

# *Crenshaw High School*

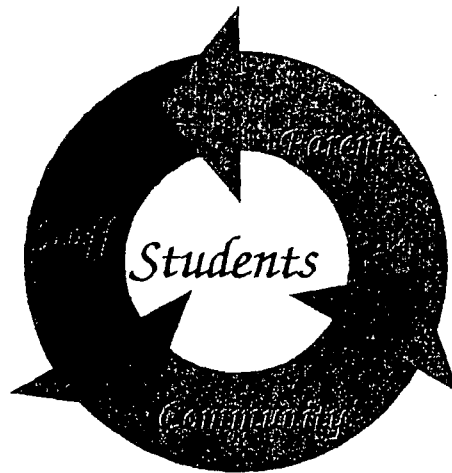
LOS ANGELES UNIFIED SCHOOL DISTRICT

5010 11<sup>th</sup> Avenue  
Los Angeles, California 90043

## ACCREDITATION REPORT

1996-97

### *Focus On Learning*



Submitted to

The Visiting Committee

of the

Western Association Of Schools And Colleges

WASC 27031





CRENSHAW HIGH SCHOOL: A COMMUNITY OF LEARNERS  
ACCREDITATION 1996-97

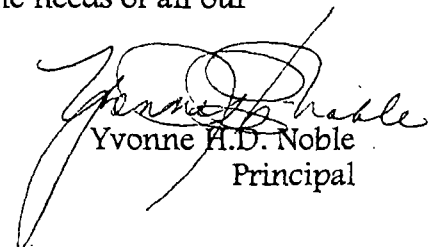
FOREWORD

Although we began our "Focus on Learning" evaluation process during the early part of the spring '96 semester, it wasn't until the two full days of accreditation work in mid-December that many of the staff realized that this was indeed an involved process requiring focused and consistent participation of representatives from all stakeholders and time intense commitment of all faculty and staff members. Consequently, during the first Saturday meetings in January, 1997, we began to feel the pressure to present a product that finally addressed the criteria and represented an honest appraisal of the instructional and support programs at Crenshaw High School.

Because this process was new to 99% of the participants, it took some time for the majority to fully understand the absolute necessity of observing their colleagues, interviewing students and examine student work in order to accomplish the task of comparing our school with the FOCUS ON LEARNING criteria. Once this became clear, most participants admitted that this was an excellent self-study and self appraisal instrument, and merited all of our efforts to do a good job.

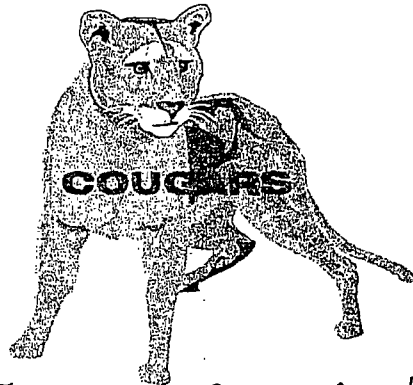
Many of the staff members remarked that they have a better picture of what is really happening in the classrooms and acknowledged that too much pedagogy is practiced in isolation as the instructors insulate themselves behind the closed doors of their respective classrooms. Nonetheless, we are proud of our accomplishments since the 1994-95 progress report; acknowledge that there is still much more instructional improvement to be done; and believe that, together, we can continue to build a program that catapults our students into a society for which they have been well prepared during their sojourn at Crenshaw High School.

Thank you, ladies and gentlemen of the visiting committee, for the role you will play in assisting us to better and more successfully meet the needs of all our students.

  
Yvonne H.D. Noble  
Principal



# CRENSHAW HIGH SCHOOL



*"Focus on Learning"*  
**ACCREDITATION REPORT**  
**1996-97**



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## ACKNOWLEDGEMENTS

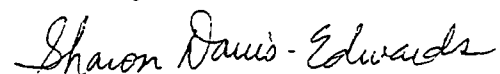
First of all, I would like to thank the encouraging power that lives within people and motivates them to be cooperative, considerate and committed.

Secondly, I would like to thank the Western Association of Schools and Colleges for developing a process which gives school and community stakeholders an opportunity to conduct an honest self-examination. I believe this process has had a positive and unifying effect on our school community. I have witnessed students, parents, faculty and staff working together; discussing the strengths and weaknesses of our school and developing a plan that will improve student achievement and enhance community pride.

Next, I would like to thank those people who gave many hours of overtime to see this process through. Our custodial and clerical staff, classroom teachers, students, parents and our administrators were here from early mornings until late nights during the week and on Saturdays researching, typing and editing. I also applaud their families who demonstrated love, understanding and compassion.

I have learned a lot from this experience, especially since this is my first full time assignment in high school and my first time ever hearing of an accreditation process. It is my sincere hope that we continue to work collaboratively and cooperatively implementing our schoolwide action plans and better meeting the needs of our student and community population.

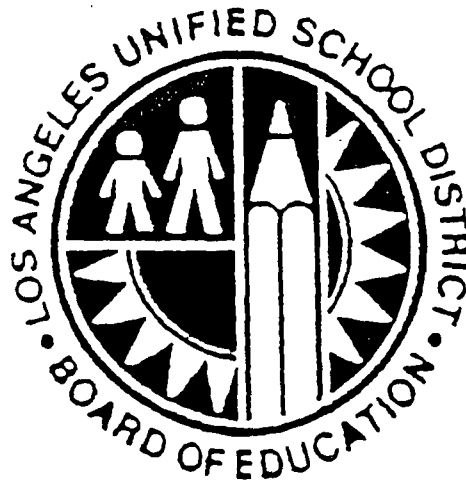
Sincerely,



Sharon Davis-Edwards  
Self-Study Coordinator

LOS ANGELES UNIFIED SCHOOL DISTRICT  
450 North Grand Avenue, Los Angeles, California 90012  
1996-97

BOARD OF EDUCATION

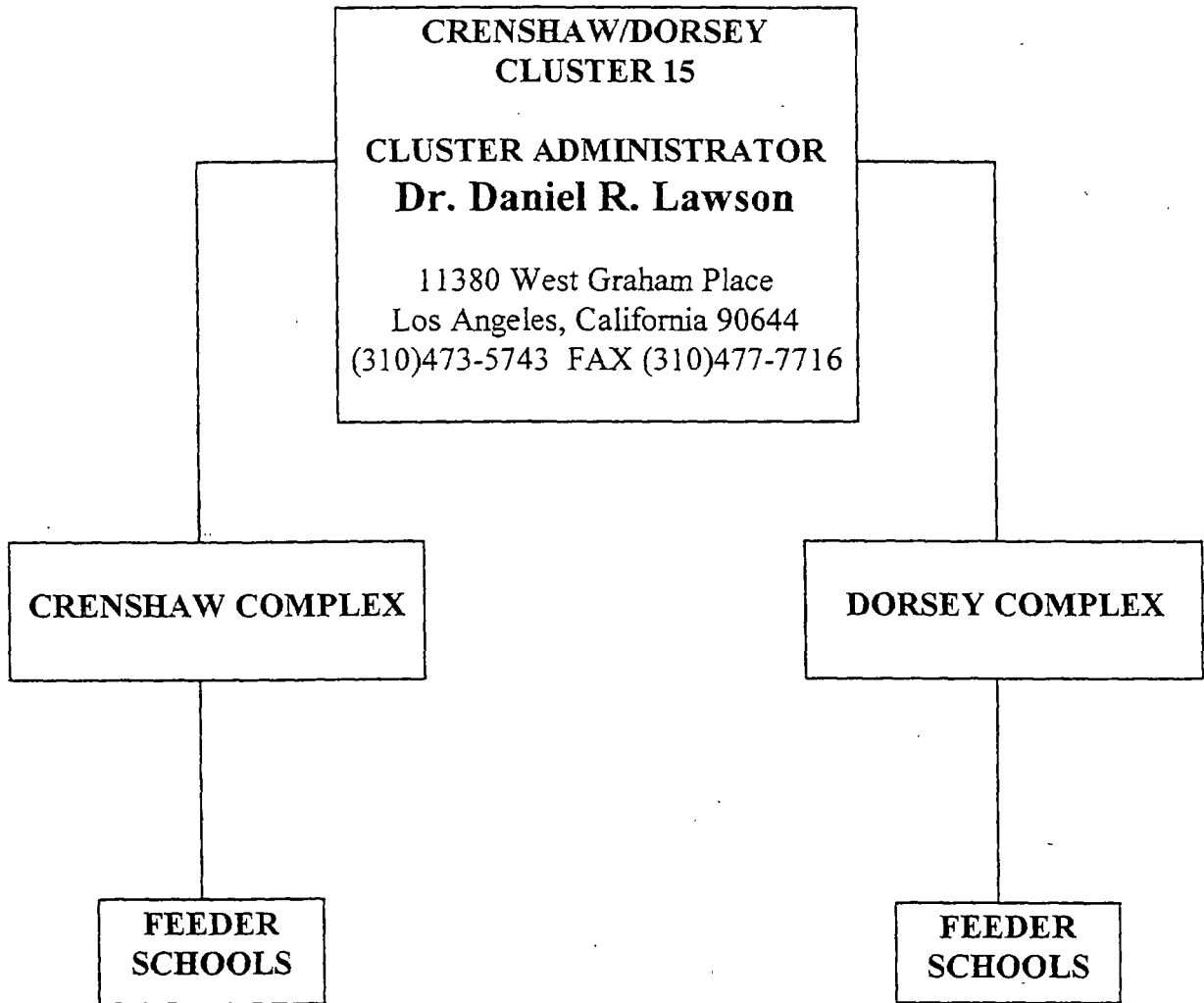


Jeff Horton	President	District 3
Barbara Boudreaux	Board Member	District 1
Victoria Castro	Board Member	District 2
Mark Slavkin	Board Member	District 4
David Tokofsky	Board Member	District 5
Julie Korenstein	Board Member	District 6
George Kiriyaama	Board Member	District 7

DISTRICT STAFF

Sidney A. Thompson	Superintendent
Dr. Ruben Zacarias	Deputy Superintendent
Dan Isaacs	Associate Superintendent





# **CRENSHAW COMPLEX**

## **HIGH SCHOOL**

Crenshaw High School

## **MIDDLE SCHOOL**

Horace Mann Middle School

## **ELEMENTARY SCHOOLS**

Angeles Mesa  
Baldwin Gifted Magnet  
54th Street Elementary  
42nd Street Elementary  
74th Street Elementary  
Marlton Elementary

Baldwin Hills Elementary  
Cienega Elementary  
59th Street Elementary  
Hyde Park Elementary  
74th Street Gifted Magnet  
Western Elementary

## **CHILD CARE CENTERS**

Hyde Park Childcare Center

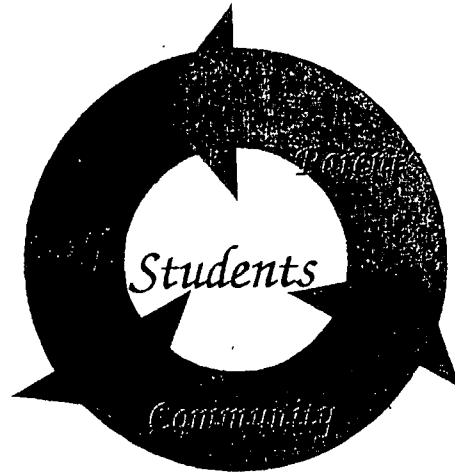
36th Street Childcare Center

## **CONTINUATION SCHOOL**

Whitney Young Continuation High School

## **ADULT SCHOOL**

Crenshaw/Dorsey Community Adult School



## LEARN GOVERNING BOARD

Florence Avognon	Teacher
Arcola Akins	Alternate Parent Representative
Jeffrey Barton	Teacher
Harold Boger	Teacher
Magarit Cheeseboro	UTLA Chapter Chairperson
Billie Frierson	Gifted Magnet Parent Representative
Nicole Marbury	Student
Yvonne Noble	Principal
Alvin Siger	Teacher
Carolyn Smith	Teacher Training Magnet Parent Representative
Meredith Smith	Teacher
Cynthia Snorden	Parent Representative
Don Tarquin	Teacher
Willie Vasher	Student
Melva Washington	Parent Representative

**CRENSHAW HIGH SCHOOL  
STUDENT LEADERSHIP CLASS**

Robert Battle	Commissioner of Athletics
Cesar Bravo	
Jelani Bronson	
Latasha Burns	
Miesha Byrd	Vice President/Treasurer
Nicole Craig	
Nadine Davis	Secretary
Kendra Flores	
Detri Hambrick	
Nickia Jackson	
Elita Johnson	
Charles Jones	
Aisha Kennedy	
Cerisa Lisberg	
Dario Loeb	
Kiana Looney	Alternate for LEARN Governing Board
Tracy Malbrough	
Raushana Malone	
Nicole Marbory	
Mikkia May	
Sandra Raymond	
Brandi Redick	
Shayla Scarlett	
Quanisha Shuler	
Delana Stevenson	
Willie Vasher	LEARN Government Board Member
Sergio Villa	Student Body President
Natalie Vindel	
Vincent Warsaw	
Tamille Williams	

**PARENT/COMMUNITY ADVISORY COUNCILS**

**COMPENSATORY EDUCATION ADVISORY COUNCIL**

President	Brenda Smith
Vice President	Lynda McCain
Recording Secretary	Mary Powell
Correspondence Secretary	Arcola Akins

**BILINGUAL-BICULTURAL ADVISORY COMMITTEE**

Chairperson	Oscar Herrera
Representative	Celia Mendez
Alternate	Sonia Aviles

**TEACHER TRAINING MAGNET ADVISORY COUNCIL**

President/Chair	Martha Hamiter
Secretary	Brandi Holley - student Melinda Williamson - student
Historian	Maxine Fears

**GIFTED/HIGH ABILITY MAGNET ADVISORY COUNCIL**

President	Deborah Bates-Johnson
Vice-President	Meryl Cooper
9 <sup>th</sup> Grade Representative	Jennifer Nassarden
10 <sup>th</sup> Grade Representative	Michelle Carter
11 <sup>th</sup> Grade Representative	Billie Frierson
11 <sup>th</sup> Grade Alternate	Arcola Atkins
12 <sup>th</sup> Grade Representative	Barbara Williams

# Crenshaw High School Staff

## ADMINISTRATORS

Principal	Yvonne Noble
Assistant Principal	Yvonne Garrison
Assistant Principal	Ruby Cannon
Assistant Principal	
Secondary Counseling Service	Cynthia Arceneaux
Assistant Principal	
Secondary Student Services	Douglas Pozzo

## CLERICAL STAFF

Administrative Assistant	Mary Cooley
Credit Clerk	Johnny Stevenson
Intermediate Clerk Stenographer	Raquel Fuller-Green
Senior Office Assistant	Marion Wauls
Senior Office Assistant	Jane Johnson
Office Assistant	Gina Lane
Office Assistant	Francis Leake
Office Assistant	Jeannette Morris
Office Assistant	Maria Acosta
Office Assistant	Ceola Proctor
Office Assistant	Linda Pritchett
Clerk	Ann Goode
Clerk	Marcilyn Rideaux
Clerk	Allice Thomas

## COUNSELORS

*Students with last names beginning with:*

A - Gom  
Gon - O  
P - Z

Pamela Easter  
Rise Norwood  
Charles Oshiro

A.C.E. (Perkins Program)  
College Counselor

George Tucker  
Cassandra Roy

## DEANS

Major Dennis  
Doris Mims  
Anthony Solomon

## DEPARTMENT CHAIRPERSONS

Visual/Performing Arts

Susan Curren

Iris Stevenson

Business Education

Rose Strong

ECP/Options

Joseph Marshall

English

Anita Luckie-Moultrie

Jerome Evans

ESL

Michael Korich

Foreign Language

Leslie Lespinasse

Home Economics

Warrenita Clark

Industrial Arts

Willis Johns

Mathematics

Odessa Washington

Physical Education

Willie West

Science/Health

Marion Waugh

Social Studies

Margarit Cheeseboro

Special Education

Luther Waters

## PROGRAM COORDINATORS

Academic Decathlon	Harold Boger
Athletic Director	Juanita Walker-Deckard
Career Advisor	Doris Mims
ESL/Bilingual	Aadil Naazir
Gifted Magnet	Scott Braxton
IMPACT	Anthony Solomon
Leadership Advisor	Deidre Harris
Multimedia	Philip Kuretski
Reading/Basic Skills	Giselle Edman
Teacher Training Magnet	Beverly Silverstein
Title I	Lagatha Payton
Work Experience	Grace Jordan

## SUPPORT PERSONNEL

Special Needs Case Manager	Jocelyn Mull
Financial Manager	Ben Cardenas
Librarian	Juanita Walker-Deckard
Mentor Teachers	Florence Avognon
	Kim Bradley
	Fred Church
	Marilyn Washington
	Odessa Washington
Parent Community Liaisons	Ann Holland
	Brenda Smith
Psychologist	Cynthia Brockman
School Nurse	Deborah Cain

## CAFETERIA STAFF

Mary McGhee  
Cafeteria Manager  
Maria Alcayaga  
Freddie Bonds

## CUSTODIAL STAFF

Danny Owens  
Plant Manager(Days)  
Billy Turner  
Ass't Plant Manager(Nights)



**CAFETERIA STAFF (Cont)**

Cassandra Carr  
Lois Cannady  
Lena King  
Marian Massey  
Judy May  
Glenda McIntyre  
Sharon Miller  
Deborah Mills  
Gwendolyn Rhodes  
Demecca Robinson  
Robert Wesley  
Bianca White  
Lisa Winstead

**CAMPUS AIDES**

Homer Bradford  
Vernon Humphrey

**EDUCATIONAL  
RESOURCE AIDES**

Darren Deckard  
Calvin Abbott

**SPECIAL EDUCATION  
AIDES**

Araine Fletcher  
Karolyn Hamm  
Charlesetta Hart  
Shantel Lever

**CUSTODIAL STAFF (Cont)**

Marcia Beamon  
Manuel Gonzales, Gardener  
Dennis Henderson  
Lamont Kidd  
Mary McGlory  
Vinnie Smith  
Kenneth Stampley  
Joyce Stevens  
Steven Williams  
Eleanor Wise  
Diane Woods

**TEACHER  
ASSISTANTS**

Laura Gonzalez

**STUDENT STORE  
ASSISTANT**

Frank Price

**A.C.E. (PERKINS)  
AIDES**

Robert Arreola  
Diane Frasier  
Theo Harris

**SPECIAL EDUCATION  
AIDES (Con't)**

Pat Van Liew  
Deborah Lindsey  
Greg Mason  
Keisha Minter  
Marcus Stevens  
Lilian Stewart  
Janna Washington  
Marie Washington  
Esther Winston

**SCHOOL POLICE**

Charles Jackson(On Leave)  
Vincent Masterson  
Joe Rios

## MEMBERS OF THE VISITING COMMITTEE

Dr. David K. Hughes, Chairperson  
Assistant Superintendent  
Poway Unified School District  
Poway, California

Mr. Stuart M. Reeder, Principal  
Wilson High School  
La Puente, California

Ms. Kathleen L. Martin, Assistant Principal  
Centennial High School  
Compton, California

Mr. Prentiss E. Ellis, Assistant Principal  
Anaheim High School  
Anaheim, California

Ms. Karen L. Jones, Teacher  
D.S. Jordan High School  
Long Beach, California

Mr. Julian M. Olague, Bilingual Facilitator  
Schurr High School  
Montebello, California

Mrs. Judith J. Kissinger, Director, Career Development  
San Bernardino City Unified  
San Bernardino, California

Mr. Jonathan E. Chapman, Teacher/Restructuring Coordinator  
Culver City High School  
CulverCity, California

# GENERAL DATA



## GENERAL DATA

### IDENTIFYING DATA

School:	Crenshaw High School
Address:	5010 11th Avenue Los Angeles, CA 90043
Telephone Number:	(213)296-5370
District:	Los Angeles Unified
Superintendent:	Mr. Sidney A. Thompson
Year the school was established:	1968
Year of last WASC accreditation:	May, 1995
Grade levels served at school:	9-12
Total current enrollment of high schools in the district:	156,049
Number of high schools in the district:	49

# Crenshaw High School

## Staff by Department

### ART

Murray Bowman  
Susan Curren  
Robert Magee

### BUSINESS

Grace Jordan  
Rose Strong, Chairperson

### COMPUTER SCIENCE

Mary Covington  
Robert Goudlock  
Edgar Gray

### ENGLISH

Jacquelyne Cummings (Special Ed.)  
Yvonne Daizadeh  
Frank Dawson  
Alfee Enciso  
Jerome Evans, Co-Chairperson  
Julianne Foster  
Joseph Fulton  
Efren Green  
Mary Ruth Greene

### ENGLISH as a SECOND LANGUAGE

Jan Gonder  
Terry Leveque  
Janet Mitchell-Wagner  
Vickie Roach

### FOREIGN LANGUAGE

Arturo Cerda  
Dale Cromar  
Victor Ebanks  
Deidre Harris  
Leslie Lespinasse, Chairperson  
Simin Madjdi  
Jessica McGruder  
Marcelina Naranjo

### HEALTH

Lisa Bowdoin  
James West  
Leslie Wilson

### HOME ECONOMICS

Warrenita Clark, Chairperson  
Wealthy Slattery

# Crenshaw High School

## Staff by Department (Con't)

### ENGLISH (Con't)

Millie Haft  
Robin Hernandez  
Millicent Hill  
Murlene Johnson  
Michael Korich  
Philip Kuretski  
Mae Lee  
Paula Levine-Sargent  
Toni Little  
Anita Luckie-Moultrie,  
Chairperson  
Janet Mitchell-Wagner

### INDUSTRIAL EDUCATION

Willis Johns, Chairperson  
Anthony Solomon  
Daniel Vidaure

### MATHEMATICS

Moss Benmosche  
Harold Boger  
Kim Bradley, Mentor  
Kay Briscoe  
Christopher Burton  
Luther Lovelace  
Patricia Lyons

### MARINE CORP JROTC

Lt. Col. William Hinds  
Gy.Sgt Paul Madison

### OPTIONS

Joseph Marshall  
Merle McGee

### SCIENCE

Tammy Bird  
Iisah Coleman-Palsis  
Roberto Corea  
Vivian Corley  
Valerie Fullbright  
Natalie Harris  
David Holmes  
Nathaniel Malcolm (Sub)  
Robert Schafer  
Alvin Siger  
Muriel Waugh, Chairperson

### SOCIAL STUDIES

Scott Allen  
Florence Avognon, Mentor  
Patricia Bayard

# CRENSHAW HIGH SCHOOL

## Staff by Department (Con't)

### MATHEMATICS (Con't)

Gwen Roberts  
Mayme Sherley  
Meredith Smith  
Don Tarquin  
Alyson Thomas (On Leave)  
Odessa Washington,  
Chairperson, Mentor  
Daniel Williams  
Jonathan Wolf

### SOCIAL STUDIES (Con't)

Margarit Cheeseboro, Chairperson  
Sharon Davis-Edwards  
James Derrick  
Otis Mckinney  
James Tanner  
Otu Ubom  
William Thomas  
Marilyn Washington, Mentor

### MUSIC

Iris Stevenson, Chairperson  
Al Tarver

### PHYSICAL EDUCATION

Manuel Chachere  
Major Dennis  
Robert Garrett  
Sheryl Lange  
Kenneth Maxey  
Edward Small  
Sherry Stewart  
Margot Tiff  
Jamie Weeks (On Leave)  
Willie West, Chairperson

### SPECIAL EDUCATION

Jeffrey Barton  
Maynard Brown  
Frederick Church, Resource  
Specialist, Mentor  
Jacquelyne Cummings  
Evelyn Dozier  
Joanna Jones-Reed, Resource  
Specialist  
Jocelyn Mull  
Anthony Roberson, Resource  
Specialist (Inclusion)  
Theodora Simpson  
Luther Waters, Chairperson  
(Inclusion)



**CRENSHAW HIGH SCHOOL  
ADMINISTRATION RESPONSIBILITY DISTRIBUTION 1995-96**

**YVONNE NOBLE  
Principal**

Accidents - Staff  
Adult School Liaison  
Budget  
LEARN Governing Board  
Bulletin Approval  
Certificated/Classified Staff  
Community Liaison  
P.T.S.A.  
Credentialed Advisor  
Curriculum Development  
Early Sign Outs  
EIS  
Faculty Meetings  
Financial Manager  
Fund-Raising Approval  
Newsletter  
Instructional Environment  
P.H.B.A.O.  
Performance Evaluation  
Policy Evaluation  
Professional Development  
Public Relations  
Reading Program  
Restructuring  
SB 1887  
School Advisory Council  
Staff Relations  
Supervision-General  
Tutorial Program  
U.T.L.A.  
Yearbook Publication  
Department Supervision and Evaluation  
-Cited Magnet  
-ESL  
Science-  
-English

**YVONNE GARRISON  
Assistant Principal**

Adopt-A-School  
Alteration and Improvements  
Athletics  
Booster Club  
Budget (Maintenance)  
Campus Aides/Noon Aides  
Cheerleaders  
Class Advisor  
Drift Team  
Drives/Fund Raising  
EIS Eligibility  
Emergency Procedures  
Energy Conservation  
Environmental Safety  
Equipment/Inventory  
Graduation (facilities)  
Keys  
Los and Found  
Parking  
Plant Operation and Maintenance  
P.T.S.A.  
ROTC/CEAC  
School Beautification  
School Police  
Service Organizations  
Security Services (Alarm)  
Student Week  
Theft and Vandalism  
Vehicle Registration - Staff  
Youth Motivation  
Youth Services  
Department Supervision and Evaluation  
-Athletic Director  
-Social Studies  
-Physical Education  
-Multi-Media/AV.

