coupled with a dedicated faculty and community that is committed to improving the school, all the ingredients are present to ensure this success.

Existing Factors that Support School Improvement

- A structure developed through the LEARN process that provided vision and mission statements that are understood by the entire staff.
- A strong leadership team that is committed to improvement.
- A cadre of teachers that have made significant improvements since the last WASC visit
- Sufficient funding to implement change.
- Several successful programs on campus that serve portions of the student body that could be used as models for programs that serve other segments of the student body or the student body as a whole.

Impediments to School Improvement

- The challenges of an urban high school: poor attendance by some students, poor skill levels upon entry into the school, lack of family structure or support, and outside distractions such as gangs, violence, and poverty.