**RUBY CANNON  
Assistant Principal**

Academic Decathlon  
Accreditation  
Back-to-School Night  
Budgets  
Bulletin (Daily)  
Calendar and Schedule  
CEAC  
Class Advisor (Senior Class)  
Class Coverage  
Clerical Supervision  
Closing Bulletins  
Dept. Handbooks  
EIS  
Facilities Permits  
Field Trip Approval  
Graduation Program  
Guest Speaker Approval  
Homecoming (Court Selection)  
Indian Education Program  
Instructional Planning Committee  
Student Leadership Class  
Mentor Teachers  
New Teacher Orientation  
PA Announcements  
P.T.S.A.  
Public School Wk./Open House  
Student Activities and Clubs  
Student Teachers  
Stull Evaluations  
Substitute Teachers  
Textbooks  
Title I  
Visitor Permits  
Volunteers  
Department Supervision and Evaluation  
-Teacher Training Academy  
Business education  
-Foreign Language  
-Library  
-Mathematics  
-Computer Science

**CYNTHIA ARCENEUX  
Assistant Principal  
Counseling and Guidance**

Academic Awards  
Alpha Center II  
Articulation/H.I., Elm  
Awards (Academic)  
Budgets (SO-Gifted)  
CSF  
Career Advisement  
CEAC  
College Advisement  
Computer/Student Information Center  
Counseling and Guidance Service  
-Transcript Records  
-Post High School Follow-up  
-Psychological Services  
-Report Card Procedures  
EIS  
Graduation (Diplomas)  
Master Program Planning  
Opening Bulletin  
Parent Conference Night  
P.T.S.A.  
R.O.P./Career Advisor  
Registration  
Rollbook check  
Short Day Passes  
Special Education Trainee  
Summer School (S.I.S.)  
Testing  
Work Experience  
Department Supervision and Evaluation  
-Counselors  
-Special Education  
-Perkins  
-Options

**DOUGLAS POZZO  
Assistant Principal  
Student Services**

Alumni Organization  
Attendance  
Bus Passes/Transportation  
Bussing Programs  
C.A.P.  
Cafeteria  
Campus Aides  
CEAC  
Class Advisor  
Continuation School  
Discipline  
EIS  
Federal Lunch Program  
Graduation (Caps/Gowns)  
Handbooks  
Homework Request  
I-D, Pictures  
Lockers  
Lunch Passes  
Permits (Open)  
P.S.A.  
P.T.S.A.  
School Police  
LAPD  
Student Insurance  
Student Orientation  
Supervision Assignments  
Surveys (School Program)  
Tardy Sweeps  
Transportation  
Vehicle Registration (Student)  
Department Supervision and Evaluation  
-Deans  
-Health  
-Home Economics/Industrial Education

## LOS ANGELES UNIFIED SCHOOL DISTRICT

### MISSION STATEMENT

We are an urban public school system that will effectively educate all students so that each will contribute to and benefit from our diverse society.

◆ **GOAL 1: ATTENDANCE**

By June 1994, student attendance will improve to 95 percent.

◆ **GOAL 2: ACHIEVEMENT AND LITERACY**

By June 1994, 50 percent of the students at each grade level will score at or above the median in reading, mathematics, and language arts on norm-referenced test or on an alternative assessment.

◆ **GOAL 3: ACHIEVEMENT AND SUCCESS**

By June 1994, every graduating senior will receive career education and the necessary preparation to enter into productive employment or a postsecondary school. The District will issue a warranty affirming the quality and appropriateness of each student's preparation.

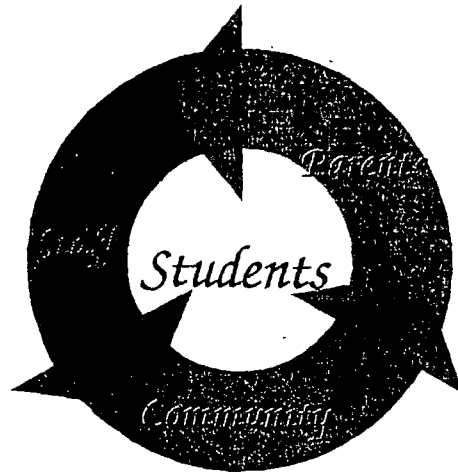
◆ **GOAL 4: HOUSING**

By June 1993, the District will construct facilities to provide additional classroom seats for 15,000 students in neighborhoods with overcrowded schools.

◆ **GOAL 5: RESTRUCTURING**

By June 1993, the District will be restructured to deliver the educational program more effectively to every student.

\*Updated by the addition of the Superintendent's Call to Action  
1995-2000



## CRENSHAW/DORSEY VISION

**We believe that each  
student is an able  
learner, with rights to  
achieve a rich and  
balanced curriculum.**



# CRENSHAW HIGH SCHOOL

## VISION STATEMENT

*We see Crenshaw High School as a positive and collaborative learning environment where all students can and do learn, and where they are supported by all stakeholder groups to achieve excellence.*

## MISSION STATEMENT

*Our mission is to develop literate students who, through an integrated curriculum and nurturing environment, are empowered with the knowledge and skills necessary to become successful 21st century citizens of a global society.*



## **CRENSHAW HIGH SCHOOL**

Una comunidad estudiantil

### **Declaración de Nuestra Visión**

Nosotros vemos a la escuela superior de Crenshaw como un medioambiente positivo y colaborativo donde todos nuestros estudiantes aprenden, y donde son apoyados por todos los grupos encargados de puestos, para que logren excelencia.

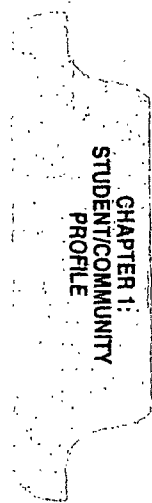
### **Declaración de Nuestra Misión**

Nuestra misión es desarrollar estudiantes cultos quienes por medio de un programa de estudios y un medioambiente que cría buenos hábitos de aprendizaje. Nuestros estudiantes serán empoderados con las habilidades y la sabiduría necesaria para llegar a ser ciudadanos exitosos de una sociedad global en el siglo XXI.

### **LOS RESULTADOS DE APRENDIZAJE ESPERADOS POR TODA LA ESCUELA**

Sabremos que estamos alcanzando nuestra misión cuando nuestros estudiantes sean:

1. Trabajadores colaborativos y contribuidores a la comunidad quienes dan su tiempo, su energía y talento, trabajando con personas de experiencias diversas para mejorar el bienestar de todos los miembros de la comunidad.
2. Comunicadores efectivos quienes puedan leer, escribir, pensar claramente y responder apropiadamente a la palabra escrita y hablada; idealmente, aprenderán los rudimentos de un segundo language.
3. Independientes, pensadores analíticos y hacedores de buenas decisiones quienes puedan distinguir y resolver creativamente retos con o sin estructura usando conocimientos previos como un comenzar y trabajando sin demasiada supervisión o guía.
4. Profesionales habilitados tecnológicamente quienes tienen un conocimiento funcional de las computadoras y sus utilidades en el ambiente profesional con / o una habilidad práctica en un oficio y que puedan aplicar estas habilidades como parte del comenzar de una carrera.
5. Aprendedores por vida quienes aprecian la adquisición de sabiduría y saber donde se adquiere esta información.



*Welcome To*  
*Crenshaw High School*



## STUDENT COMMUNITY PROFILE

### *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 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; 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) and prides itself in housing one of two LAUSD high school Magnet programs exclusively for the gifted student population and the first high school Teacher Training Magnet in California.

*Our Mission is 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.*

Some of the students in grades 9 - 12 who live in the Crenshaw High School area of attendance still choose to attend private school or participate in the District's integration program. However, with the 1994 implementation of the District's Open Enrollment Policy, students not living in Crenshaw High School's attendance area have gravitated to Crenshaw high school for many reasons including, but not limited to, the school's reputation: A high percentage of our students complete the "a-f" college requirements and are accepted at nationally recognized four year colleges and universities, our nationally recognized award winning athletic teams, our internationally acclaimed Elite Choir and our economically viable Food From the Hood program. As a result there was a waiting list for Open Enrollment Permits for the 1995-1996 as well as the 1996-1997 school years.

For the 1996-1997 school year, Crenshaw High School was normed at 2,790 students with the following approximate ethnic distributions: 81.36% African American, 17.78% Latin American, .5% Asian American and .36% other\* (this data includes Native Americans, Filipino Americans and Anglo Americans). 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 Limited English Proficiency ( LEP) students, with their home language being Spanish. Of the two Magnet Schools: 225 students are in the Gifted/High Ability Magnet and 322 students are in the Teacher Training Magnet.

***What Drives Our Instruction:***

In the Spring of 1994, all 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 civic leaders and representatives of Los Angeles' diverse communities who believe that working together toward a common goal; improving education for each child, will effectively enhance the learning experiences of students within the Los Angeles Unified School District. We were one of the first four high schools in our District to become a LEARN school and we did this based on our sincere desire to remedy some problems that have plagued our student community for several years, such as: high student attrition rate, low test scores, high absenteeism, and school/community safety.

With these goals in mind, we developed our school wide Expected Student Learning Results (ESLRs). Our school wide ESLRs define what our students need to know and be able to do upon graduation. We will know we are accomplishing our mission when our students are:

1. Collaborative workers and community contributors who give their time, energy and talent working with people of diverse back-grounds 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 their many functions in the workplace and/or practical skills 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.

Each stakeholder group was represented in the articulation and the adoption of our school wide ESLRs. The school wide ESLRs along with the District's Student Learning Standards drive our Departmental instructional goals and objectives. This process is unifying our Departments as well as providing continuity for our students. Presently, we are developing departmental assessments that measure the degree to which our students are achieving the school wide Expected Student Learning Results.

#### ***Student Achievement:***

The percentage of our graduating students enrolling in four year and two year colleges has increased, from 17% in 1992 to 21 % in 1994. In the 1993-1994 school year 34.5% of our students completed 4+ ("a-f" classes) with an A, B, or C. In the 1995-1996 school year this percentage had increased to 39.7%. The percentage of students who completed AP classes with an A, B, or C increased from 70% in the 1993/1994 to 71.1% in the 1995/1996 school year and students enrolled in 2 years of Lab Science and earn an A, B, or C grade has increased from 27% in the 1994/1995 school year to 36% in the 1995/1996 school year. In 1994, 87% of our 9th grade students scored below the fiftieth percentile on the CTBS, in 1995 88% of our 9th grade students scored below the fiftieth percentile on the CTBS. However, with the reconfiguration of our school from grades 10-12 to grades 9 - 12, we have documented a significant decrease in the achievement of our 9th and 10th grade students.

We believe the implied relationship is in part due to the lack of demonstrable mastery required for promotion from elementary and middle school to high school. At least one-third of our 9th and 10th grade students failed two classes as evidenced by their Spring- 1996 report cards and this trend continued for our incoming- 9th grade students and our continuing 10th grade students as seen on their 5 and 10 week Fall semester 1996 progress report cards, but we have also verified that 353 out of 500 11th grade students have at least a 2.0 g.p.a. and are passing all of their classes and only 69 out of 472 seniors are failing two or more classes. In March 1996, we 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 while exploring interesting areas of study. This school year we have continued this project, 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 positive effects.

### *Title I*

Our school is impacted by the same factors that affect other inner-city schools. These include high transiency and high drop out rates, poor attendance, low student motivation, under achievement, and limited parental involvement. In addition, over forty percent of our students are from families who are eligible to receive Aid to Families with Dependent Children (AFDC), and 87% participate in the Federal Meal program. Based on our student population, we qualified for Title I funding. These desperately needed funds provided: A Assessment Coordinator who is responsible for testing our students and reporting information relevant to student performance on tests and our school wide assessment growth needs, (and he will also lead our schoolwide development of multiple assessment strategies) technology which allowed us to expand our Computer labs and our school wide on-line capabilities, additional campus/teaching assistants, and supplemental instructional materials. We believe expenditures of this type will serve to enhance the educational experiences of our students. We also used Title I funds to purchase a "Phone Master" which allows us to automatically dial parents at home leaving messages in the home language.

### *Faculty*

The general composition of our 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 our faculty have semester units beyond Bachelor Degrees and 60% have the equivalency to a Masters Degree, Phd's. Based on available data, we have seven teachers with one preparation , 17 teachers with 2 preparations,30 teachers with 3 preparations, eighteen teachers with 4 preparations, nine teachers with five preparations and no teacher with six preparations. The mean teaching years of service is 10.625 and eighty-five percent of our faculty falls between 22 - 70 years in age.

### *Attendance*

We received an award for our Improved Student Attendance for the 1994 - 1995 and the 1995 - 1996 school years. Even though our average daily student attendance rate has improved, from 70% in 1994 to 86% in 1996 and our drop out rate has decreased

from 20% in 1994 to 17% in 1996; student attendance patterns are still having a negative impact on their academic performance. Forty percent of the students receiving failing grade at the Fall 1996, 5 and 10 week progress reports had more than 2 absences per week. To help eradicate this trend we utilize the services of a full time Pupil Service and Attendance Counselor who calls and visits the homes of students who are consistently absent and our school has the Urban Teacher Classroom Pro-ram which provides monetary incentives to teachers who call home to report student absences. 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.

### *Logistics*

The student/teacher ratio at Crenshaw high school is 38:1. Physical Education classes are larger and Special Education classes are smaller. Ninth Grade Houses were established and implemented at the beginning of the Fall semester, 1996. However, due to scheduling difficulties we were not able to continue them into the Spring semester. This is also our third semester of block scheduling. Class periods one, three and five meet for two hours on Mondays and Wednesdays. Class periods two, four and six meet for two hours on Tuesdays and Thursdays and on Fridays each class meets for approximately 42 minutes. Students are dismissed at 1:30 p.m. on Fridays. When a holiday falls on Monday, our Friday schedule becomes a Monday schedule. We have a very active student government. Student Government meets on Tuesday and Thursday during period 4. Each period four class is asked to send representatives to monthly House of Representatives meetings where student concerns are addressed by the student body government. The representatives bring information back to their period four classes. We also have a Marine Corps Junior Reserve Officer Training Class. The goal of this class is to teach leadership as well as citizenship. Last fall (1996) we received funding from the LAUSD/G.A.T.E. office to implement differentiated instruction for 250 students identified as gifted and able underachieving students. This program has lacked formal structure for the past four years. In 1995, we opened our brand new Parent and Community Center, housed on the First Floor A Wing. This Center was possible, partly due to a grant written by one of our own Parent Volunteers.

### *School Accountability Report*

Our 1994-1995 School Accountability Report Card verified the fact that we have a highly competent staff. In the 1994-1995 school year only I teacher was teaching outside his/her credential authorization. However, our most recent staffing report documents that presently we have no teachers teaching outside of their credential authorization. Therefore, when forty-eight percent of the students completing the Student Survey did not agree that teachers "know their subjects and how to teach them", we were bewildered, to say the least. We have begun peer visitations. Teachers visit other teachers with in and outside of their department observing and recording how and what students are learning. We were also asked to hold classroom discussions with our students. This helped improve communication and understanding between teachers and students. We have five Mentor Teachers at our school who hold monthly new teacher in services and avail themselves to assist both new and veteran teachers in their efforts to provide a quality education for students at Crenshaw High School. School community surveys reveal that students, parents and community members feel welcome at our school site but they do not feel safe. In addition, there seems to be a breakdown in communication; information that is sent to parents is not always received. On the Parent Survey, parents also requested more opportunities to conference with teachers regarding their children's academic achievement.

At our school, the decade of the 1990's has witnessed the creation of many student extra-curricular and community service programs, such as the Cougar Copy Center, Food From the Hood, the Speech and Debate Club, the Parent and Community Center, the A.C.E./Perkins program and Saturday Success Academy classes. We also continued to receive funding under the Title I School program. In addition, our basketball team has won numerous city and state championships and the Crenshaw Elite Choir has toured Europe and Japan. Our school choir has performed for the Prince of England as well as for the Zulu King of South Africa. These experiences have given our students a global view of what is taking place in the other parts of the world. In 1994, our school welcomed a new band instructor who revitalized our marching band. In 1996, Crenshaw high school was the only school in this area to bring home a First Place award in the Speech and Debate Competition. 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.

**STUDENT - COMMUNITY PROFILE DATA**

**ENROLLMENT PATTERNS**

Year	Regular School Enrollment	Gifted Magnet Enrollment	Teacher Training Enrollment	Total Enrollment
1993-1994	1,582	173	319	2,074
1994-1995	2,179	201	313	2,693
1995-1996	2,187	209	346	2,742
1996-1997	2,243	225	322	2,790

**STUDENT ETHNIC DISTRIBUTION\***

Year	American Indian Alaskan	Asian	Pacific Islander	Filipino	Hispanic	Black Not of Hispanic Origin	White Not of Hispanic Origin
1993-1994	0.04%	1.93%	0.0%	0.0%	25.46%	72.47%	0.1
1994-1995	0.07%	1.0%	0.0%	0.0%	18.79%	79.95%	0.19
1995-1996	0.11%	0.66%	0.0%	0.03%	16.78%	82.31%	0.11
1996-97	0.14%	0.5%	0.0%	0.04%	17.78%	81.36%	0.18%

\*Total School

**CURRENT ENROLLMENT BY GENDER**

Grade Level	Male	Female	Total
9th	466	438	904
10th	394	405	799
11th	281	312	593
12th	222	272	494

**STUDENT ATTENDANCE DATA\***  
(School Capacity 2,752)

Year	Norm Enrollment	ADA	Transiency
1993-1994	1,582	1275	20.33
1994-1995	2,179	1835	Incomplete data
1995-1996	2,187	1916	53.60
1996-1997	2,243	Incomplete data	

\*Regular School Data

Year	Dropout	Actual Attendance
1993-1994	20.35%	70%
1994-1995	14.73%	84.33%
1995-1996	23%	86.67%
1996-1997	Incomplete Data	

Regular School Only

**PARTICIPATION IN FEDERAL LUNCH PROGRAM**

Year	Number of Participants
1995-1996	2270
1996-1997	2167

**LEP DATA**

YEAR	TOTAL LEP	# REDESIGNATED
1995-96	200	0
1994-95	248	32
1993-94	256	24

**NUMBER OF TEACHERS HOLDING CURRENT LANGUAGE  
CREDENTIALS/AUTHORIZATIONS**

YEAR	LDS/CLAD	BCC/BCLAD	A-Level Fluency	In the process...
1993-94	2	NA	5	
1994-95	5	NA	6	
1995-96	4	NA	9	
1996-97	7	2	9	2

Na=Not Available

**ACADEMIC PREPARATION OF CERTIFIED STAFF**

Number of Certificated Staff	Bachelors	Masters	Doctorate
136*	68	66	2

\* # Includes part-time and long term substitutes

**AGE DISTRIBUTION OF ALL CERTIFICATED STAFF  
(INCLUDING ADMINISTRATION)**

Number of Certificated Staff	Below 25	25-34	35-44	45-54	55+
128*	2	22	28	48	28

\* # Includes long term substitutes

**ETHNIC DISTRIBUTION OF CLASSIFIED STAFF**

Black Not of Hispanic Origin	White Not of Hispanic Origin	Black of Hispanic Origin	Latino	Filipino	Other
76	3	2	4	1	1



**CTBS MEDIAN PERCENTILES\***

Year	Subject	9th	10th	11th
1993-1994	Reading	19	19	21
	Mathematics	20	24	28
	Language	18	21	23
1994-1995	Reading	20	19	21
	Mathematics	20	24	30
	Language	19	21	24
1995-1996	Reading	21		
	Mathematics	20		
	Language	18		

1996-97 The Stanford 9 Achievement Test will be given.

**SUSPENSIONS AND EXPULSIONS**

Year	Suspensions	Expulsions
1994-1995	153	7
1995-1996	140	12
1996-1997	INCOMPLETE DATA	

### INTENTIONS AFTER GRADUATION

Year After Graduation Intentions of 12th Grade Students							
	College		Trade/Tech School	Job	Military	Other	Undecided
	2 year	4 year					
Number of Students	10%	80%	3%	2%	3%	1%	1%

### AP COURSES OFFERED AND EXAMS GIVEN

Year	AP Courses Offered	AP Exams Given
1993-1994	11	67
1994-1995	8	38
1995-1996	8	58
1996-1997	8	Data not available

### SAT AND ACT MEAN SCORES

Year	SAT Vocabulary	SAT Mathematics	ACT
1993-1994	430	410	13
1994-1995	460	440	16
1995-1996	460	440	16

### COLLEGE PREPARATION COURSES (A-F)

9-12 End of Semester Enrollment	2117
#Completed 4+ A-F Courses	915
#Completed With Grade Of A,B,or C	363

### ADVANCED PLACEMENT

AP Course Enrollment	38
#Completed with A,B,or C	27
#Exams Taken	17

### SPECIAL NEEDS POPULATION

Year	Gifted	Special Education
1993-94	21	49
1994-95	5	73
1995-96	2	96
1996-97	118	100

Gifted-Regular School

Full-time SDC

**PERFORMANCE IN ACADEMIC SUBJECTS**

DEPARTMENT	GRADES ISSUED										
	(SPRING 1995)	#CLASSES	A	B	C	D	F				
English	107	318	15%	336	15%	520	24%	472	22%	542	25%
Mathematics	81	116	7%	235	15%	444	28%	389	25%	396	25%
Science	50	83	8%	169	16%	307	28%	253	23%	276	25%
Social Studies	41	134	4%	201	22%	326	35%	191	21%	76	8%

*Regular School only (see appendix for Teacher Training Magnet and Gifted Magnet)*

**PERFORMANCE IN ACADEMIC SUBJECTS**

DEPARTMENT	GRADES ISSUED										
	(SPRING 1996)	#CLASSES	A	B	C	D	F				
English	104	352	17%	406	19%	502	24%	404	19%	466	22%
Mathematics	78	69	4%	162	10%	380	24%	407	26%	547	35%
Science	54	149	12%	238	20%	325	27%	236	19%	271	22%
Social Studies	53	100	8%	308	24%	393	31%	271	22%	186	15%

*Regular School only (see appendix for Teacher Training Magnet and Gifted Magnet)*

**ETHNICITY OF FULL TIME CERTIFICATED STAFF-REGULAR SCHOOL**

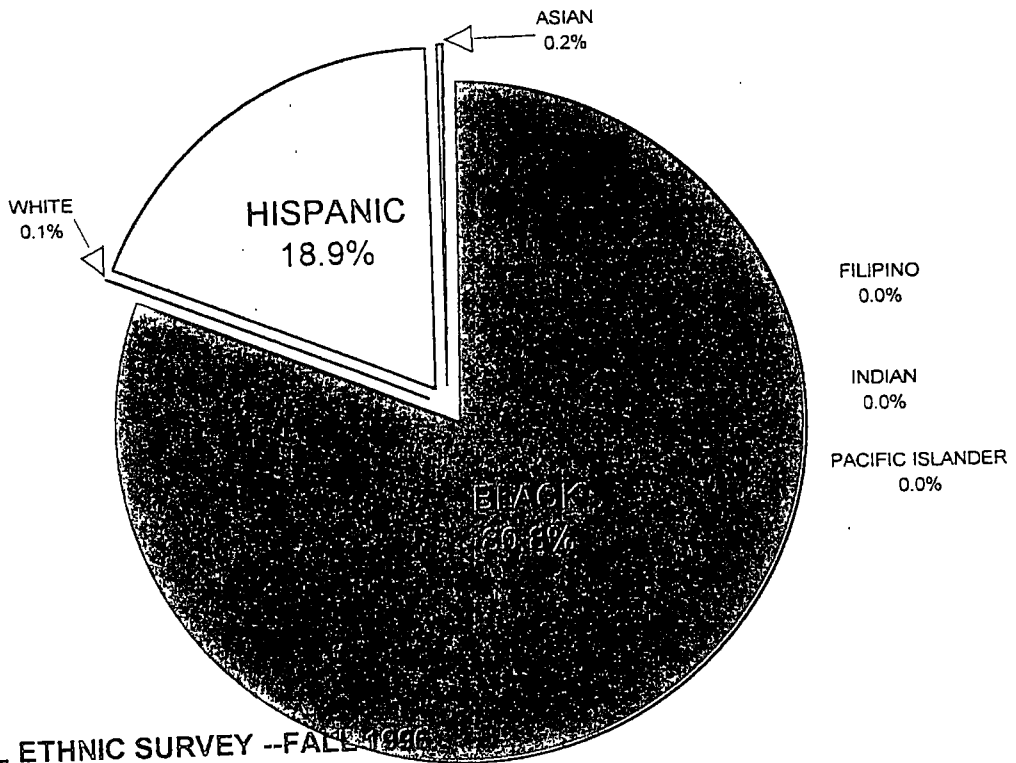
FALL 96	BLACK	WHITE	ASIAN	INDIAN	HISPANIC
	60% (53)	31.8% (28)	1% (1)	1% (1)	5.7% (5)

**ETHNICITY OF FULL TIME CERTIFICATED STAFF  
TEACHER TRAINING MAGNET**

FALL 96	BLACK	WHITE	ASIAN	INDIAN	HISPANIC
	61.5% (8)	30.8% (4)	0%	0%	7.7% (1)

**ETHNICITY OF FULL TIME CERTIFICATED STAFF  
GIFTED/HIGH ABILITY MAGNET**

FALL 96	BLACK	WHITE	ASIAN	INDIAN	HISPANIC
	25% (2)	75% (6)	0%	0%	0%



RACIAL ETHNIC SURVEY --FALL 1996

### **20 Honors Classes**

- 1.American Literature (3)
- 2.World History A (3)
- 3.Economics (1)
- 4.Biology (3)
- 5.Physiology(1)
- 6.English 10 A (3)
- 7.Advance Composition (1)
- 8.English 9 A (2)
- 9.Chemistry (1)
- 10.Physics (1)
- 11.U.S History (1)

### **8 Advance Placement Courses**

1. Government and Politics
2. Statistics
3. Calculus
4. Computer Science
5. English Literature
6. Chemistry
7. American History
8. Spanish Language

## School Programs, Organizations and Activities

Academic Decathlon  
Adult School Day and Night  
Classes

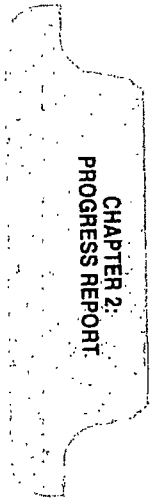
Advanced Placement  
Air Force Junior ROTC Program  
Antarctica  
Back to School Night  
Bilingual Advisory Council  
Bilingual Program  
Booster Club  
Career Counselor  
Case Manager(Special Ed.)  
Catering Class  
Club/Organizations  
College Counselor  
College Fair  
College Financial Aid Night  
College Week  
Compensatory Education Advisory  
Council

Computer System  
Concurrent Enrollment  
Cougar Copy Center  
Cougar News  
Cry of the Cougar  
Elite Choir World Renown  
Fashion Design  
Five Mentor Teachers  
Full time Nurse  
Full time Pupil Service and  
Attendance Counselor  
Full time School Psychologist  
Gifted Magnet Advisory Council

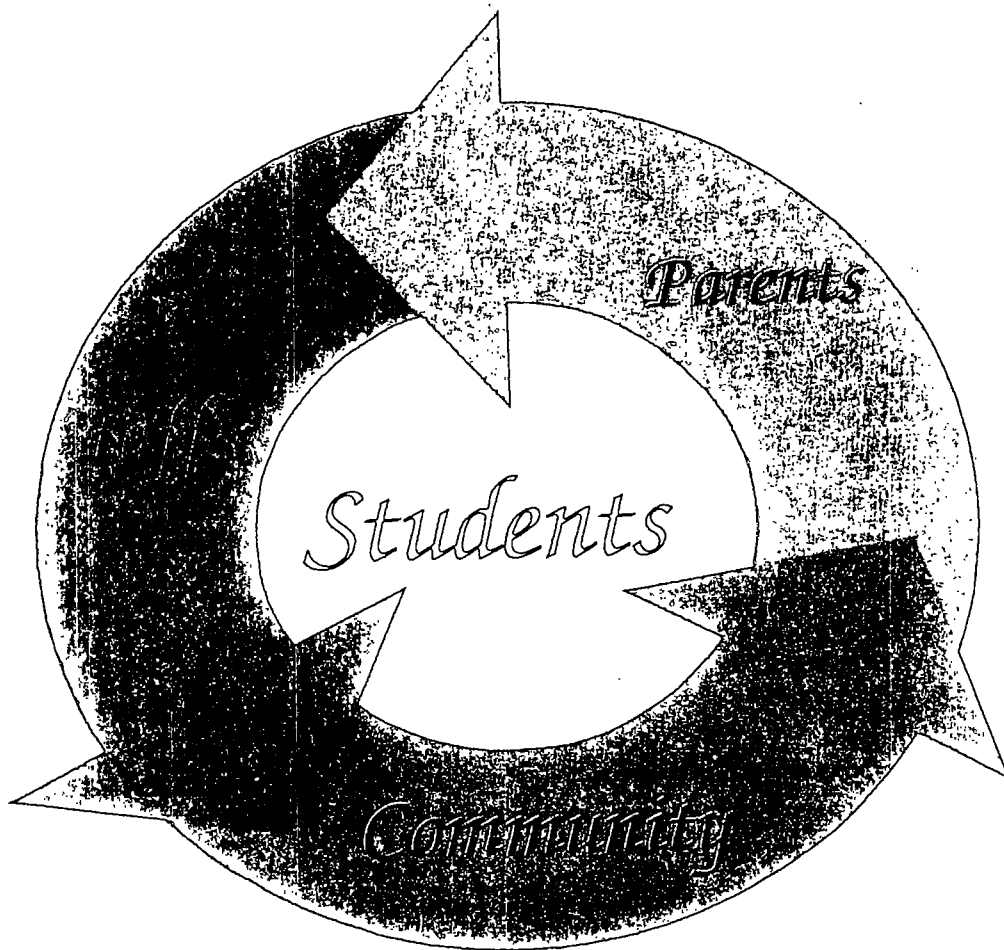
Highly Gifted/Gifted Magnet  
Horticulture/Food From the Hood  
Program

Impact Program  
Instructional Planning Committee  
Integrated Financial Services  
Integrated Mathematics  
Integrated Science  
KTLA  
Learn Governing Board  
LEARN Governing Board  
LEARN School  
Ninth Grade Houses  
Noon Seminars  
Open House  
Parent Center  
Partnerships  
Perkins Program  
PHBAO Conferencing Nights  
Play Production/Drama  
ROC/ROP  
Saturday Detention Program  
Saturday Success Academy  
Speech and Debate Club  
Sprintel/Phone Master  
State Basketball Champions 7  
times and 16 times City Champs  
  
Teacher Training Advisory Council  
Teacher Training Magnet  
Telecommunications Program  
The King Committee  
Title I Program  
Work Experience Program





*Focus on Learning*  
Progress Report



UPDATE OF  
1992-93  
MAJOR RECOMMENDATIONS

**VISITING COMMITTEE REPORT  
MAJOR RECOMMENDATIONS  
1992-1993**

**Response to Previous WASC Committee Recommendations:**

**The Committee recommended:**

- 1. That the site administration develop a decision-making process which is clearly defined, widely known and delineated the specific role of each person and/or council involved so that services are delivered to students, staff, and parents more efficiently and effectively. This process is to include the follow-up responsibilities for all WASC recommendations.*

**UPDATE:**

As detailed in our responses for the 1995 Revisit Progress Report, the LEARN Governing Board is the schoolwide decision making body for the entire school. Other councils (mandated by the agency allocating categorical funds) are parent advisories. Parents on these councils are represented on the Governing Board. Some time ago, we published a description including member composition of the council, but have been advised that we need to publish that description at least twice a semester. One of the Board's sub-committees is instruction. The LEARN governing board has an elected person that serves as this committee's chairperson. This person represents the Instructional Planning Committee, the body that is responsible for overseeing the implementation of all WASC as well as other governing agency recommendations.

- 2. That the site administration and staff, with the support of the District administration, fully implement the State Frameworks in order to improve the instructional program at Crenshaw High School.*

**UPDATE:**

Every teacher has a copy of the appropriate subject matter state framework, and new teachers are provided copies as appropriate. Implementation plans have been vested in the members of the various departments. However, they have been slow to change as a whole. We now realize that we must take an aggressive stand on

planning for framework implementation as necessary and we began that process this school year.

- 3. That the site administration and staff, with the support of the District, study the recommendations of Second to None, the Report of the California High School Task Force, and develop a long range plan for implementation in order to prepare students for the 21st Century.*

UPDATE:

Of the Second To None recommendations, we have instituted block scheduling, begun aligning all of our core subjects with the state frameworks and begun implementing "houses" as a means of breaking the large student body into smaller, more personalized units. Becoming a LEARN school was the first part of our plan for implementation and are continuing to move in the direction suggested in the referenced document.

- 4. That the District, site administration, staff, and students, as was recommended by the last WASC Visiting Committee, develop procedures to provide a graffiti-free, clean learning and working environment which promotes ownership, instills pride, and creates a positive school image.*

UPDATE:

In addition to the details in the Revisit Progress Report, our campus remains relatively graffiti free because of student cooperation in not tolerating the defacement of their school. Our aggressive Saturday beautification detention program, as well as our restitution plan (see appendix) has been extremely successful.

- 5. That the site administration continue to seek ways to reduce student absenteeism, as recommended by the last WASC Visiting Committee, so that students may benefit from the instructional program.*

UPDATE:

Since our 1995 Revisit Progress Report we have expanded our efforts to reduce absenteeism in the following manner: (1) used Title I funds to fund a Pupil Services and Attendance Counselor (Truant Officer) who has done a yeoman's job in tracking down students and having them return to school or go before the county School

Attendance and Review Board (SARB) for adjudication and sanctions. We also funded three parent representatives and one Bilingual Education Aide position to contact those parents whose children are chronically absent. We also used Title I funds to purchase an automatic phone system to call home on students who are absent.

6. *That the District, site administration, and Curriculum Council (now Instructional Planning Committee), as was recommended by the last WASC Visiting Committee, examine the current assessment data for measuring the progress on all school goals and objectives and develop a school-wide plan for systematic collection, interpretation and dissemination of the data to provide direction for instructional improvement.*

UPDATE:

We have funded a part time (1/2 time) position for an assessment coordinator for the purpose of collecting, collating and disseminating assessment information. His task has been frustrating because of the long turn around times from administering the assessments to receiving the results.

7. *That the administration and faculty work collaboratively to develop and implement a systematic, schoolwide plan to provide authentic assessment of student achievement in all courses.*

UPDATE:

To date we have no school wide assessment system. In 1994, research and dialogue was begun on mastery levels. However, because of the ensuing frustration among staff members, we agreed to table these activities to complete the department ESLR's and post assessments as well as align them to our state curricular frameworks and ESLR's. There was a high level of frustration because there were too many assignments to finish in a brief period of time. Some departments have developed and implemented departmental assessments such as the mathematics, industrial technology, and foreign language departments and the other departments are still in the developing stages. Once each department has developed, implemented and evaluated their particular assessment strategies, we can identify common strands within our school's instructional program. This will help to develop schoolwide assessments and rubrics.

8. *That the administration and faculty develop department and schoolwide action plans to ensure that systematic and consistent application of integrated skills occur within and across the curriculum so that students can master the content of courses.*

UPDATE:

In the fall semester 1996 we began ninth grade housing (but could not sustain them because of program needs). The ninth grade houses are composed of teams of teachers from English, mathematics, science and social studies. They work together to present an integrated curriculum for our students. We need to work out some scheduling problems to continue and expand the ninth grade housing. There are also more teachers participating in informal teaming, such as Spanish and ESL, World Languages (formerly Foreign Language) and World History, English and History, World of Art and World Languages. Within the science and mathematics department an integrated curriculum was adopted by the state and the district and is presently being delivered in the classroom. As well, an integrated curriculum is occurring in the Perkins/A.C.E. program.

In some instances, the stage is emerging in which core literature reflects particular historical events. Curricular integration between Visual and Performing Arts still occurs during dramatic presentations and major productions such as the Annual Art Show where students display painting and sculptures in the library.

UPDATE OF  
1992-93  
RECOMMENDATIONS  
FOR  
PROCESS  
PROGRAM  
RESOURCE  
STUDENT  
AND  
PARENT/COMMUNITY  
COMMITTEE



**CRENSHAW HIGH SCHOOL  
PROCESS COMMITTEE**

Yvonne Noble, Principal

Lagatha Payton, Title I Program Coordinator

Beverly Silverstein, Program Coordinator Teacher Training Magnet

## PROCESS COMMITTEE RECOMMENDATIONS UPDATE

### RECOMMENDATION 1:

*That the site administration develop avenues to increase parental involvement in the improvement of the school to create a stronger sense of ownership for the school.*

### UPDATE:

We have completed the process of converting one of the offices in the main building into a Parent/Community Center. The parents wrote a grant and were awarded funds to purchase needed supplies and equipment. Parent surveys were completed to assess parent needs and activities were designed in response to the survey results. One of the ways we have addressed parents' requests is by planning Saturday mid-morning meetings and conducting workshops for parents centered around topics suggested by the parents. We have made it a requirement, before students are given class schedules, for all parents to attend a Back To School Orientation Meeting.

Fails were addressed at a Parent Workshop where staff, students and parents were able to dialogue on "ways to break the failure cycle." Parents are also taking classes as part of the Saturday Success Academy. In addition, students must earn fifty community service points needed for graduation. Students are given service points for their parent(s) and/or guardian(s) attending Parent Meeting.

### RECOMMENDATION 2:

*That the site administration, ESL Staff, and Newcomer Center Staff develop plans to improve articulation between the teachers in these programs and the general teaching staff in order to meet the special needs of students and provide alignment of curriculum, instructional practices and evaluation.*

### UPDATE:

The initial problems were between the Newcomer Center staff and the regular school staff because both programs were for learners of English as a second language. The Newcomer Center moved to another location in Fall 1994, and the ESL department is now integrated across the curriculum as well as being a distinct department.

Students are assigned and provided access to the core curriculum through sheltered classes where appropriate. Students take sheltered Health, Integrated Science, Chemistry, English 9/10, American Literature, Contemporary Composition, modern Literature, Expository Composition, Integrated Mathematics I/II, United States History, and World History. In addition, Spanish for Spanish speakers is provided as per the Master Plan. In addition, team teaching has developed between the ESL and regular teaching staff. There have been several team teaching endeavors between our Spanish and ESL instructors.

Since the last WASC visit, the ESL Department is comprised, largely of experienced teachers holding CLAD and BCLAD certificates and district fluency authorizations (with the exception of a recently hired substitute). The ESL Department will continue to develop instruction, discuss and implement current methodologies that insure students have access to a quality education

**RECOMMENDATION 3:**

*That the site administration and staff, in continuing their efforts in attendance, establish a component in its action plan that will specifically address and increase student attendance and punctuality, in order to maximize the learning process.*

**UPDATE:**

See response to *Major Recommendation 5 of the 1995 Progress Report*

In addition, Crenshaw High School has addressed the attendance problem by purchasing a Pupil Service and Attendance Counselor position, and a Phone Master. The Phone Master provides communication with parents in the language spoken at home. Parent volunteers also call home regarding attendance, grades tardiness and dress code violations. Staff members call home as part of their E.I.S. responsibilities.

Students with perfect and outstanding attendance are highlighted in the show case and publicized in newsletters and other forms of communication.

Saturday detention is now being given to students who are consistently late to classes. We are now in the process of writing a plan which will allow students to make up attendance and tardiness by Saturday School attendance. (Saturday School attendance will be added to our ADA attendance, once the "bugs" are worked out.)

**RECOMMENDATION 4:**

*That the site administration and staff clearly define and frequently review and modify, as needed, the written philosophy, goals and objectives of the school with staff, parents, and students to provide a framework for decision making.*

**UPDATE:**

See the response to *Major Recommendation 4 of the 1995 Revisit Progress Report*

**RECOMMENDATION 5:**

*That the site administration and staff focus attention and support on-going efforts to create a safe and positive learning environment in which incidents of gang activities, graffiti, and vandalism are rare.*

**UPDATE:**

See the response to *Major Recommendation 4 of the 1995 Revisit Progress Report*

In addition, the Safety Committee is in the process of writing a plan involving all students who take Service as a class to be committed to either door monitoring or campus beautification during the school service period.

**RECOMMENDATION 6:**

*That the site administration develops a decision-making process which is clearly defined, widely known and delineates the specific role of each council involved so that services are delivered to students, staff and parents more efficiently and effectively.*

**UPDATE:**

See the response to *Major Recommendation 1 of the 1992-93 Update*

**CRENSHAW HIGH SCHOOL  
PROGRAM COMMITTEE ROSTER**

Jane Johnson, Senior Office Assistant  
Rise Norwood, Secondary Counselor  
Charles Oshiro, Secondary Counselor  
Luther Waters, Chairperson and Program Coordinator, (Inclusion)

## PROGRAM COMMITTEE WASC RECOMMENDATION UPDATES

### RECOMMENDATION 1:

*The site administration, Leadership advisor and students work to make ASB (Associated Students Body) a viable, functioning organization so that all students benefit from their activities.*

### UPDATE:

The leadership class established guidelines for forming clubs and writing constitutions and they are available to all interested parties. Currently the leadership class is writing a constitution which shall set forth all the rules and regulations pertaining to students.

### RECOMMENDATION 2:

*The District office administration and site administration study the feasibility of establishing a band/orchestra class that can positively impact the school spirit, increase fine arts course offerings, and fulfill the needs of students with instrumental abilities/interests.*

### UPDATE:

As indicated in the 1995 Revisit Progress report, we did hire an instrumental music instructor. During the 1992/1993 school year we received \$6,000 which was used to purchase instruments. Since that time our band has grown from 30 members to 50 members. We also have an active majorette and flag corp. Two certificated staff members volunteered to work with the majorettes and flag students. Our drill team is sponsored by another certificated person who along with parental support leads the drill team to all games and competitions so that the band is always accompanied.

For the last two years, we have been raising funds to purchase new uniforms. The Beam Corporation has contributed instruments. Also, this year, we purchased instrumental textbooks from our allocation of the school's budget. Now each of our students has a textbook which furthers their knowledge of reading and performing music.

**RECOMMENDATION 3:**

*The site administration and guidance staff develop and implement a plan to increase parental participation in the course selection process and communication with both parents and students concerning the student's academic progress to promote student success in school.*

**UPDATE:**

This semester the guidance staff will host an evening parent informational meeting for ninth and tenth grade students and their parents . Following this activity, we will stay one night, every other week to meet with parents by appointment and discuss their concerns about their children.

**RECOMMENDATION 4:**

*The administration and staff work together to plan more staff development programs that fully implement the state frameworks, enhance instructional skills and strategies and maximize student achievement to restructure for the demands of the twenty-first century.*

**UPDATE:**

In addition to the state mandates that we provide professional development in Special Education policies, procedures and mandates; LEP policy, procedures and mandates; we also offer professional development workshops in those areas of need identified by faculty, staff and parents. All of the identified needs emanate from the overall frame of improving student achievement through effective instructional strategies. Many of these workshops have been facilitated by teachers with teams of teachers as presenters. All of the activities they presented demonstrated effective instructional strategies.

**RECOMMENDATION 5:**

*The site administration and school review, revise and disseminate the guidelines for forming clubs and/or organizations so that students have a sense of ownership in the school.*

**UPDATE:**

Please see Program Committee Update to *Recommendation #1*.

**RECOMMENDATION 6:**

*The site administration and staff develop clearly defined career paths as described in Second to None, the California High School Task Force Report, in which students learn about a range of careers while achieving a core of learning. Within each path students develop and use integrated skills.*

**UPDATE:**

To date, the A.C.E. program is our one good model of clearly defined career paths. In addition, our students are taught to develop career paths in their Educational Career Planning class. Each student must successfully complete this class to be eligible for a high school diploma. This class teaches students what subjects lead to what careers. We also have Regional Occupational Programs/Regional Occupational Center (ROP/ROC) referrals. Students who know what career they would like to pursue are referred by our school's Career Advisor for enrollment to the appropriate program. Many of our students are enrolled in the "a-f" college admission required courses. Therefore, any graduating student, who successfully completes these courses can be prepared for college admission.

**RECOMMENDATION 7:**

*That the Special Education staff develop a formalized process to communicate to each department the entry of any special education student into the regular program with the necessary curricular help to ensure that each special education student has a successful experience.*

**UPDATE:**

In the fall semester of 1996, the Special Education Department began the Special Education Inclusion Program. The purpose of this program is to provide the special education student the opportunity to attend classes in the regular education program. The inclusion program provides support personnel (resource teachers and assistants) who provide services to the eligible students in the regular education classes ("push in vs "pull out". Students who present major difficulties are sometimes serviced in a "Pull-Out" setting in which the student comes to the RSP teacher and is given one-on-one instruction in the concept area of concern. Inclusion services are provided by two resource teachers and two special education assistants. The program presently



services approximately sixty (60) students with exceptional needs. Our aim is to have all of our RSP students and a large percentage of our SDC students included in the regular education program.

In addition to the inclusion program, students with special needs may attend/audit a class in their strength area for a short period of time. Resource teachers maintain contact with students and staff when a resource student is in a regular classroom for mathematics or language arts instruction.

The Special Education Department has provided the faculty with information regarding special education requirements as well as having assisted regular classroom teachers with curriculum modifications to aid in the presentation of materials and concepts from a multi-modal perspective.

The Special Education Department contacts the Counseling Office when appropriate for addressing programming needs of special education students. Counselors may recommend a student for the Inclusion Program or the RSP Monitoring Program.

**CRENSHAW HIGH SCHOOL  
RESOURCE COMMITTEE ROSTER**

Yvonne Garrison, Assistant Principal  
Jeanette Morris, Office Assistant  
Danny Owens, Plant Manager  
Cassandra Roy, College Counselor  
Juanita Walker-Deckard, Librarian and Athletic Director

## RESOURCE COMMITTEE WASC RECOMMENDATION UPDATE

### RECOMMENDATION 1:

*The site administration continue its efforts to have the Title I Program reinstated so that the considerable number of special needs students at Crenshaw High school can be adequately served.*

### UPDATE:

The Title I Program was reinstated at the beginning of the 1995-96 school year. We, have applied to become a schoolwide Title I program.

### RECOMMENDATION 2:

*The District and school site work together to develop alternative sources of funding for needed instructional materials and equipment so that students will receive a quality instructional program.*

### UPDATE

We are the recipients of assistance from companies and outside sources:

- Golden State Mutual (scholarships, student incentive awards)
- Household Finance Corporation (computer equipment)
- Shell Oil Company (scholarships, funding)
- Magic Johnson Fund (cash awards)
- Nissan Corporation
- Crenshaw Scholarship Foundation (purchases AP tests)
- Sony Corporation
- Kerlan Job Orthopaedic Hospital (full time Athletic trainer with medical consultation)
- Ben and Jerry's Entrepreneurial Grant
- British Consulate's donation of computers and books

### RECOMMENDATION 3:

*The district administration and site administration work together to identify resources to make needed bathroom repairs to provide a clean environment for students*

UPDATE:

While regular maintenance is provided daily by the custodial staff, student vandalism often negates these efforts. Campaigns, such as posting signs in the bathrooms and opening only bathrooms in areas that are supervised, have been initiated by both Leadership and site administration to help control bathroom vandalism. In the event of an emergency or repairs, District personnel respond quickly to trouble calls. The re-tiling of the bathrooms is still a major goal and is included on the list of improvements to be made in the event of the passage of Proposition BB, which provides substantial funds for major improvements of Los Angeles schools. [Funds from the Block Grant have also been requested for the tiling of the bathrooms; however, we have not received a response from the LEARN Governing Board budget committee.]

RECOMMENDATION 4:

*The site administration develop a plan for graffiti control so that students have a learning environment that is positive and promotes pride. The plan should be developed with the involvement of District personnel, site staff, students parents and community members.*

UPDATE:

District maintenance, the on site custodial staff, the site administration, staff and students have made tremendous efforts in graffiti eradication and campus cleanup to provide a graffiti free, clean, learning and working environment which promotes ownership, instills pride, and creates a positive school image. The custodial staff has made graffiti eradication a top priority by removing graffiti immediately. In a situation where there has been major graffiti, the District sends painters out the same day for graffiti removal. In an effort to keep concrete surfaces clean, a high pressure steamer has been purchased to remove gum and clean the concrete surface. Salvage pickups are called in regularly to pick up major debris, which has markedly improved the appearance of the shop building, gymnasium, behind the cafeteria, and the PE grounds. Clean and Green, a volunteer cleanup organization of community youth, has made several visits to assist "Food from the Hood," in clearing the horticultural area of weeds. Additional lighting was added this fall to the gym and adult school parking lot, which has deterred crime and graffiti. The hallways are monitored by the

Leadership students prior to the opening of school daily, and by out of class personnel during nutrition and lunch, which helps to keep the hallways clean of trash and graffiti. During the period when the Leadership class meets, members of the class sweep the hallways and clean classrooms. In a special program, Crenshaw High School was selected as a site for a Custodial Training Class, which provides volunteer help for special projects. Students in this special class spent one full day cleaning the boys shower and locker rooms. All entities on campus are committed to making this campus clean and safe and staff members work very hard to encourage students to be conscientious.

**RECOMMENDATION 5:**

*The site administration work with District administration to provide adequate maintenance services so that students and staff have the opportunity to work in an environment that promotes school pride, academic achievement and positive morale.*

**UPDATE:**

See the Response to *Major Recommendation 4 of the 1995 Progress Report*

**RECOMMENDATION 6:**

*The site administration articulate procedures that address textbook control with emphasis on inventory, replacement and distribution to students to ensure that each student has equal access to the core curriculum and instructional materials.*

**UPDATE:**

The Compensatory Education Advisory Council developed a textbook policy during the 1994/1995 school year. This policy requires the payment of a textbook usage fee which is held in trust and refunded when the student graduates or leaves the school. One fee covers every child in one household. This encourages the parent to take an active role in the maintenance and care of all school books. When a family cannot afford the fee, special arrangements are made so that each student has equal access to the instructional materials that support the core curriculum.

The student receives a textbook clearance card in order to check out textbooks, library books, and receive a locker. As a result of this new policy, very few books have been lost or found on the grounds, little or no graffiti has been found in the books and the number of students tardy to their class because they had to go to their locker has decreased. Many students and their parents have elected not to pay the fee. As the policy remains in effect, each year new enrolling students will pay the fee. We believe this process has also helped to eliminate over reliance on the textbook as the main instructional resource.

#### RECOMMENDATION 7:

*The District provide additional trash dumpsters with lids that can be secured so that students and staff have the opportunity to work and learn in a clean environment.*

#### UPDATE:

The district has replaced the old trash dumpsters with new trash dumpsters. These dumpsters have lids with locking mechanisms and they are on wheels. The trash dumpsters have been placed on the access road behind the cafeteria, which helps control the unpleasant odors previously associated with the open trash dumpsters in the lunch area. Our trash dumpsters are not always closed because some of our female staff members cannot lift the lids. Also, we do not lock the trash dumpsters during the course of the day because staff members other than custodians use the trash dumpsters and they do not have keys to unlock the lids. Our custodial staff steams and degums the lunch area as needed and the tables are cleaned daily. Each trash can has a liner. The liners are replaced daily.

**CRENSHAW HIGH SCHOOL  
STUDENT COMMITTEE ROSTER**

Robert Battle, Athletic Commissioner

Miesha Byrd, Vice President

Nadine Davis, Secretary

Kiana Looney, Alternate for LEARN Governing Board

Willie Vasher, LEARN Governing Board Member

Sergio Villa, President

## THE STUDENT COMMITTEE WASC RECOMMENDATIONS UPDATE

### RECOMMENDATION 1:

*The students support the site administration and staff in the enforcement of the discipline policies so that the school is a safe and orderly environment in which to learn.*

### UPDATE:

Students monitor the hallways before school and during lunch and require a pass of students wanting to enter the halls before school or during lunch. They also are involved in the weekly Calendar Committee meetings and assist in screening and approving activities for the school.

### RECOMMENDATION 2:

*The students work cooperatively with the site administration and staff by taking more responsibility in helping to provide cleaner rest rooms and a graffiti free campus environment so that Crenshaw High School is an aesthetically pleasing and positive learning environment for all students.*

### UPDATE:

The Student House of Representatives meet during Period 4 once a month. Each grade level and Record Room is represented by a student. At the meetings, students express their concerns and discuss solutions for concerns about the campus. Students are encouraged by their peers to keep the rest rooms clean and the campus graffiti free. Also, by monitoring the hallways before school and during lunch, the students lessen the opportunity for vandalism to write on walls.

### RECOMMENDATION 3:

*Students support the administration and staff by focusing their priorities and efforts in the areas of tardies, truancies, and loitering so that their academic potential is maximized through regular and prompt attendance.*



UPDATE:

The 1993 Tolerate No Tardies Program was discontinued due to the number of students placing fake names on the tardy passes. Leadership has recommended that the administration check student's IDs as a part of the tardy sweep process but to date the procedure remains the same.

**CRENSHAW HIGH SCHOOL  
PARENT ROSTER**

Yvonne Garrison, Assistant Principal  
Eura Hawthorne, Parent Aide  
Linda McCain, Vice President CEAC  
Brenda Smith, President CEAC

## PARENT WASC RECOMMENDATIONS UPDATE

### RECOMMENDATION 1:

*The site administration and parents work cooperatively to develop avenues for improving communication regarding student paths, individual student goals, and school discipline policies to maximize student success and self esteem and to ensure an orderly learning environment for all students.*

### UPDATE:

Our Parent Center was opened in 1994 to provide a place for parents to come visit and learn about the school. The center is staffed with both English and Spanish speaking volunteers.

The volunteers make telephone calls home on students with three or more absences and follow-up calls on mailings of upcoming school activities. Volunteers also work with student dress code violators. Spanish speaking volunteers serve as translators for Spanish speaking parents. All of the staff strives to be role models and provide listening ears for all of the students.

### RECOMMENDATION 2:

*That the site administration, staff and parents develop and implement a plan to create a single, schoolwide booster organization which supports all programs at Crenshaw High School for the success of all students.*

### UPDATE:

The Parent Booster Club has been around for a long time. Our main purpose is to assist with fundraising for student activities. The schoolwide Booster Club was established at the beginning of the 1993-94 school year as the school approved booster organization. The Booster Club, which has approximately 20 active members from the Parent group, community and staff, meets the second Wednesday of each calendar month at 6:00 p.m.

The Booster club raises funds to support students in all content, curricular, and extra-curricular areas, to include the athletic program. They have provided funds for the Academic Decathlon Team, the forensics Team and have sponsored athletic award banquets.

In addition to financial support, they provide nourishment by feeding students before and after athletic events. They offer moral support, guidance, and parenting skills to students.

To build staff morale, they recognize staff member contributions. A ceremony dedicating the Cougars Den to Crenshaw's basketball coach Willie West was held and the Booster Club presented Coach West with a bronze plaque which is affixed to the front gymnasium.

UPDATE OF  
1992-93  
DEPARTMENTAL  
RECOMMENDATIONS

**CRENSHAW HIGH SCHOOL  
ENGLISH DEPARTMENT ROSTER**

Jacquelyne Cummings  
Yvonne Daizadeh  
Frank Dawson  
Alfee Enciso  
Jerome Evans, Co-Chairperson  
Julianne Foster  
Joseph Fulton  
Janice Gonder  
Robert Goudlock  
Efren Green  
Mary Ruth Greene  
Gary Grzebien  
Millie Haft  
Cassandra Hawkins  
Ernestine Henning  
Robin Hernandez  
Millicent Hill  
Murlene Johnson  
Michael Korich  
Philip Kuretski  
Mae Lee  
Paula Levine-Sargent  
Toni Little  
Anita Luckie-Moultrie, Chairperson  
Janet Mitchell-Wagner

## ENGLISH DEPARTMENT WASC RECOMMENDATIONS UPDATE

### RECOMMENDATION 1:

*That the department utilize a variety of student assessment methods which provide evaluation data to measure student learning and to make modifications in the instructional program.*

### UPDATE:

The department is currently developing an assessment tool designed to be used for each grade level at the end of the school year. We are focusing on a well rounded lesson planning format to include reading, writing, speaking, listening, and critical thinking skills. As classroom teachers, we design lessons which can be evaluated based upon the aligning state, district, school wide and departmental standards. The department has developed a handbook which provides a wide range of creative lessons and activities to meet these goals.

### RECOMMENDATION 2:

*The department develop a process which provides on-going staff dialogue to promote program renewal, consistent implementation of the framework throughout the department, evaluation and modification of programs, the integration of skills, and means to ensure the success of all students in the core curriculum.*

### UPDATE:

Through additional funding, the department was able to purchase teacher/student guides to facilitate the emphasis on core literature. We have also developed grade level expected student learning outcomes so that the teachers have consistency in instruction for every classroom.

**RECOMMENDATION 3:**

*That the department and school librarian develop activities to provide for greater utilization of the library so that students further develop their research skills in preparation for post secondary education and career goal.*

**UPDATE:**

Ms. Walker has designed a very informative library orientation for every 9<sup>th</sup> grade class. It helps students to become familiar with the library as well as effective methods retrieving necessary information. This includes several computers and printers which have access to the Internet. We encourage use of the library through literature based instruction by having the students research author, historical data and other pertinent information. In addition, teachers encourage students to use libraries at local colleges to complete research projects.

**RECOMMENDATION 4:**

*That the department emphasize teacher-directed and student-centered oral language activities to stimulate students' interest in the subject and to provide more practice for students in formal and informal discourse.*

**UPDATE:**

Through the "Novel Units" teacher/student guides, there is a wealth of oral language activities suggested for teacher use. Students also use role-playing as a method of understanding the characters in their text.

As a department, we encourage students to attend district and community events to interface with students from other schools and professions. We also keep our students informed of opportunities in such summer programs as Upward Bound and Mini Colleges.



**RECOMMENDATION 5:**

*The site administrator and the department develop ways to promote communication, articulation, and interaction between the special needs program and regular program.*

**UPDATE:**

Our administrator assigned to the English department attends every department meeting. She provides guidance and helpful suggestions to improve our department. There is also a special needs coordinator who identifies the special needs of particular students and appropriately assigns them to classes. In addition, the department has a mixture of special education, sheltered, teacher training, regular and gifted magnet teachers.

**CRENSHAW HIGH SCHOOL  
ESL DEPARTMENT**

Aadil Naazir, Coordinator  
Jan Gonder  
Michael Korich, Chairperson  
Janet Mitchell-Wagner  
Teri Leveque (Substitute)

ENGLISH AS A SECOND LANGUAGE (ESL)  
WASC RECOMMENDATION UPDATES

**RECOMMENDATION 1:**

*That the District and site administration provide support for the ESL program by developing a program for the recruitment, selection and training of qualified and properly credentialed teachers to ensure quality instruction for special needs students.*

**UPDATE:**

The site implemented SB1969 funding to plan, develop and deliver 24 hours of in-service in sheltered instruction during the 1995-1996 school year.

**RECOMMENDATION 2:**

*That the site administration and the ESL Department develop a process of program improvement based on current testing instruments which are consistent with instruction and on the assessment of data to ensure each student's maximum achievement.*

**UPDATE:**

Department meetings during the 1995-1996, 1996-1997 school year focused in part on testing/assessment tools for LEP students and the implementation of said tools. Students are evaluated on the basis of standard examinations (traditional assessment), portfolios and oral presentations (authentic assessments).

**RECOMMENDATION 3:**

*That the site administration develop a plan to increase course offerings in core subjects to ESL students in their native language to ensure equal access to the curriculum for all students.*

**UPDATE:**

Students are assigned and provided access to the core curriculum through sheltered classes where appropriate. Students take sheltered Health, Integrated Science, Chemistry, English 9/10, American Literature, Contemporary Composition, modern Literature, Expository Composition, Integrated Mathematics 1/2, United States History, and World History. In addition, Spanish for Spanish speakers is provided as per the Master Plan.

**RECOMMENDATION 4:**

*That the site administration provide a means for the ESL staff to plan collaboratively to integrate ESL instruction across the curriculum and to develop uniform objectives and expectations for each level to increase student success.*

**UPDATE:**

Teachers had access to pupil free days and minimum/shortened days and were provided time for staff development where said meeting weren't focused on other topics. 24 hours of staff development outlining sheltered instruction and the Bilingual Master Plan was required of all district employees.

**RECOMMENDATION 5:**

*That the site administration closely monitor the instructional practices of the ESL staff in an on-going, systematic process to ensure that students are receiving the systematic process to ensure that students are receiving the benefits of quality instruction and current methodologies.*

**UPDATE:**

Since the last WASC visit, the ESL Department is comprised, largely of experienced teachers (with the exception of a recently hired substitute). The ESL Department will continue to develop instruction, discuss and implement current methodologies that insure students have access to a quality education.

During the 1995-1996 school year, all staff members participated in and completed the 24 hour District mandated Bilingual Master Plan staff development.

**CRENSHAW HIGH SCHOOL  
FOREIGN LANGUAGE DEPARTMENT ROSTER**

Arturo Cerda  
Dale Cromar  
Victor Ebanks  
Deidre Harris  
Lesly Lespinasse, Chairperson  
Simin Madjdi  
Jessica Mc Gruder  
Marcelina Naranjo

FOREIGN LANGUAGE DEPARTMENT WASC RECOMMENDATIONS  
UPDATE

**RECOMMENDATION 1:**

*That the administration, counselors and Department work together to develop a plan that allows articulation with middle schools to standardize curriculum and ensure a consistent education for all incoming students.*

**UPDATE:**

Future plans include intensive contacts with feeder middle schools in which high school students perform in the target language in front of middle school students. We hope this will motivate middle school students to take foreign language classes during their high school years.

**RECOMMENDATION 2:**

*That the Department identify, collect, and analyze student outcome information such as grade reports, test scores, and college performance reports as they complete their implementation of a synchronized grading and evaluation system which will ensure quality and uniformity of student advancement within the Department.*

**UPDATE:**

Student needs in Foreign Language classes have been addressed. For each language (French, Spanish), the Department has developed pre-tests and placement tests for incoming and continuing students. Mid-terms and final exams have been unified throughout the Department based on the rewriting of our ESLR'S. Class objectives are revised at the beginning of each semester to address new learning needs.

Students who failed the beginning level are allowed to enroll in an introductory class with emphasis on the culture and mastery of grammatical concepts for the following year.

**RECOMMENDATION 3:**

*That the Department develop an organizational structure with regular established meeting times that will encourage teamwork and networking among the staff and increase the consistency of student education.*

**UPDATE:**

We have lunch together every day. They describe the problems each colleague encountered on that day and discuss solutions. On scheduled Fridays after school, we meet to review our weekly work. We develop new teaching strategies, analyze learning results and to plan new objectives.

**RECOMMENDATION 4:**

*That the Department develop a course flowchart for the Department so that counselors, parents, and students can better understand the scope and sequence of courses.*

**UPDATE:**

Our ESLR'S have been revised to fit the new learning demands in our multi-cultural classes. A course flow chart has been developed to diminish the percentage of failures in the upper level of the target language.

**CRENSHAW HIGH SCHOOL  
MATHEMATICS DEPARTMENT ROSTER**

Moss Benmosche  
Harold Boger  
Kim Bradley, Mentor  
Kay Briscoe  
Christopher Burton  
Luther Lovelace  
Patricia Lyons  
Vicki Roach  
Gwen Roberts  
Mayme Sherley  
Meredith Smith  
Don Tarquin  
Alyson Thomas (on leave)  
Odessa Washington, Chairperson and Mentor Teacher  
Daniel Williams  
Jonathan Wolf



## MATHEMATICS DEPARTMENT WASC RECOMMENDATIONS UPDATE

### RECOMMENDATION 1:

*The Mathematics Department continued its training for implementation of new classes as spelled out in the Mathematics Framework.*

### UPDATE:

Members of the Mathematics Department have been attending workshops since June, 1994. These workshop were designed to in-service teachers in Integrated Math I, II and the Keck curriculum in the Gifted Magnet. Ten teachers were trained the Spring of 1994 for Integrated Math I. Training was held at Crenshaw High and at Osage Professional Development Center. In addition, McDougel Houghton Company conducted two workshops at Crenshaw High where the majority of mathematics teachers were in attendance. This training resulted in Integrated math I, II and Keck being offered in the Mathematics curriculum during the Fall of 1995. Teachers in the mathematics department decided to wait until Fall of 1997 before adding Integrated Math III. Teachers are encouraged to use the integrated approach, as much as possible, in the other advanced Algebra classes.

Four teachers in the Mathematics Department will be participating in a District sponsored workshop for full implementation of the District's Investigation Mathematics course for 9th graders in the Fall of 1997.

Presently, the Department is making adjustments to meet the needs of all students in the mathematics department. Pre test scores indicated that many of the incoming students lack the skills necessary to be successful in Integrated Mathematics I; however, members of the mathematics department have all agreed that students must receive a passing grade of C or better before moving to the next sequential class in the curriculum.

Statistics was added to the curriculum, the fall of 1996. Mr. Boger was trained for this class and has made some modifications in this class because of the ability levels of our students. It is our goal to train one more teacher this summer for this class.

### RECOMMENDATION 2:

*The teachers develop a department-wide plan to include writing, such as journals and open-ended questions, and oral opportunities in all math courses so that students develop the ability to effectively communicate mathematics.*

### UPDATE:

For the 1994-95 school year, teaching across the curriculum will be incorporated. Interdisciplinary teaching has already begun through the Perkins program but involved only one math teacher. Math teachers are emphasizing the open-ended questions in game like settings to encourage the cooperative approach to teaching. It was the agreement among the members of the department to incorporate open-ended questions in all classes and to expand the use of oral presentations. This expansion is to be completed by networking with members of the department as well as members outside the department. Use of calculators, computers for demonstration and manipulatives by teachers has increased. Members of the department are continuing to seek out opportunities to expand their horizons in regards to the cooperative approach to teaching and have dedicated themselves to improving the writing skills of the students in the department. Evidence of this commitment is shown in the department's book of objectives. Sample writing topics are given for journal writing. Open ended questions are included on class tests, departmental tests and every opportunity is made available for students to give oral presentations and class reports.

### RECOMMENDATION 3:

*The department develop alternative assessment instruments, such as portfolios and open ended tasks, and procedures to assess these instruments, so that students can effectively demonstrate that they have achieved mathematical power.*

### UPDATE:

Members of the mathematics department met by subjects taught and developed objectives for each class offerings. All teachers agreed to have all classes do portfolios. It is the intent of the department to have the class objectives included at the beginning of the student's portfolio, with the percent of achievement for each stated objective, indicated by the classroom teacher. This will allow the subsequent teacher to know the strengths and areas of improvement needed for each student enrolled in his/her class. Mathematical projects, that involve higher order thinking skills, such as analysis, synthesis, and evaluation will be assigned. These may be group projects or done individually. Group and individual project presentations will be encouraged. Student assessment will also include quizzes, tests, use of technology, mastery of open-ended questions, department tests and some standardized tests. Presently, the mathematics department has completed Expected Student Learning Results for all class offerings in the department. The UCLA Mathematics Readiness Test was administered to all

mathematics students at the beginning of the school year. The tests were graded at UCLA and indicated strengths and weaknesses for departmental use. Test results are also included in each student's portfolio with selected materials for improvement of indicated weaknesses from pre-test.

The department's semester examinations were aligned with the Expected Student Learning Outcome.

**RECOMMENDATION 4:**

*The department examine indicators of student performance in the college preparatory math sequence to determine how to strengthen the sequence so that students will be successful on the Calculus AP Exam.*

**UPDATE:**

The Mathematics Department continues in it's efforts to strengthen the curriculum by focusing at the lower level and remediating the skills needed to be successful. This remediation will eventually make a difference in the advanced classes. However, in 1995, eight students earned three or better on the AP calculus exam for the first time in years.

**RECOMMENDATION 5:**

*The department staff use the results of the student Interview conducted in the Spring of 1992 and find ways to improve how students feel about the teachers and the mathematics curriculum.*

**UPDATE:**

The mathematics department continues to keep parents and students aware of the curriculum and changes in the program. The department hosts a Math Night for Parents and an Award Program for students. Recently, letters were sent home to the parents regarding extending Integrated Math I into three semesters instead of the present two semesters, and concerning the need for each student to purchase a graphing calculator.

**RECOMMENDATION 6:**

*The department seek ways to buy graphing and regular calculators so that each student has a calculator to use during class time so that the time that students spend on computation is decreased while increasing the time they spend on concepts and problem solving.*

**UPDATE:**

The mathematics department has purchased class sets of T1-82 graphing calculators for at least ten teachers. This was made possible through Title One funds. The department also has at least ten overhead graphing calculators for demonstration use. The department had 100 T1-81's donated to the school. In addition the Statistics class received T1-83 graphing calculators from the District. The new Investigation classes will receive four sets of 25 T1-80 graphing calculators, to be used in the classroom. Title One has allocated \$8,000 additional dollars to purchase more graphing calculators. Parents have also purchased graphing calculators as was requested in the letter mailed to every math student's home.

**RECOMMENDATION 7:**

*The department find ways to spend more time on developing analysis, synthesis, and evaluation among all mathematics classes so that the curriculum better meets the needs of all students.*

**UPDATE:**

An analysis of ten week progress report cards and June, 1996 report cards showed that a majority of the math students were failing Integrated Math I. Some of the fails were due to poor attendance but the majority were due, in part, to the students lack of basic skills from Junior High School. Because of this factor, the department modified it's program, by proposing to extend Integrated Math I from two semesters to three semesters. This will allow teachers to slow down the pace and remediate as needed without denying college credits.

**CRENSHAW HIGH SCHOOL  
OPTIONS DEPARTMENT ROSTER**

Joseph Marshall, Chairperson  
Merle McGee  
Doris Mims

## WASC RECOMMENDATION UPDATES OPTIONS DEPARTMENT

### PREFACE

The Options Department was not active at the time of the last accreditation process. Since that time, members of the Social studies Department have reactivated Options. Our UPDATES to the WASC Recommendations from the preceding Self-Study Report will reflect those of the Social Studies Department which are relevant the Options Department.

### RECOMMENDATION 1:

*The Department will develop assessment instruments, such as portfolios and writing-across-the curriculum exercises, so that staff can effectively recognize successful outcomes.*

### UPDATE:

The Options Department has developed a blend of assessments, including traditional quizzes, tests, and final exams. Further, during the Study Skills component of the Educational and Career Planning classes, assigned research papers are assessed in several stages during their construction to provide opportunities for peer evaluation and individual improvement (formative evaluation ) prior to final grading (summative evaluation). A Personal Career Portfolio is prepared by every student throughout the ECP course, enabling each participant to gather evidences of both knowledge and skills useful in one's upcoming job searches.

### RECOMMENDATION 3:

*That the Department expand procedures for curriculum development, evaluation, and revision to include all department members which will enhance the student learning environment.*

UPDATE:

The "Action" statement of the 1992-1993 recommendations to the Social Studies Department noted that, "As the school reconfigured to include the 9th grade students, the school administration with the cooperation of the Social Studies Department implemented Study Skills and Educational and Career Planning (ECP) classes for 9th grade students. Since then, the Study Skills class (10 weeks) was incorporated into the ECP class (10 weeks), resulting in a new semester length course. In line with Focus On Learning principles. Expected Student Learning Results were developed, and each was aligned with the school's ESLR's. These, in turn, were used to create a revised curriculum for the ECP classes. This new curriculum is in the process of being tested, evaluated, and revised. One of the outcomes is a new set of exercises and study guides which align more closely with the ESLR's

**CRENSHAW HIGH SCHOOL  
PHYSICAL EDUCATION DEPARTMENT ROSTER**

Manuel Chachere  
Major Dennis  
Robert Garrett  
Sheryl Lange  
Kenneth Maxey  
Edward Small  
Sherry Stewart  
Margot Tiff  
Jamie Weeks (on leave)  
Willie West, Chairperson



## PHYSICAL EDUCATION WASC RECOMMENDATIONS UPDATE

### RECOMMENDATION I:

*The administration, custodial -maintenance staff and physical education teachers coordinate efforts to perform routine maintenance of physical facilities and equipment to insure cleanliness, safety and efficiency.*

### UPDATE:

- 1) The current restructuring of Title I funds results in the locker room area not having an attendant. However, the PE Department has made adjustments to cover the tasks. Locker room supervision is done by every teacher with the exception of one, Coach West who is in charge of the lockers. A schedule is posted with the duties of the members of the PE department. Towels are passed out by the members.
- 2) Each year the lockers are repaired at the beginning of the year.
- 3) The entire school's water pipe system is presently being refitted. All the water mains are being repaired and/or replaced. The football field was completed in the Fall of 1996; the baseball field will be completed in the Spring 1997; and the other PE fields will be repiped. Presently, the field hoses are being repiped. The showers have been repiped in the boy's locker room and the shower valves have been replaced. Special efforts to clean the boy's showers were made by a crew of custodial trainees.

The weight room has received lots of equipment donated to the school as a result of our Team Heal program. Dance classes have been added and the previous Corrective Room now serves as the Dance Room. G-3 originally had mirrors installed for dance but the wood floor was more desirable for the class than the floor in G-3. We are planning to move the mirrors to the new dance room.

The on site custodial staff maintains the main facility. The District maintenance office, the plant manager and the custodians are available to us daily for trouble shooting. In general, critical problems are responded to quickly both by the District and the site custodial staff. Many jobs that are not perceived as emergencies must be

planned and may take a long time for repairs such as replacing windows that have been scratched.

- 4) The tennis courts were resurfaced and painted in the spring of 1996. The asphalt needs to be resurfaced and relined, otherwise the safety risks increase and instruction suffers.

The safety of the students and the staff is still a concern due to the elimination of the security aide position.

**RECOMMENDATION 2:**

*The administration, counseling staff and physical education teachers develop means of improving the communication between them so that students receive a cohesive instructional program.*

**UPDATE:**

Communication continues to improve between the administration, counseling staff, and physical education department. The physical education department meets monthly with the administrator in charge. Additional informal conferences are held on a daily (as needed) basis. The PE department still has some classes that are very large and communication is given to the counseling office in an effort to equalize class sizes and place students in appropriate classes.

The "walk if not dressed" policy is not working. The administration and physical education teachers are exploring other means to resolve this on-going problem.

**RECOMMENDATION 3:**

*That the administration provide on-going security in the physical education area to curtail the intrusion of non-students onto the campus and the prevention of students leaving the campus in order to provide a more secure and non-threatening environment for students and staff.*

UPDATE:

Restructuring of Title I funds has caused us to have budget restraints. These restraints prevent the Physical Education Department from procuring the educational aide position for which we planned. The absence of a security aide and the continuous holes cut in the fences add to high security risks. We are in need of the previously requested cut resistant "grill-type" fence and a full time campus security person.

**CRENSHAW HIGH SCHOOL  
SCIENCE/HEALTH DEPARTMENT ROSTER**

Tammy Bird, Magnet  
Lisa Bowdoin  
Vivian Corley  
Vivian Fullbright  
Natalie Harris  
David Holmes  
Lisa Harwood-Lippa  
Nathaniel Malcolm, (Substitute)  
Robert Schafer, Magnet  
Alvin Siger  
Muriel Waugh, Chairperson  
James West  
Leslie Wilson

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## SCIENCE/HEALTH WASC RECOMMENDATIONS UPDATE

### RECOMMENDATION 1:

*The Department work toward a thematic approach of integrating life and Physical science so that students receive enhanced opportunities in science education.*

### UPDATE:

Currently, we have implemented Integrated Science I (Integrated Science II courses, Fall, 1997) which encompass thematic approaches to all of the sciences. The areas of emphasis include chemistry, biology, physical earth science as well as space science. Some themes include water, materials and the environment as well as sports and scale and structure. These courses are laboratory courses which emphasize a hands-on approach to learning.

### RECOMMENDATION 2:

*The Department develop alternative assessment instruments, such as portfolios and open-ended tasks, and procedures to assess those instruments, so that students can effectively demonstrate that they have achieved scientific understanding.*

### UPDATE:

The Integrated Science courses incorporate hands-on learning of the sciences. The Science Education for Public Understanding Program (SEPUP) is extensively used in the integrated Science I course. Micro and macro analytical experiments are performed. Also portfolios are utilized in some of the science classes. Some final examinations incorporate the science projects of choice by the students which demonstrate scientific understanding. Some responses have been overwhelming. A large part of the final grade is the Laboratory Report and the Laboratory Journals.

### RECOMMENDATION 3:

*The District administration and site administration allocate the necessary funds to acquire adequate equipment, supplies and textbooks, as was recommended by the last WASC Visiting Committee, in order that each student can benefit fully from the learning process.*

**UPDATE:**

Currently funds have been allocated to replace all inadequate supplies in the department. New books are being purchased for Integrated Science I and II. Also, new chemistry books are being ordered. Over \$18,000 has been spent on SEPUP kits for every Integrate Science teacher. We continue to expand and strengthen our equipment based in all of the science classes.

**RECOMMENDATION 4:**

*The Department place greater emphasis and effort on basic skills in reading, writing and calculating in keeping with the State Framework so that all students can experience success.*

**UPDATE:**

The Department currently emphasizes dimensional analysis (metric unit conversion skills). Calculators have been purchased for the classrooms to enhance and expand calculating skills. Each instructor emphasizes reading and writing through the scientific method. Analysis and mathematical modes building are emphasized.

**RECOMMENDATION 5:**

*The administration and Department explore the feasibility of establishing an AP Biology and ESL Physical Science class to fully meet the needs of all special needs students.*

**UPDATE:**

Currently, the Department offers a Sheltered Integrated Science course which meets the needs of students with special needs. Currently, AP Biology courses are being investigated.

**RECOMMENDATION 6:**

*The Department work jointly with the site administration and Counseling Department to sequence the college preparatory courses so that more students can acquire the necessary background to take and pass the AP examination.*

UPDATE:

The incorporation of the Integrated Sciences courses will assist students in passing the AP examinations. The Department will continue to work closely with site administration and the Counseling Department to assist students in passing the AP examination.

RECOMMENDATION 7:

*The Department employ a wide repertoire of teaching strategies to match the learning desire, learning style, and subject content so that students will receive the skills and knowledge necessary to become independent thinkers and learners.*

UPDATE:

Currently the Department utilizes outside and inside speakers, team teaching and multi media lessons and science projects in an effort to match the students individual style of learning. The Department collectively develops strategies to enhance each students learning style. We are also solidifying the use of the Internet in each classroom.



**CRENSHAW HIGH SCHOOL  
SOCIAL STUDIES DEPARTMENT**

Scott Allen

Florence Avognon, Teacher Training Magnet, Mentor Teacher

Patricia Bayard

Margarit Cheeseboro, Chairperson

James Derrick

Sharon Davis-Edwards

Otis McKinley

James Tanner

William Thomas

Otu Ubom

Marilyn Washington, Gifted Magnet, Mentor Teacher

SOCIAL STUDIES DEPARTMENT WASC RECOMMENDATIONS  
UPDATE

**RECOMMENDATION 1:**

*The department develop assessment instruments, such as portfolios and writing across-the-curriculum exercises, so that staff can effectively recognize successful outcomes.*

**UPDATE:**

The members of the department worked together to create a department-wide assessment criteria for a portfolio and writing-across-the-curriculum exercise for each subject. Whenever possible, department members have coordinated with English teachers to have them read the book The Great Gatsby when the 11th grade history classes cover the 1920's era and the book or movie Grapes of Wrath when the 11th grade history classes cover the Great Depression, so that a writing assignment covering both subject areas can be used for an assessment.

**RECOMMENDATION 2:**

*The site administration, testing support personnel and department analyze and interpret the results of standard test data (for example CTBS) in order to obtain immediate feedback on the strengths and weaknesses of the instructional program.*

**UPDATE:**

As of February, 1995, an out-of-classroom teacher has assumed the responsibility for collecting, centralizing and disseminating student assessment data to the staff. This year, the District has changed the Standardized tests to the new Stanford 9 test, which will be given later this Spring. Therefore, we did not receive social studies test results for this year's students. However, most of the students enrolled in History and some students enrolled in the Economics classes will take the Golden State Exam in May.

In the absence of standardized test results, department members are continually assessing their students with self-made tests and alternative assessments, such as

observations, oral reviews, simulations, individual as well as group presentations, essays, reports about historical or current events, graphs and timelines.

**RECOMMENDATION 3:**

***That the department expand procedures for curriculum development, evaluation, and revision to include all department members which will enhance the student learning environment.***

**UPDATE:**

All members of the department met on several occasions during Summer '96 to streamline the social studies curriculum, so that it is more closely aligned with the State History-Social Science Framework.

- All World History teachers cover the Modern World from 1789 to the Present. This course is now recommended for 10th grade students instead of 9th grade students.
- All United States History teachers cover a brief review up to 1900, linking the Past to the Present with an in-depth review of the US History from 1900 to the 1990's.
- All Government teachers cover the basic principles of governments, and in particular, the United States Government and Constitution.
- All Economics teachers cover the basic principles of Economic Systems and how they work and interrelate, with special focus on the Market Economy (the American Economic System).
- Other social studies elective courses are taught in accordance to the State Framework by individual teachers who are knowledgeable in a particular subject.

As the school reconfigured in 1995 to include the 9th grade students, the Social Studies Department included Study Skills and Education Career Planning (ECP)

classes for the 9th grade students, changing the World History class requirement to be taken by 10th grade students. This revision includes all department members and enhances the student learning environment. Since in the Fall of 1996 a very large number of 9th grade students have entered Crenshaw, and the Counseling Office in cooperation with the ECP and other 9th grade teachers instituted the 9th grade "Houses." Since this time, the ECP/Study Skills teachers have formed their own small department.

To evaluate curriculum changes and streamline the curriculum according to the State Framework, department members have visited each others' classes during the school year, and discussed their ideas and strategies at department meetings. Several members have learned new teaching techniques at various in-service classes and at conferences, such as "History Alive" and "Facing History and Ourselves" which were "Discipline-Specific Forums."

**RECOMMENDATION 4:**

*That the department in cooperation with the English department develop a list of literary works that students will read during their high school experience to ensure that each student is afforded a broad exposure to appropriate literature.*

**UPDATE:**

Individual members of the Social Studies Department are meeting with English Department members on an on-going basis in order to agree on a list of literary works that students will read during their high school experience to ensure that each student is afforded a broad exposure to appropriate literature. Both departments are working on a plan to move towards clusters of interests for students.

**CRENSHAW HIGH SCHOOL  
SPECIAL EDUCATION DEPARTMENT ROSTER**

Jeffrey Barton  
Maynard Brown  
Frederick Church, Resource Specialist and Mentor Teacher  
Evelyn Dozier  
Joanna Jones-Reed, Resource Specialist  
Jocelyn Mull, Case Manager  
Anthony Roberson, Resource Specialist  
Theodora Simpson  
Luther Waters, Chairperson

## SPECIAL EDUCATION DEPARTMENT WASC RECOMMENDATIONS UPDATE

Members of the Special Education Department chose to work within the content area classes and attend department meetings accordingly. During the WASC Revisit in 1995 and the last full Self-Study in (1992-93), the Special Education Department was not addressed separately. (The Special Department is respond to Major Recommendation 7 in the 1992-93 Update.)

**CRENSHAW HIGH SCHOOL  
VISUAL AND PERFORMING ARTS DEPARTMENT ROSTER**

ART

Susan Curren, Magnet Teacher  
Murray Bowman  
Robert Magee

DRAMA

Paula Levine-Sargent

MUSIC

Iris Stevenson  
Al Tarver

## VISUAL AND PERFORMING ARTS RECOMMENDATIONS UPDATE MUSIC

### RECOMMENDATION 1:

*The administration and Department work together to address feasibility of hiring a full time instrumental music teacher so that the students have access to the full range of fine arts.*

### UPDATE:

An instrumental music instructor was hired in the 1993/1994 school year. New uniforms for both our choir and band members were purchased. The money used to buy these uniforms were generated from student fund-raisers and private contributions from Foundations such as the Herb Alpert Foundation and the Beam Foundation. We also received gifts from private industry. Even though we have purchased many new uniforms, we still need more robes. Our future plans include a Telethon fund-raiser that will help us purchase instruments (Key Boards) new choir robes and furniture (music stands, stools, tuba chairs). We are also working to secure an on-campus recording studio.

### RECOMMENDATION 2:

*The Department meet more often as a group to plan and integrate activities among the four disciplines such as the need to incorporate more writing and multi-cultural activities into the curriculum.*

### UPDATE:

Due to conflicting schedules among the Drama, Music, and Art departments because of participation in various off campus activities on a local and national level, the members of the art department chose to operate independently of the other branches in the department and to conduct their department meetings separately.

The Art Department has agreed to meet regularly to discuss individual and departmental concerns. Although each branch in the Visual and Performing Arts functions independently of each other, the Art and Drama department members have worked together on the drama productions and the annual art exhibition. In addition,



the Art department has worked with members of the Graphic Arts Department to create mailings and invitations to Visual and Performing Arts events.

The Art department, in partnership with a local area museum, is coordinating Internment research activities in classes with the assistance of the computer teacher.

Students in the Art Department are currently enrolled in a class where they are working with the Fowler Museum, on the UCLA campus, on a joint research project. Their research will be incorporated into special exhibition on Kente cloth to be held at both the Fowler Museum and the Newark Museum in 1998. Students from both the Gifted Magnet and the Teacher Training Magnet are participating in this interdisciplinary program.

The objectives of this project are that students learn:

- o How to conduct field research by conducting interviews, taking photographs, and gathering documentation.
- o Career paths available in the field of museum operation and education.
- o The history and production of West African textiles, in particular Kente.
- o How to budget time properly and meet responsibilities while working on campus, in the community, and with another educational institution.
- o Tenth grade students in the Gifted Magnet Program are currently enrolled in an interdisciplinary class with the Social Studies Department and the Art Department. The class is entitled World History/ World Art.

The art department has recommended that the fine arts classes be extended to annual rather than semester length in order to improve and build upon the skills of the students. It is clearly evident to all department members that students need to acquire a basic mastery of technical skills in order to proceed to a more advanced level. It has also been determined that the extension of classes to one year helps to build a more effective student-teacher rapport. If this recommendation is carried out, then it will be possible to enroll more students in Advanced Placement classes, which is a goal of the school wide plan for improvement.

The Art Department is also meeting to discuss individual student achievement in order to help determine which students should be placed in advanced programs.

The instrumental and vocal Music Department instructors meet three times a week. We have integrated activities. We share the same students which gives them a well rounded musical education. We also perform together. The Dance class also performs with us on special occasions such as the Dr. Martin Luther King assembly, African America History Month celebrations, our annual Spring show and Christmas show. Over the years, Drama was also incorporated and we have done joint ventures with some Art instructors. It is our sincere desire to our together as a Visual and Performing Arts Department.

In vocal music classes each student maintains a portfolio containing 10 chapters and a glossary defining musical terms and giving further explanations in their own words. All tests include essays and students are also required to write their own music. Our students sing songs in German, French, Yoruba, Lingali, Spanish and English. Both instrumental and vocal musical styles include Calypso, European Classical, Jazz and R&B. Professionals such as Jocelyne Joyca, a French singer, Frances and Olotuba Awe, Yoruba dancers and singers teach and perform with our students. We have also performed with Bobby Matos, a famous Latin drummer and band director.

The Lingali was taught by the Kintaudis from Zaire. Our students perform during the Posadas (celebrations of the birth of Christ) and we've performed in many Cinco de Mayo celebrations. Our future plans include an Asian Tour. This will help us enhance our knowledge of Asian cultures. We have performed for Korean audiences and we have Korean guest singers such as You'Son Hwang a graduate of Crenshaw high school who is currently attending college here in California. Our long term multi-cultural plans will ultimately lead to international performances where we sing in the country's native language.

### RECOMMENDATION 3:

*The administration and Department work together to develop a plan of action to acquire necessary textbooks, audio visual aids and related resource materials for the extension of the students' art education skills.*

### UPDATE:

We now have textbooks providing resources for each student. Band and choir members read and perform musical literature and some students write original tunes. We have purchased televisions and Video/Camera Recorders. However, we need computers, a copying machine, headphones (to be used with the keyboards), and a

portable sound system. We also need a DAT machine. We will apply for funds from Title I and the Block Grant our school received.

The Art Department has been able to purchase much of the audio-visual equipment, textbooks, and resources needed through the Title I funds. The availability of these monies has provided the department with needed resource materials.

**CRENSHAW HIGH SCHOOL  
VOCATIONAL EDUCATION DEPARTMENT ROSTER**

**BUSINESS**

Edgus Gray  
Grace Jordan, Work Experience Coordinator  
Rose Strong, Chairperson

**COMPUTER SCIENCE**

Mary Covington, Magnet School Teacher  
Robert Goudlock

**DRIVERS' EDUCATION**

Merle Mc Gee

**HOME ECONOMICS**

Fashion Design -Warrenita Clark, Chairperson  
Food Service - Wealthy Slattery

**INDUSTRIAL TECHNOLOGY**

Willis Johns, Chairperson-Graphic Arts Technology  
Anthony Solomon, Electronics Technology  
Daniel Vidaure Auto Mechanics

**OPTIONS**

Doris Mims, Career Advisor

**PERKINS/A.C.E. PROGRAM**

Entrepreneur - Maynard Brown  
Fashion Design -Warrenita Clark  
Office Technology - Edgus Gray  
Industrial Technology - Willis Johns  
TV Productions- Phillip Kuretski  
Culinary Arts - Wealthy Slattery  
George Tucker, Program Coordinator

**CAREER VOCATIONAL, HOME ECONOMICS AND  
INDUSTRIAL TECHNOLOGY EDUCATION DEPARTMENTS  
WASC RECOMMENDATIONS UPDATE**

***RECOMMENDATION 1:***

*That the site administration and Vocational Career Education staff develop and implement a plan to establish ties to business and industry mentors to ensure that students are receiving instruction that is current and relevant,, that academic skills lead to entry-level employment, and that facilities, equipment, materials and supplies reflect current and emerging technologies and applications.*

**UPDATE:**

The Career Advisor, Perkins/A.C.E. Program Coordinator and "Adopt-A-School" Program Coordinator help the curricular departments with relevant and current themes in both the academic and technological curriculum. The Perkins/A.C.E. Program has formed an Advisory Council composed of industry members. This council provides the Career and Industrial Technology Education and Home Economics Departments with resources to help keep their instruction current.

The Home Economics Department has implemented a full time foods teacher in Culinary Arts. The program offers a series of classes: Beginning Foods, Advanced Foods and Food Services. The Perkins/A.C.E. Program students have started an entrepreneurship in food service; the business is called Cougar Catering which gives the students a variety of experiences in food preparation, sales and services

The Fashion aspect of this department also has a full range of classes: Fashion Design, Clothing Textile, and Apparel Skills. The Perkins/A.C.E. Program students are in the process of setting up a business called the Cougar Monogramming Center. The center will give the students an opportunity to experience and develop entrepreneurial skills.

Selected companies have made contributions of supplies, related materials, and in some cases, complete vehicles, which enable students to further explore and practice

the profession. The Career Advisor and selected internship providers have provided a few hours a week for additional training.

**RECOMMENDATION 2:**

*That the site administration and Vocational Career Education staff develop and implement a systematic plan of dissemination and promotion to stimulate departmental growth and increase student, parent, and community awareness.*

**UPDATE:**

In addition to the Newsletters and mini assemblies, the Perkins/A.C.E. Program Coordinator also actively recruits students and staff for this program. Students are recruited from their English classes and teachers are invited to after school workshops. The goals and objectives of the Perkins/A.C.E. program are discussed at these workshops and achievements to date are shared at these meetings.

**RECOMMENDATION 3:**

*That the site administration and Vocational Career Education staff develop courses in vocational education areas that allow students to earn cross credit in core curricular areas so that students have greater access to career paths.*

**UPDATE:**

We have established integrated curriculum projects which allow students to see the relationship and applicability of their academic classes to their vocational classes and vice versa. We have organized students into career training clusters. The students are given a two to three year sequence of vocational and academic classes that leads to occupational competency, entrepreneurial awareness and a high school diploma. The career training clusters are: Graphic Arts (Printing ), Office Technology, TV Production, Culinary Arts (Food Services) and Fashion Design.

**RECOMMENDATION 4:**

*That the site administration and Vocational Career Education staff develop a flexible scheduling plan (2 hour blocks) that provides students with access to quality instruction.*

UPDATE:

The entire master scheduling has been changed to two (2) hour blocks of instruction. The Career and Industrial Technology Education and Home Economics Departments staff agree that the increased time of instruction has provided for more practical exercises and quality instructions.

Since the last review, the Administration, Business and Industrial Technology Education Departments have expanded their course offerings. The Perkins/A.C.E. Program has also added a new cluster, Telecommunication.

UPDATE  
1995  
MAJOR RECOMMENDATIONS  
FROM  
REVISIT COMMITTEE



ACCREDITATION REVISITING COMMITTEE  
MAJOR RECOMMENDATIONS  
May, 1995

The Committee recommended that:

1. *The administration and staff create a unified LEARN/Regular decision making body to bring these two functions together so that all efforts of the school are coordinated and focused on their goals for self-improvement and student achievement.*

RESPONSE:

During the Spring '95 semester, the LEARN Governing Board became the primary decision making board for Crenshaw High School. All stakeholder groups are represented on this board. In fact the board quorum must include at least one representative from each of the stakeholder groups in order for any decisions to be made. For operational category, there is a corresponding sub-committee chaired by a member of the governing board. For example, there is a sub-committee for each of the following operational categories instruction, budget, staff development, student activities, student discipline and attendance, staff selection, and beginning mid-semester since we are continuously adding to our technology infrastructure technology.

The board meets twice a month, and the chairperson of each sub-committee is required to give a report which may include items on which the board needs to act. The exception to this combining of governing bodies is the Compensatory Education Advisory Committee. The parent members did not wish to be subsumed under the LEARN governing board, desiring instead to continue as a separate entity to insure that parents play a major role in budget allocations for the benefit of all students. Nonetheless, the LEARN Board budget sub-committee chairperson and the Title I Coordinator have a collaborative working relationship that serves our program needs perfectly. The Program Coordinator is a standing member of the budget committee. All committee meetings are open to everyone.

2. *The departments study, the efforts of the Mathematics department and then each develop and implement a plan to insure implementation of the State Frameworks content and methodology in all classrooms so that students will benefit from powerful teaching and learning.*

**RESPONSE:**

Department members received a copy of the state framework for their curriculum. Most of them met and reviewed all aspects of the framework and developed department course ESLR's and post assessment tools. These assessments will be used to evaluate whether students have achieved the curricular goals and the state standards.

English Language Arts, Integrated mathematics and Integrated Science faculty members attended district training. They were trained to be trainers. They are responsible for training the other members of their departments. There are also quarterly district sponsored in services that members of these departments attend to upgrade their skills and remain informed.

3. *The site administration and staff continue its planning efforts for LEARN in order to develop and implement a restructured curriculum and instructional methodology, that produces gains in student achievement and prepares students for the world of work.*

**RESPONSE:**

The staff voted to change to a block schedule to follow the recommendations articulated in Second To None relative to the necessity of having teachers see fewer than one hundred students per day for longer periods of time. Additionally, each semester, we add more teaching teams to the over all instructional program, most of which are informal. However, we do have a few formal teams of teachers: World Art and Culture teamed with World History and the Ninth grade house teams which needs restructuring and strengthening. Our goal is to increase the number of teams each school year.

This was our first year for the ninth grade teams of teachers organized in the house structure articulated in Second To None. The ninth grade house program is in the developmental phase and the framework needs some modifications for the purpose of designing an instructional environment that better meets the needs of our freshmen who tend to become lost in the shuffle on a large high school campus. In the Perkins/A.C.E. program, teachers are teamed into various clusters proportional to the Vocational Education Courses.

4. *The site administration, staff and students continue their efforts in graffiti eradication and campus cleanup to provide a graffiti free, clean learning and working environment which promotes ownership, instills pride, and creates a positive school image.*

**RESPONSE:**

District maintenance, the on site custodial staff, the site administration, staff and students have made tremendous efforts in graffiti eradication and campus cleanup to provide a graffiti free, clean, learning and working environment which promotes ownership, instills pride, and creates a positive school image. The custodial staff has made graffiti eradication a top priority by removing graffiti immediately. In a situation where there has been major graffiti, the District sends painters out the same day. In an effort to keep the cemented areas clean, a high pressure steamer has been purchased to remove gum and clean the concrete surface. Salvage pickups are called in regularly to pick up major debris, which has markedly improved the appearance of the shop building, gymnasium, behind the cafeteria, and the PE grounds. Clean and Green, a volunteer cleanup organization of community youth, have made several visits to assist "Food from the Hood," in clearing the horticultural area of weeds. Additional lighting was added this fall to the gym and adult school parking lot, which has deterred crime and graffiti.

The hallways are monitored by the Leadership students prior to the opening of school daily, and by out of class personnel during nutrition and lunch, which helps to keep the hallways clean of trash and graffiti. During the period when the Leadership class meets, members of the class sweep the hallways and clean classrooms. In a special program, Crenshaw High School was selected as a site for a Custodial Training Class, which provides volunteer help for special projects. Students in this special class spent one full day cleaning the boys shower and locker rooms. All entities on

campus are committed to making this campus clean and safe and staff members work very hard to encourage students to be conscientious.

5. *The site administration and staff continue their successful efforts to reduce student absenteeism and seek evidence to evaluate these approaches, then focus on the most successful, so that attendance continues to improve.*

**RESPONSE:**

We have continued to improve student attendance since this recommendation was made. Our attendance rate has improved as follow:

80.24% during the 1992-93 school year  
83.21% during the 1993-94 school year  
84.35% during the 1994-95 school year  
86.67% during the 1995-96 school year

The improvement in our attendance rate has been made through two important areas. First, we purchased through our Title I funding, the services of a Pupil Services and Attendance Counselor, and second we purchased a Phone Master Communication system and several aides. All of these purchases have greatly increased our communication capabilities with parents of students with the poorest attendance patterns. Our PSA Counselor now routinely makes home visits to the students with excessive absences and develops strategies to help these students in conjunction with their parents or legal guardians to attend classes. One of these strategies is placing the student on a daily attendance contract where the student has to show through a special form he/she has attended class everyday.

Our new Phone Master Machine gives our staff far better communication capabilities on daily absent students - it automatically communicates in all students' home language. The parent aides call daily on uncleared absences which consequently, notifies the parents of any problems concerning attendance before these problems increase. Since these purchases have demonstrated they are effective we will continue to use them. Finally we further enlisted volunteer parents to call on absent students in the belief that this communication would help improve communication with parents. This communication with parent volunteers give parents another avenue to seek help concerning problems they are encountering with their children at Crenshaw.

6. *The site administration and staff continue their efforts to develop a school wide plan for measuring the progress on all LEARN school goals and objectives that provides for systematic collection of data, interpretation and dissemination of data to gauge the impact of the school's program on student learning. This plan should indicate an examination of paired test scores (pre and post tests) so gain in student achievement can be demonstrated.*

**RESPONSE:**

The 1995-96 CTBS scores showed an improvement in the number of tenth and eleventh graders who scored above the 50<sup>th</sup> percentile (see p. 10). However, the median scores are still below the district average. We have started the Saturday Success Academy to address the needs of those students whose basic skills are in need of improvement. We also offer several TOPICS classes and tutoring sessions for students who are in need of passing basic proficiency tests. Each department chairperson was given all students CTBS scores. The departments will use this information in developing their course and department Expected Student Learning Results.

7. *The site administration and staff continue their efforts to collaboratively develop and implement a systematic, school wide plan to provide authentic assessment of student achievement in all courses.*

**RESPONSE:**

To date we have no school wide assessment system. Research and dialogue was begun on mastery levels. However, we agreed to table this discussion to complete the Department ESLR's and post assessments as well as align them to our state curricular frameworks. There was a high level of frustration because there were too many assignments to finish in a brief period of time. Some departments have developed and implemented departmental assessment tools such as the mathematics, industrial technology, and foreign language departments and the other departments are still in the developing stages. Once each department has developed, implemented and evaluated their particular assessment tool we can identify common strands within our school's instructional program. This will help us develop a school wide rubric which will lead to a school wide assessment.

8. *The site administration and staff continue and expand their efforts to develop department and school wide action plans to ensure that systematic and consistent application of integrated skills occur within and across the curriculum so that students can master the content of courses.*

RESPONSE:

In the fall semester 1996 we began ninth grade housing. The ninth grade houses are composed of teams of teachers from English, mathematics, science and social studies. They work together to present an integrated curriculum for our students. We need to work out some scheduling problems to continue and expand the ninth grade housing. There are also more teachers participating in informal teaming, such as Spanish and ESL, World Language(formerly Foreign Language) and World History, English and History, World of Art and World Language. Within the science and mathematics department an integrated curriculum was adopted by the state and the district and is presently being delivered in the classroom. As well, an integrated curriculum is occurring in the Perkins/A.C.E. program.

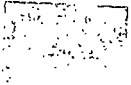
In some instances, the nascent stage is emerging in which core literature reflects particular historical events. Curricular integration between Visual and Performing Arts still occurs during dramatic presentations and major productions such as the Annual Art Show where students display paintings and sculptures in the library.

9. *The Los Angeles Unified School District continue the support of Crenshaw High School's restructuring efforts that has been demonstrated over the past two years and further support these efforts by developing ways of paying for staff conference expenses so that members do not have to use their own funds out front and then wait for reimbursement thereby facilitating the implementation of powerful teaching and learning strategies.*

RESPONSE:

Overall the District, through its school reform personnel, has been supportive of our efforts, always willing to assist in finding a way to "make things happen" for us. In a district this size, however, it takes time to train all support staff to "think outside the box". The District is not the entity at whose feet rests the responsibility of providing resources for site staff to attend conferences. That responsibility is within the purview of school site personnel. We have tried to inform staff of the availability of resources for this purpose, but apparently have

not done very well. Our plan, as of this school year, is to offer available resources informational meetings on a regular basis. Our first meeting was attended by more than thirty staff members. Because these funds are categorical, there are certain procedures we must follow, including making requests well in advance of the event to be attended to insure minimal out-of-pocket basic conference attendance expenditures.



CHAPTER 3:  
EXPECTED SCHOOLWIDE  
LEARNING RESULTS





# CRENSHAW HIGH SCHOOL

## *SCHOOL-WIDE EXPECTED STUDENT LEARNING RESULTS*

- 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 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 their many functions in the work place 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 knowledge.*

## Development Of Our ESLR's

We began to develop our Expected Student Learning Results (ESLR's) in the Fall Semester of 1994. Prior to this semester our stakeholder group members had voted to become a LEARN school. The acronym LEARN stands for Los Angeles Educational Alliance for Restructuring Now. Our school had been undergoing restructuring efforts since 1989, beginning with a Local School Leadership Council that encouraged collaboration and cooperation among parents, students, faculty, staff and concerned community members.

During August and September 1994, our Principal, UTLA representative, classified staff representative, Lead teachers, Parents, Students and community members attended training sessions conducted by the UCLA School of Management. They received instruction to facilitate change within our school. Developing our school's mission, vision and belief statements were the first step, we studied and were in-serviced on the tenants of Second to None as well as the new State Curricular Frameworks and the Superintendent's Call to Action before we developed our schoolwide ESLR's.

During the fall 1994 semester, we met on 4 pupil free days and before/after school to write how we identified our mission, vision and beliefs concerning the education of the students at Crenshaw High School. At our first meeting, we grouped ourselves with people whom we shared something in common. The task was explained to us and we met in break out groups which we referred to as "houses." Each "house" had representatives from each stakeholder group: students, parents/community members, teachers and staff. After we completed our task, we returned to the big group. Representatives from each "house" presented to the big group and a recorder kept notes. Verbal and visual presentations were made to the big group. Next similar statements were grouped and analyzed.

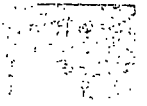
Considering our analysis we were able to generate a paragraph describing our vision, another paragraph describing our mission and 10 belief statements that later became our schoolwide expected student learning results. We completed most of our work in family groups with bi-monthly reports to the big group. We spent the first semester of 1994/1995 school year collaborating and working cooperatively. Finally at the beginning of the second semester, Spring 1995 we had consensus on our schoolwide vision,

mission and expected student learning results. This document was printed, mailed home and posted in all classrooms and offices.

This year, in an effort to increase student community awareness of our school's mission we have also posted the mission statement in the library and other frequently visited areas of the campus. We forwarded a copy of our schoolwide vision, mission and expected student learning results to our District and Cluster offices from whom we received positive feedback and encouragement. Our schoolwide vision, mission and expected student learning results have gone through some revisions since its initial printing. We have shortened the vision and mission statements and we have printed the document in Spanish. Eighteen percent of our student population come from homes where Spanish is the native language.

Developing the schoolwide vision, mission and expected student learning results helped to lay a foundation for integrated instruction and pre/post testing. The schoolwide ESLR's drive the instruction in many departments. After we developed our schoolwide ESLR's each department met to develop departmental ESLR's based on our school wide ESLR's. We were also charged with developing departmental assessments. Our next step is to complete the assessments and develop a rubric that will measure the mastery level of the schoolwide expected student learning results. Hopefully, our research and experience within this endeavor will lead to the development of a schoolwide assessment system.

Research and dialogue concerning a schoolwide assessment system began prior to the 1994/1995 school year, however, the level of frustration experienced by our school community was very high. There was a large amount of work needing to be completed in a short period of time. Therefore, we agreed to table this task and complete the work within our departments; aligning our curriculum to the state frameworks and district standards.

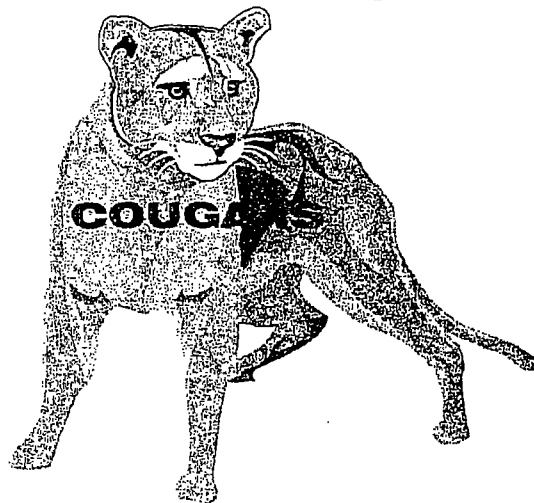


CHAPTER 4  
SELF STUDY FINDINGS

WASC 27162



# *Self-Study Findings*



\*Focus Group Members appear at the beginning of each section.



## CRENSHAW HIGH SCHOOL

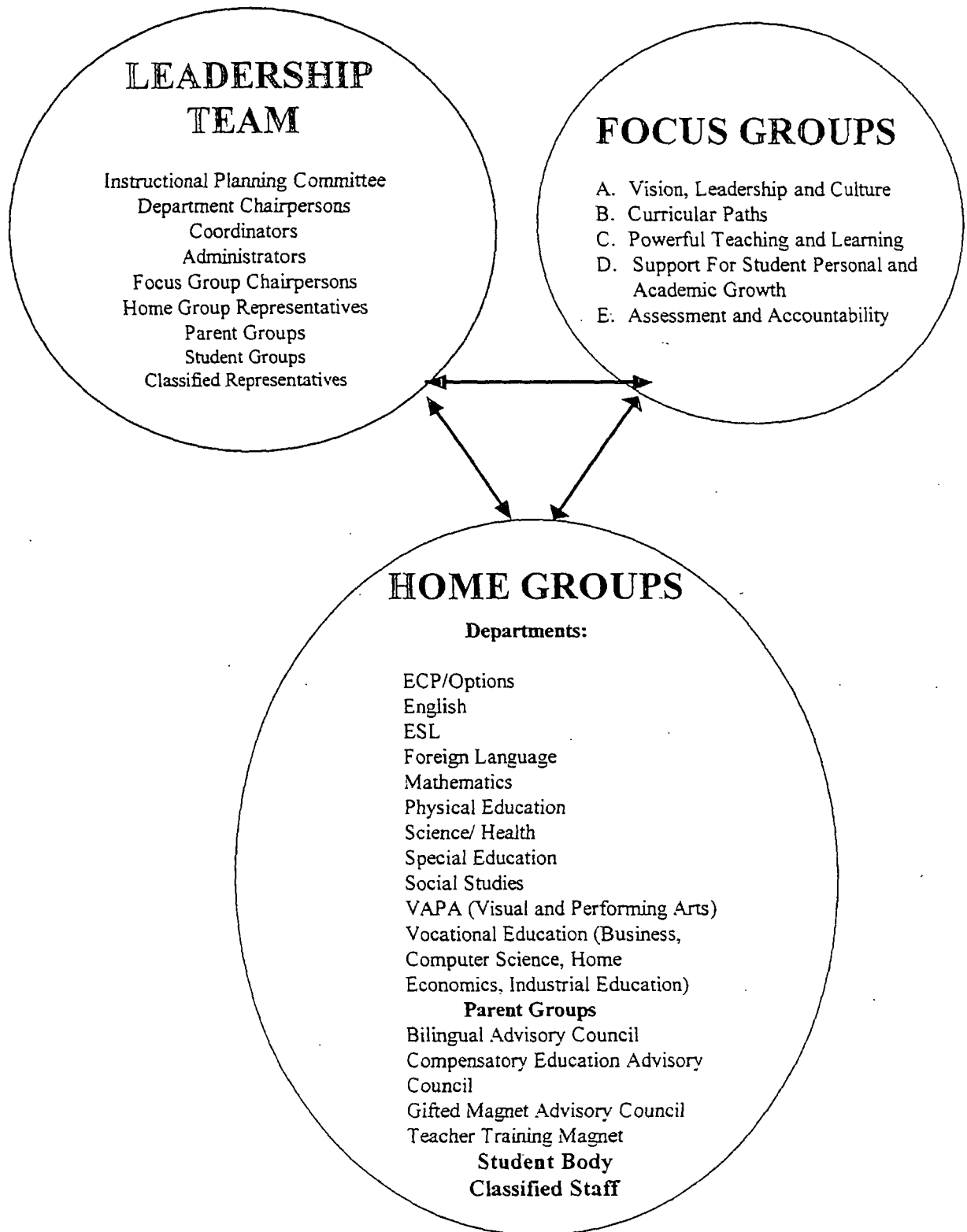
### SCHOOLWIDE STRENGTHS

After a careful and thorough study of our school program, we were able to identify the following strengths:

- A strong and dynamic athletic program: Our basketball team continues to win city and state championships.
- Talented, dedicated and innovative teachers who are not opposed to change: One of the first of four senior high schools to become a LEARN school and to institute block scheduling.
- Numerous special programs designed to meet the academic and social needs of students: IMPACT, tutorial services, a Saturday Success Academy and a full time School Psychologist who supports students social and emotional growth.
- Entrepreneurial programs such as Food from the Hood, Cougar Copy Center, Cougar Catering and Cougar Monogram services.
- Very successful school to work programs.
- Outstanding extracurricular activities, spearheaded by an active student leadership, including a world renowned school choir and a growing marching band with a drill team; travel opportunities to Washington, D.C., Africa, Europe and the Caribbean Islands, and an award winning Speech and Debate Team.
- High percentages of Crenshaw graduates who complete A-F requirements and continue their academic studies at 2 and 4 year colleges and universities
- Dedicated and committed parents. There is a Parent Center located on campus established and operated by parents who make the time to assist our staff and students.
- Links to the Internet, facilitating technological instruction within the classroom.
- Flexible district policies and supportive cluster administrator who helps plan and implement policies and programs to improve our school community.

In addition to the strengths listed above, we also have a well organized and cohesive classified and administrative staff.

# SELF-STUDY ORGANIZATIONAL CHART

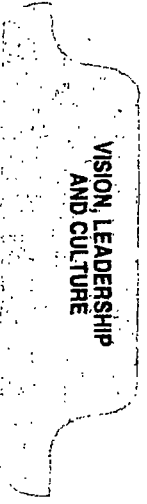


## SELF-STUDY FINDINGS

### *OVERVIEW OF "FOCUS ON LEARNING" FORMATION PROCESS*

The Accreditation "Focus on Learning" Process was first introduced in the Fall of 1995 and a volunteer was requested to serve as self study coordinator. In the Spring of 1996, we met as a total staff (certificated and classified [clerical, cafeteria, workers, custodial workers, educational aides] during a professional development day to reintroduce the process. We divided into home groups where each member signed up for one of five focus groups. Students were recruited through the Leadership class to participate in a focus group. As students graduated, they were replaced with other students. In-services were given to introduce the "Focus on Learning" Process to the various parent advisory councils: Compensatory Education (CEAC), Teacher Training Magnet, Gifted/High Ability Magnet, Bilingual and the LEARN Governing Board and subsequently, parents were asked to volunteer to be a part of a focus group. Meetings were scheduled at various times to accommodate all stakeholders: three pupil free days, non-working time such as after school, two Saturdays, one during conference periods and many informal meetings were held by various focus groups. Monetary compensation was provided for non-salaried hours. The participation from the classified staff has been a weakness because of work schedules and other personal commitments. We realize the need to more actively involve our classified staff in the self-study process.







# FOCUS GROUP A

## *Vision, Leadership and Culture*

*Florence Avognon*

*Moss Benmosche*

*Kim Bradley*

*Maynard Brown*

*Frank Dawson*

*Giselle Edman*

*Julianne Foster*

*Robert Goudlock*

*Edgus Gray*

*Ernestine Hennings*

*Philip Kuretski*

Staff

*Muria Acosta*

*Gina Lane*

*Francis Leake*

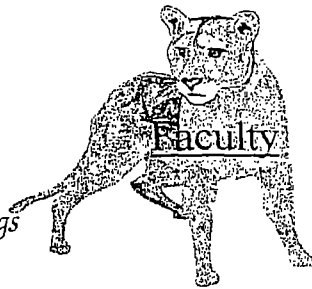
*Mary McGhee*

*Marion Wauls*

*Lisa Winstead*

Administrator

*Douglas Pozzo*



*Sheryl Lange*

*Otis McKinney*

*Doris Mims*

*Robert Schaffer*

*Beverly Silverstein*

*Don Tarquin*

*Alyson Thomas (On Leave)*

*Margot Tiff*

*Marilyn Washington*

*Willie West*

Parents

*Ms. Franklin*

*Ms. Marrisett*

Students

*LaTasha Burns*

*Tracy Mulbrough*

*Brandi Reilick*

*Vincent Warsaw*

Effective Fall 1996



## VISION, LEADERSHIP AND CULTURE Focus Group Summary Report

### **Section I: Structure, Function And Process Of The Focus Group**

The Vision, Leadership and Culture focus group was divided into four sub-groups each with a facilitator and recorders. Each group addressed one of four guide questions. Each sub-group was assigned the task to collect evidence pertaining to their sub-group. Data was collected through observations, correspondence to stakeholders, interviews and compilation of existing school files. Members examined evidence, identified strengths, and growth needs for each criterion. At the conclusion of each sub-group meeting day findings and evidence were shared. Focus group shared concerns and ideas regarding sub-group findings.

### **Section II: Elements Of School/Community Profile Related To This Category Of Criteria**

Our focus group examined our current school profile to assess our school's vision, leadership and culture. Our school is governed by our Learn Governing Board which receives input from the stakeholder groups. The culture of our school is influenced by many factors. First we are located in a middle-to-low middle-income area of southwest Los Angeles. Crenshaw is one of three predominately black senior high schools in the District. The black student population is 80% and a growing number of Hispanic students (18%) that are also shaping our school's culture

Historically a large proportion of students living in our area have chosen to go to private school or avail themselves of the permit with transportation programs (PWT). This trend has reversed itself in the past several years and our student population has grown to the point we have had to close enrollment the past two Fall Semesters which has resulted in overcrowding. A further factor in helping reverse this trend has been the development and continued growth of our two magnet programs: The Teacher Training Magnet (which is the only one in the LAUSD) and the Gifted/High Ability Magnet.

Overcrowding has impacted our school by presenting problems of space on our campus for our students and staff, resulting in an increase in the number of teachers who have to travel from room to room.

Another factor that has strongly shaped our school's culture is the fact that the vast majority of these students come from families that are economically and educationally disadvantaged. Consequently, our school has qualified for Title I funding for the past two years. This funding has allowed us to hire more personnel, such as a full time Pupil Service and Attendance Counselor and supplemented the purchase of a full time School Psychologist to better meet the needs of our students. Title I funds have also enabled us to expand our level of available technology (such as computers) to implement our vision, mission and schoolwide learning results.

Our school's large transiency rate and our dropout rate further impacts the educational environment. Our school has seen our dropout rate decrease and our graduation rate improve. Our in-seat attendance rate has improved also. We believe this has come about from our faculty, students, parents and community working collaboratively to make Crenshaw a LEARN School. Our school's vision statement was developed with the intention of showing that Crenshaw is a positive and collaborative learning environment where all students can and do learn, and where they are supported by all stakeholders to achieve excellence. Our student profile indicated that parents and students felt welcomed at our school.

Another large segment of our school is comprised of students needing Special Education services. This number is over 10% of our entire student body.

Our LEARN mission statement is "to develop literate students who, through an integrated curriculum and a nurturing environment, are empowered with the knowledge and skills to become successful 21st century citizens of a global society." As a consequence of the efforts of our staff and community in developing our vision and mission statements, we have seen improvement in our students' achievement and attendance. As stated earlier, these efforts have increased our student population, increased our student graduation rate and increased attendance rates for our students.

### ***Section III: Evidence Examined***

Our group examined a long list of evidence to respond to the Focus On Learning criteria for this section. We examined this list of evidence so that we could identify our placement on the rubric. After generating a list under each key concept the group members volunteered to collect those items we had identified. We looked at the following under each key concept.

#### **A-1**

- a. A clearly stated Vision based on the student's beliefs, needs and current educational research:***

Crenshaw's Vision Statement  
Crenshaw's Mission Statement  
Satisfaction Survey (Spring 1995&1996)  
Second to None  
Student Survey (Spring 1996)

- b. The Schools Vision is supported by the governing authority and the central administration.***

Minutes and agendas of LEARN Governing Board  
Title I Parent Meetings - Agendas  
Letters from Cluster Leader  
Curriculum Council Meetings-IPC Agendas  
Department Meetings Minutes and Agendas  
District Policies  
Magnet Parent Meetings-Agendas  
Parent Grade Level Meetings- Agendas  
Various Staff Development Meetings, Agendas including In-services-on pupil free days

- c. The school's Vision is defined by school wide expected learning results: What all students should know and be able to do.***

Back-to-School Night handouts  
Department Rubrics - Portfolios

August Parent Orientation  
Grade Level meetings - handouts to parents/students  
Bi-Monthly Newsletter  
Perkins Quarterly Newsletter  
Student "Peechee" Folders -given to all new students (and parents at pre-school orientation meetings)

A-2

- a. *The school leadership makes decisions and initiates activities that focus on all students achieving the schoolwide expected learning results.*

Staff Development - Agendas  
Instructional Planning Committee Meetings - Agendas  
LEARN Governing Board - Agendas  
Stull Evaluation - New Format  
Advisory Councils  
Parent Community Advisory Committees  
Rose Garden Committee (Grandparents organization)  
Youth Motivation Task Force

- b. *The leadership empowers the school community and encourages commitment, participation, collaboration, and shared responsibility for student learning.*

Instructional Planning Committee Meetings - Agendas  
LEARN Governing Board - Agendas  
Stull Evaluation - New Format  
LEARN Houses  
Focus on Learning -Focus groups Calendar Meetings  
Attendance/Safety Committee  
Advisory Councils

A-3

- a. *Is staff supported, utilized and monitored to facilitate student achievement of ESLR's?*

Department Meetings  
Math-Science Project  
Staff Development - Pupil Free Days, Saturdays  
Use of SB 1882 funds for Faculty and Staff to Attend Workshops and Conferences  
Workshops by fellow teachers - During School (Mentor Teacher Program)  
General Announcements via Public Address System

- b. *Are leadership and staff a part of an organized structure committed to professional development?*

SB 1882  
Staff Development Agendas  
Second to None Training

A-4

*The school is a safe and orderly place which nurtures learning.*

Deans anecdotal records  
District policies: Closed campus, random metal detector searches  
Dress Code Policy  
School Discipline Procedures Bulletin  
School Rules developed by School Attendance/Safety Committee  
School Security - Two LAUSD Police Assigned to School  
LAPD Police Assigned to School and School Community  
School Policies: In-School Suspension, locked bathrooms, tardy sweeps  
School Safety Plan  
Supervision Bulletin

#### Section IV: Conclusions And Rubric Placement

*A-1A Crenshaw has a clearly stated vision based upon its beliefs, student needs and current educational research.*

The school's Vision, Mission and schoolwide ESLR's were formulated and adopted over a period of five months with the input of all stakeholders. We were driven by the belief that "all students can learn if given the time, opportunity and resources needed" Our vision and mission are predicated on the belief that all staff need to be caring and nurturing in their interaction with students, parents and each other.

We addressed the following student needs: low self-esteem, poor reading level, lack of a support network, lack of motivation, more relevant curriculum, lack of marketable skills, and the need for a nurturing and positive environment. In addition, we addressed the need for improvement in our students' socialization and human relation skills, in their written and oral communications skills; decision making skills; and their proficiency in technology. We believe our students need to develop an appreciation for learning.

Extensive measures were taken to disseminate to the school community the product of this collaborative effort. To insure that everyone was aware of Crenshaw's vision, posters detailing the vision, mission and ESLR's have been posted in every office and classroom. Our school's vision, mission and ESLR's were mailed home to each parent, printed in our school's orientation "pee chee" folders which were given to all new students and their parents, as well as printed in the faculty/staff handbook.

#### *Growth Needs:*

While recognizing our strengths in this area, we also acknowledge the following growth needs:

1. All stakeholders need to know the schoolwide Vision, Mission, and ESLR's.
2. We need to use the information from test results more effectively as a guide for improving the school.



3. We need to communicate more effectively (in a more timely manner) with regards to assessment results. Those findings need to be communicated to the school community.

The current educational research reveals that schools should create a variety of paths for student success, develop strategies for successful teaching, design a well organized and consistent method for assessment, and restructure our school to facilitate the involvement of all stakeholders. For the past two years Crenshaw High has done the following to meet these goals:

- Identified departmental subject matter and schoolwide ESLR's .
- Implemented a Block Schedule which allows for extended academic time on a daily basis to meet schoolwide ESLR's.
- Restructured the Mathematics classes in order to identify and improve the competence level for each student.
- Purchase and extensive use of graphing TI 170,180 and TI-82 calculators to enable students to have success in the new mathematics curriculum.
- Created a Saturday Class curriculum to assist those 9th grade students who are academically challenged (earned two or more falls on their previous report card).
- Instituted a Student Portfolio requirement for each student to graduate.
- Required all teachers to develop and show student achievement related portfolios as part of their Stull evaluation process.
- Increased the number of staff development days -- before the school year and during the school year.
- Developed ninth grade houses for the 1996/7 freshman class, so as to better transition these students into the high school academic and social environment. [Program is being revamped.]

--Installed Internet access lines to the majority of rooms on campus to meet goal 5 of our school wide ESLR's.

***A-1B The vision is supported by the governing board and the central administration.***

This support is evidenced by the governing board and administrative meeting minutes and agendas, the governance plan, as well as the priority process for allocating resources. Improved student academic achievement and improved attendance are the priority areas for allocating all funds - categorical and general.

Our main strength resides in that representatives from all stakeholder groups participating in the Governing Board.

***Growth Need:***

We must increase parent, teacher and student involvement in the support of the vision.

***A-1C Crenshaw High School's purpose is embodied in the expected schoolwide learning results (ESLR's): What students should know and be able to do upon graduation.***

This is evidenced by the department ESLR's, the individual instructor's class ESLR's and individual course outlines.

Our main strengths in this area are that we have established and promote uniform expectations and awareness of the requirements.

***Growth Needs:***

Nevertheless, we acknowledge the following growth needs:

1. Develop a system and consistent process for using all assessment results to drive instruction.
2. Increase students/teacher/parent accountability for participation and implementation of ESLR's.

**A-2A**      ***Does the school leadership make decisions and initiate activities that focus on all students achieving the ESLR's?***

Based on our school community profile, our evidence demonstrates that our leadership is initiating activities that focus on student achieving the ESLR's. Some of this evidence is the purchasing of computers, calculators (TI 82) and supplemental reading materials geared to all grade levels of instruction, block scheduling, new integrated science program, campus wide internet connections and our telecommunications program

Block scheduling allows us to spend more time on task. The Internet provides on-line information access. This practical application of technology, along with the purchase of supplementary reading materials, addresses the needs for improving literacy.

***Growth Needs:***

1. We need to address the day to day needs of the students.
2. More in-service for teachers is needed regarding using technology in the classroom.

We place ourselves at Rubric 3.

**A-2B**      ***Does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?***

Based upon our observations we feel that the school leadership consistently empowers the community and encourage commitment, participation, collaboration, and shared responsibility for student learning.

The LEARN Governing Board is the main decision making body at Crenshaw. Its membership includes administrators, faculty, parents, students, community representative, and classified staff. The board meets twice a month, once in the afternoon and once in the evening, to set policy and review school progress toward stated goals.

Saturday school provides a service combining both parents and students in education and instruction. Incoming 9<sup>th</sup> graders have been clustered in "houses" to insure their adjustment to the high school environment. Limited, but growing interdisciplinary teaching teams are occurring in Art, English, Foreign Language and ESL. In addition, peer tutoring programs have been instituted throughout the school. The number of students engaged in extra curricular programs has increased in 1996/97 school year. The Cougar Copy Center, Food From the Hood, the Speech and Debate Club, the King Committee, a literacy program which includes 24 hour read-a-thons, and the parent classes all serve to bring students, parents and the community together in collaborative learning. In addition enrollment, in the Teacher Training Magnet and Gifted/High Ability Magnet Programs has expanded.

There is more opportunity for the community and parents to attend meetings and provide input in the day to day operation of the school including budgetary and instructional concerns. Teachers are also provided more opportunity to address the special needs of students. An avenue is provided for collaborative collegial support and career preparations.

#### **Growth Needs:**

1. The need exists to continue examination of programs to determine strengths and growth needs.
2. We need to continuously monitor (and modify as needed) the new 9<sup>th</sup> grade house programs for ways to improve .
3. To assure the continued growth of the Perkins/Ace programs, articulation and collaboration with local businesses and community organizations must increase.

#### **A-3A      *Is staff supported, utilized and monitored to facilitate student achievement of ESLR's?***

On site staff development opportunities for faculty and staff are available on a regular basis. Meetings are scheduled during lunch, after school, and Saturdays. Off campus conferences, workshops and district sponsored classes are announced through the daily bulletin and information is disseminated by department chairpersons. The Mentor teacher program provides instructional

support for new and inexperienced teachers through classroom observations, conferencing, workshops, and regularly scheduled meetings. The services of the Mentor teachers are also made available to the faculty at large.

***A-3B Are leadership and staff a part of an organized structure committed to professional development?***

Staff development and professional growth is supported by Title I, SB 1882 and Goals 2000 funds. Teachers have been reimbursed for attendance at conferences and workshops that they attend during the school day or on weekends. Substitute coverage is provided if the meetings or conferences occur during the school day.

***Growth Needs:***

There are several areas of growth that we have identified. Although there are several sources of funding available for professional growth,

1. there is a need for a written professional development plan at the school site that is communicated and accessible to all stakeholders.
2. There is also a lack of accountability on behalf of those who take advantage of professional development opportunities. Few members of the staff are made aware of educational programs, resources, materials and strategies which are obtained by conference participants.
3. There needs to be more collaboration between the administration, the professional development coordinator and the participants to ensure that information is disseminated to all stakeholders. Professional growth participants must improve correlating their activities with schoolwide ESLR's, Department ESLR's, state frameworks, and the overall school vision.

***A-4A Is the school a safe, clean and orderly place that nurtures learning?***

Maintaining a high degree of physical safety is a top priority of all stakeholders. Given the presence of a large gang element in the surrounding community,

optimal learning can only take place if the campus is violence free. To provide for this optimal learning environment, we maintain a closed campus. Personnel are assigned to patrol the facility and monitor student behavior. Administrators, counselors, non-classroom teachers, campus aides, students and parents are assigned to areas where students congregate on and off the campus. Two school police officers are visible during the school day. Two LAPD Officers are assigned to the school and patrol the surrounding community in police cars during school hours, school police and LAPD officers are assigned to extra-curricular activities, e.g. athletic events and dances. Aides, parents, and students are assigned to gates and doors while classes are in session and during nutrition and lunch times to monitor entrances and exits.

Crenshaw has developed and adopted a behavior code, dress code, and tardy policy to combat potential problems and conflicts on campus. Written correspondence is given to parents and students informing them of these codes and policies during registration. Reinforcement is provided through newsletters and other communication. All teachers post the discipline, dress code, and tardy policy in their classrooms. All teachers and staff have been given a description of our discipline policy delineating who handles different types of referrals. The Dress Code policy states that students who are inappropriately dressed receive demerits. The tardy sweep program is primarily run by deans and campus aides. A strict policy limiting access to all student restroom on the 2<sup>nd</sup> and 3<sup>rd</sup> floors of the main building during class time has been implemented. These programs help prevent students from roaming the campus and has helped to greatly reduce graffiti and other types of vandalism. The administrative staff in conjunction with counselors and campus aides conduct daily weapons' searches in accordance with district policy.

The physical plant is monitored as classroom teachers, campus aides, students, and parents are asked to report any conditions which pose a health or safety threat. Steps to rectify those health or safety threats are made in a timely manner when funds are available. Stakeholders have collaborated to receive additional funds obtained from various non-district sources, i.e., Private industries, senior class funds, and funding raising. A team of custodians clean the halls and lunch area in a timely manner. The lunch area is cleaned twice a day to prevent students and staff from slipping on the ground from litter.

***Growth Needs:***

Even though the staff continues to attempt to meet physical and safety needs, There are still major areas of concerns that need to be addressed. In the accreditation student survey nearly 64% of the respondents disagreed with the statement- The school is safe and orderly. Steps must be taken to address those conditions which cause these students to perceive Crenshaw as unsafe and /or unpleasant. There continues to be a concern with truant students in the P.E. area and throughout the main hallways, the speed and reliability of telephone communication when staff members request assistance with student behavior problems, and the effectiveness of the tardy sweep policy in curbing the tardy problem.

Therefore, attempts through the Learn Safety and Attendance Committee will be made in evaluating and reviewing the behavior, dress code, and tardy policies to see if they meet the stakeholders expectations on this subject. Some of the results of this process may necessitate the need to redirect funds to hire more campus aide personnel, developing a stronger code of responsibilities for all stakeholders on these subjects and redesigning the tardy policy to markedly lessen student tardiness. Rubric 3.

***A-4B      Is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.***

What strategies does the school employ for nurturing student and staff in order to enhance self-esteem, participation, and commitment? How effective are these strategies?

Staff members make every attempt to provide an atmosphere of emotional support and nurturing. Many teachers spend numerous hours chaperoning, sponsoring, and attending extra-curricular activities. As a result, teachers have opportunities for positive student contacts outside the classroom. The staff works diligently to provide students with career, college and social emotional counseling. Staff members provide assistance to students concerning behaviors and attitudes which encourage learning and achievement. [The ninth grade has been organized into "houses" to help students feel a sense of personalization and to show concern for their progress and adjustment into high school.] Saturday school is in its second year, and it addresses the failure rate of all students. It

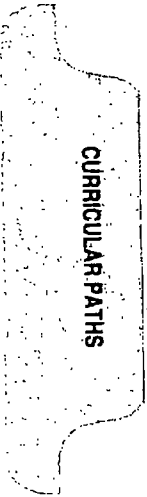
attempts to enhance self-esteem while improving their academic progress. The IMPACT PROGRAM has been in place for more than nine years. This program provides students with peer support on such issues as drug/alcohol use, interpersonal conflicts, frustration, and anger. Peer Counseling/Peer tutoring has just recently been implemented. These programs help students on many levels, i.e. academic, personal growth, etc.

Students can participate in the following programs: Individualized tutoring, interscholastic sports teams, which includes the most successful High School basketball team in the state, the Academic Decathlon, Los Angeles County Science Bowl, the Speech team, which was the most successful team in the city for the '95 and '96 spring seasons fundraising programs, the Crenshaw internationally known Elite Choir, Food From The Hood, dances, student elected leadership officers, Work-Experience, ROP/ROC, Career Day, Advanced Placement, College Awareness Night, CLOSEUP Program, and student involvement in international (Ghana, Antarctica, Germany, Korea), and national (Washington, D.C., Kansas, Colorado) conferences. Our effectiveness lies in the fact that annually there has been an increase in student participation in each of these programs. The speech team grew from six members in 1992 to twenty-nine members in 1995. The basketball team consistently has more than two-hundred participants who attempt to join the squad. The Choir is one of the largest in the state. The Food From the Hood entrepreneurial organization is internationally recognized. Rubric 3.



**VISION, LEADERSHIP AND CULTURE  
NEXT STEP AND FOLLOW-UP**

GOAL	ACTIVITY	TIMELINE	RESPONSIBLE	RESOURCES
1. To develop consistent process for using all assessment results to drive instruction and increase student/teacher/parent accountability for participation and implementation of ESL's.	The Testing Coordinator will disseminate all test data to staff in a timely manner. Inservice will be arranged for the faculty.	End of spring semester.	Testing Coordinator, Administrator over IPC/Leadership Committee, Bilingual Coordinator.	CTBS, BEST, Bilingual tests, Proficiency tests.
2. More collaboration between Administration, Professional Development Coordinator, and participants to ensure that the information is disseminated to all stakeholders.	Agendas developed 24 hours prior to meetings and posted in the Main Office.	As soon as possible.	Learn Governing Board.	Agendas and minutes of the Learn Governing Board.
3. Improve the conditions and safety of the school.	Survey students and the community to determine what the problems are.	As soon as possible.	Attendance and Safety Committee, Local law enforcement agencies.	Funding from LAUSD and LAPD, MTA, and time donated by community support people.
4. There is a need for a written professional development plan at the school site that is communicated and accessible to all stakeholders.	Develop plan that includes dissemination of the availability of in-service programs in a timely manner.	End of spring semester.	Professional development Committee, UTLA Chairperson, SB 1882 Coordinator.	SB 1882 and Title I funding
5. Increase parent/teacher/student involvement in the support of the vision.	More effective communication to parents via Sprintel; Parent Handbook.	End of spring semester.	All stakeholders	Time and commitment by parents, teachers, students, and community. Common planning period.

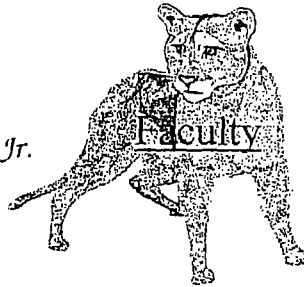




# FOCUS GROUP B

## Curricular Paths

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 Vivian Corley  
 Pamela Easter  
 Jerome Evans  
 Mary Ruth Greene  
 Millicent Hill  
 Lt.Col. William Hinds Jr.  
 Willis Johns  
 Murlene Johnson  
 Luther Lovelace  
Staff  
 Raquel Fuller-Green  
 Marian Massey  
 Johnny Stevenson  
Administrator  
 Cynthia Arceneaux



John Marshall  
 Aakil Naazir  
 Marcelina Naranjo  
 Gwen Roberts  
 Anthony Roberson  
 Cassandra Roy  
 Mayme Sherley  
 Wealthy Slattery  
 Meredith Smith  
 William Thomas  
 George Tucker  
 Luther Waters  
Parents  
 Ms. Thomas  
Students  
 Jelani Bronson  
 Nickia Jackson  
 Liana Looney  
 Raushana Malone  
 Shaylu Scarlett

Effective Fall 1996



## CURRICULAR PATHS

### Focus Group Summary Report

#### *Section I: Structure, Function And Process Of The Focus Group*

Focus Group "B" is composed of twenty-two members, organized into three subgroups; B1, B2, and B3, reflecting the WASC criteria. The following departments are represented: English, Social Studies, Mathematics, Science, ECP/Options, Special Education, Fine Arts, Industrial Arts, Home Economics, Foreign Language, Physical Education, and Military Science. Representatives from the following programs and stakeholders were also included: Academy for Career Excellence (ACE), Bilingual Coordination, College Counselor, Counseling Office, parents, students, and an administrator.

We met on the pupil-free days, three staff development days and three after school sessions for training, team building and self-study in preparation for accreditation. Focus Group "B" (Curricular Paths) met six times, formally and some subgroups met informally after school and on Saturdays. Volunteers were solicited to collect evidence and to synthesize information into preliminary drafts of the final document.

#### *Section II: Elements Of The Student/Community Profile Related To This Category Of Criteria*

Crenshaw High School is a comprehensive public high school serving grades nine to twelve which incorporates two magnet sites: Gifted/High Ability Magnet, and Teacher Training Magnet. Our school has a reputation for high-percentage completion of the California A-F college requirements and student placement at nationally recognized colleges and universities. We serve a multi-ethnic, multi-cultural community and student body which influences choices of students with the following ethnic distribution: 81% African American, 18% Hispanic, 0.5% Asian, and 0.5% other.

This population is distributed as follows: 2465 students, including 382 Special Education students, in the comprehensive high school; 250 GATE students, and 224 Limited English Proficiency (LEP) designated students. The Gifted/High Ability Magnet school consists of 225 students and the Teacher Training Magnet, 322.

Our School is impacted by the same factors that affect other inner-city schools. These include, but are not limited to high transient and drop out rates, poor attendance, low student motivation, underachievement, and limited parental involvement. In addition, over 40% of the students are from families who are eligible to receive Aid to Families with Dependent Children (ADFC), and 80% participate in the Federal Meal program. As of June 1996, one-third of our students failed at least two classes but improvements have been made in other areas. In the last two years our average daily attendance has risen to 84% and the drop out rate has decreased to 17% in 1996.

Perhaps this improvement in the daily attendance and drop-out rate can be attributed to Crenshaw becoming a LEARN School in 1994. LEARN is a coalition of civic leaders and representatives, faculty, staff, students, and parents working together toward the common goal of improving education for each child. Instructional planning, and all actions of the governing board are related directly to the school-wide Expected Student Learning Results (ESLR's).

Crenshaw High School employs a highly competent staff with no teachers instructing outside their credential authorization. We are highly committed to empowering students with the skills and knowledge necessary to be successful in the Twenty-first Century.

### ***Section III: Evidence Examined***

#### ***a. State/School District Documents***

Second to None  
California Frameworks  
Focus On Learning: Schoolwide Criteria  
LAUSD Student Learning Standards  
Accountability Goals, Crenshaw/Dorsey Cluster  
Superintendent's Call to Action for Improving Student  
Achievement 1995-2000  
LAUSD Personalized Education Plan  
LAUSD Individualized Transition Plan  
Graduation and College Entrance Requirements Chart  
University of California and California State University Freshman  
Eligibility Index  
Goals 2000

**b. *Crenshaw High School Evidence***

Crenshaw High School Vision and Mission Statements, and  
Expected School-wide Learning Results  
Departmental ESLR's  
Crenshaw High School Profile  
Crenshaw High School Graduation Requirements Checklist  
Accreditation Recommendations, Visits: (1993 and 1995)  
Focus on Learning Student Survey, June 1996  
Senior Class Packet (October 8, 1996 Meeting)  
Graduation Portfolio  
Academy for Career Excellence Description and Newsletters  
CHS Master Calendar  
Curricular Paths Teacher's Survey  
Accreditation Parent Survey  
Student Work  
Test Results (CTBS, SAT, ACT, AP, etc.)  
Interviews with teachers from various departments  
Interviews with Department Heads, Program Coordinators, and  
Counselors  
Interviews with Principal and Assistant Principals

**c. *Paths To Postsecondary Options***

Core class enrollment according the LAUSD A-F Guidelines  
Gifted and Teacher Training Magnets  
GATE Program  
ROTC  
Educational and Career Planning  
Personal Education Profile  
Personal Learning Plan

**d. *Continued Academic Development/Career Development***

Speech and Debate  
Literacy Rites of Passage  
Visual and Performing Arts  
Gifted Magnet

Bilingual Program  
CATS  
GATE  
Continued enrollment in classes toward completing A-F  
Requirements  
Reading Enrichment  
AP Classes  
ROTC  
Teacher Training Magnet  
Food From the Hood  
2+2+2  
Saturday Success Academy  
Band and Choir  
Drama Club  
Career Counseling

*e. Development of Technical Core Skills*

Perkins/ACE Program  
Teacher Training Magnet  
Food From the Hood  
Work Experience Program  
ROTC  
2+2+2  
Cougar Catering  
The Copy Center  
Athletic Programs  
Speech and Debate  
Computer and Business Classes  
Fashion Design  
Visual and Performing Arts  
Band and Choir  
Career Counseling  
Concurrent Enrollment in community colleges and universities  
Community Outreach Program  
CATS  
Technical Skills  
CCAP-Culinary Outreach Program

#### **Section IV: Conclusions And Rubric Placement**

##### ***B-1 Do all students participate in a challenging, relevant and coherent curriculum?***

Many students enrolled in Crenshaw High School participate in a challenging curriculum. Our group has determined that our school places between Stage 2-3 on the rubric. After examination and analysis of the Fall Master Schedule, we determined that the majority of our students are enrolled in classes that satisfy the A-F requirements for University of California and California State University admission. Crenshaw's graduation requirements are stringent, including 40 credits for English, 30 for Social Science, 20 credits each for Mathematics, Science, Physical Education, and Fine/Technical Arts, 5 credits each for Health and ECP/Study Skills, and 60 credits of Electives. Students eligible for graduation who did not pass the CTBS must take the Sharp, Write Objective, Write, and Topics exams. Effective this fall 1997, no LAUSD student will take the CTBS. Our District has replaced it with the Stanford Achievement Test, Level 9. These requirements are in alignment with standards set in the Second to None Document and the State Frameworks, offering a strong core curriculum, providing students with career related technical and practical skills, and requiring courses to prepare students for college.

Ninth grade students are enrolled in Educational Career Planning (ECP) classes which expose them to various post-secondary education and career options. In ECP classes, they receive information on which curricular paths are available at Crenshaw and they receive guidelines in their selection of a career path. Each student produces a Personal Education Plan (PEP) in this class. At this time, students are also introduced to the programs and activities Crenshaw has to offer. In this area we are in alignment with Second to None, as stated on page 23: "All students, during the first two years of high school, participate in a structured sequence of courses that lays a strong academic foundation in language arts, mathematics, history, and science."

Before and after enrollment in Crenshaw students can apply for admittance into the Teacher Training Magnet and Gifted Magnet. Students can also be recommended for honors and AP Classes based on grades and cums from Middle School and Crenshaw High. Cums are also examined to ensure that students are placed correctly in LEP/ESL, Special Education and G.A.T.E. classes. Other options students can explore are the A.C.E. Program, Visual and



Performing Arts, Athletic Programs, ROTC, Speech and Debate, Literacy Rites of Passage, CATS, Reading Enrichment, 2+2+2, Saturday Success Academy, Band and Choir, Drama Club, Work Experience, Cougar Catering, The Copy Center, Computer and Business Classes, Fashion Design, the Community Outreach Program, and the Culinary Outreach Program and Food From the Hood.

Crenshaw employs a highly competent staff all qualified to teach the courses listed above. According to the results of our Curricular Paths Teacher Survey, 92-97% of our teachers feel that their teaching is aligned with State Frameworks, National Standards, and department ESLR's. Further, an examination of the departmental ESLR's shows them to be aligned with the LAUSD Student Learning Standards. More examination of the Teacher's Survey reveals that less than 50% of classroom time at Crenshaw is spent using textbooks, and on the memorization of facts. This also fits in with the school-wide ESLR's of striving to produce "independent, critical thinkers and decision makers." While 81% of the teachers surveyed feel that students are enrolled in academic courses that prepare them for college, 80% do not feel that students are placed in their classes according to student's abilities. Ninety-five percent of the teachers do feel, however, that their instruction imparts knowledge for Crenshaw students to apply in meaningful, real-world, settings. Also this is in alignment with our Mission Statement of empowering students "with the knowledge and skills necessary to become successful 21st century citizens of a global society."

Parents are a little bit more doubtful about what the Crenshaw curriculum has to offer students. Only 60% of parents surveyed feel that their children are making satisfactory progress in reading, while a mere 45% believe that their students are achieving in math. Only 47% feel that their children are given interesting and challenging assignments, and develop good study habits. Forty-one percent felt that their children are given meaningful educational goals which are shared and communicated effectively. Sixty-two percent of the parents surveyed do feel, however, that their child should accept more responsibility for his/her education.

An examination of the Focus on Learning Student Survey administered in June '96 reveals that only 32% percent of the students surveyed believe that Crenshaw teachers know their subject matter and how to teach it. Forty-two percent felt that their teachers grade student work fairly. Thirty-nine percent believe that teacher's academic standards for their classes are clearly stated.

**B-2**      *Do 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?*

The 1996 Focus on Learning student survey results reveals that 46% of Crenshaw students surveyed feel that they are able to enroll in all the classes they want to take. Forty-nine percent believe that the Career Center and ECP classes serve their needs. Forty percent of students feel that the College Office serves their needs.

The Curricular Paths Teacher Survey shows that teachers disagree with students regarding class choice: 65% of teachers surveyed believe that students can choose a curricular path that leads to a college preparatory education. Sixty-eight percent believed that students have an opportunity to pursue some subjects in depth. Only 42% of teachers, however, believe that electives are available for all students who want to explore applications of academics to real-world settings.

The Accreditation Parent Survey shows that 41% of parents surveyed believe that their children are given meaningful educational goals which are shared and communicated effectively. Only 36% believe that students and parents receive accurate, clear, and timely advice from the school staff regarding choosing the right path of courses. Thirty-eight percent feel that parents are informed about what Crenshaw students are expected to learn.

As previously stated, ninth grade students compile a Personal Education Plan. Interviews with students, counselors, and ECP teachers reveal, however, that once the students complete their Personal Education Plans, they are put aside. The goal is to place the PEP's in the students Cumulative folders to be pulled out each time the students enroll in new classes.

Seniors, however, are expected to compile an extensive portfolio to fulfill graduation requirements. As outlined in Second to None, students at Crenshaw are counseled to take courses that will prepare them for admission to a four-year college or university. Upon graduation, students have completed the California A-F requirements for admittance into a four-year post-secondary school.

Students can receive guidance from their counselors, the College counselor, the Career Advisor, their ECP Teacher, and from other teachers regarding academic and career choices. Students can also develop academic and career goals, enrich their learning experience and expand talent by enrolling and participating in the programs listed in Section III of this document.

Rubric Placement - between 2 and 3

***B-3: Are all students prepared upon graduation to continue their academic and occupational goals?***

Since students are expected to have completed the stringent graduation requirements upon graduation, most are prepared to enter college. Students who have participated in such programs as Food From the Hood, the ACE/Perkins (Cougar Catering Program, The Copy Center, Fashion Design), Teacher Training Magnet, ROTC, Work Experience, Computer and Business classes, 2+2+2, and a few others, are more prepared for achieving occupational goals.

According to the Curricular Paths Teacher's Survey, 95% of our teachers feel that they instructed their students with knowledge which can be applied in meaningful, real-world settings. Sixty-one percent of our students participating in the June '96 Focus on Learning Student Survey do believe that a Crenshaw High School diploma means having the skills necessary for college or a good job. Eighty percent of high school graduates are accepted to four year schools.

Informal and semi-formal feedback is currently being acquired from small segments of the graduating population through the College Advisor, coaches, alumni-interaction.

Rubric Placement - between 2 and 3

***Growth Needs:***

1. In regards to coherent curriculum, it is obvious from the disparity of opinions between the Teacher's Survey and the Student and Parent Surveys that the teachers are not explaining their goals thoroughly enough to their students and the parents of those students.
  - A. Teachers need to make grading policies clear to students.

- B. For each lesson, students need to be told what they are expected to learn.
  - C. Parents need to be kept informed of their children's progress in Math and English.
  - D. Parents need to be kept informed of student goals through yearly examination of the student's PEP.
2. After examining the Second to None document as it relates to Curricular Paths, and the information listed in Section III of this document, we have come to the following conclusions:
- A. We need to offer program majors, clustering students in small groups according to interest. As of now, this is only available to Magnet and ACE/Perkins students.
  - B. We need to seek out more partnerships within the community based on the program majors.
  - C. We need to provide methods for students to revise or review the PEP's they compiled in 9th Grade as they continue on in Crenshaw High School.
  - D. We need to help students see the connection between their efforts in the core courses and options available that lead to post-secondary study and careers.
  - E. Teachers need to get more involved in team-teaching.
  - F. We need to consider the feasibility of developing California Partnership Academies
  - G. We need to provide personal attention to each student by enrolling fewer than 200 students in each Program Major
  - H. The final two years at Crenshaw should involve students actively learning through project development, joint research reports, community interviews, etc.
  - I. Students interested in entering a career immediately after high school can develop entry-level job skills or be prepared for training.
  - J. We need to offer more and enroll students in more AP classes, and develop partnerships with Junior Colleges.
3. In order to develop "technologically skilled practitioners" described in #4 of our school-wide ESLR's, we need to expand the integration of technology across the curriculum. We also need to continue to

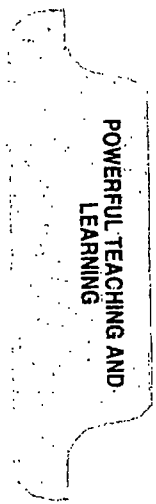
work on installing the Internet in every classroom at Crenshaw and providing a computer for every teacher.

4. We need to encourage parents/guardian to be more involved in planning academic/career paths for their child.
5. We need to set and consistently enforce higher expectations for our students.
6. A very warm, personal, but businesslike approach to the process of preparing each student should be sought, complete with realistic assessments and clear responsibilities and accountability in a collaborative "team" effort.
7. We need a post-graduation success survey to be sent to graduates at periodic anniversaries. This assessment tool will be used to gather data on how well they were actually prepared, suggested improvements and enhancements, and the effectiveness of personal education planning.
8. We need to increase staff awareness of career programs and options for students.

**CURRICULAR PATHS  
NEXT STEPS AND FOLLOW-UP**

GOAL	ACTIVITY	TIMELINE	RESPONSIBLE	RESOURCES
<p>1. To develop a Personalized Educational Plan (PEP) for all students to ensure .</p> <p>2. To develop a portfolio that will assist students with planning post secondary options</p>	<p>Beginning in the 9<sup>th</sup> grade, ECP teachers will develop a PEP with 9<sup>th</sup> grade students. Each year, Counselors will meet with English classes, grades 10-12 to review completed PEP and the COPS</p>	<p>September-October of each year.</p> <p>PEP in 9<sup>th</sup> grade or with the feeder middle school in the Spring.</p>	<p>Counselors, ECP Teachers All teachers teaching the core subjects</p>	<p>College information Business and Community representatives</p>
<p>3. All students' PEPs, COPS and portfolios are to be reviewed and updated annually. This review will be done with parental input.</p>		<p>November- December Every 10 weeks Every 20 weeks Starting Fall'97</p>	<p>Counselors Homeroom teachers Program coordinators Students and parents</p>	
<p>4. Expand the number of courses and students enrolled in Advanced Placement (AP) and honors courses.</p>	<p>Testing/student identification Teacher training workshops Make students and parents more aware of these advanced class offerings and benefits</p>	<p>September-October Spring '97</p>	<p>AP SCS Counselor AP coordinator AP Teachers; counselors, college representatives, all academic departments</p>	<p>SB 1882 funding for teacher release time Former students of AP courses College catalogs</p>
<p>5. Increase staff awareness of career programs and post secondary options for students.</p>	<p>a) On going workshops that meet monthly. b) have students develop a project based on their field of interest which</p>	<p>September -ongoing Fall '97 -begin</p>	<p>Teacher/Coordinator Focus Group B Teachers Administrators</p>	<p>SB 1882 Business executives State and local government program TV programs based</p>

	<p>relates to subject matter. i.e. mathematics, English etc.</p> <p>c) circulate flyers and posters that depict various fields of study</p>		on career options
<p>6. Reorganize our curriculum into distinct curricular and career paths, and introduce additional courses needed to complete each major.</p>	<p>d) Develop flow chart for each career /post secondary option which reflects the chosen field or post secondary option. Develop partnerships with community agencies to form apprentice programs</p> <p>e) For the expansion of curriculum offerings, teachers list the courses they are interested in teaching.</p> <p>f) survey students for fields of interest;</p> <p>g) develop 7<sup>th</sup> period courses for electives of interest to students which relate to their chosen fields</p> <p>h) describe major curricular paths, pre requisite sequences needed to complete selected paths.</p>	<p>July - ongoing</p> <p>Spring 1997</p>	<p>Computer-teacher release time</p> <p>Counselor Teacher Career Counselor Secretary</p> <p>Teachers Career counselors College advisor StudentsCollege</p> <p>College Catalogs Business Executives Federal Government Resources State &amp; Local Business Chambers</p>



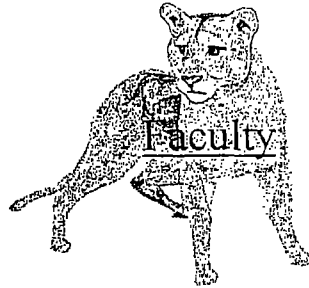




# FOCUS GROUP C

## *Powerful Teaching and Learning*

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*Fred Church*  
*Isha Coleman-Pulsis*  
*Roberto Corea*  
*Mary Covington*  
*Yvonne Daizadeh*  
*Major Dennis*  
*James Derrick*  
*Evelyn Dozier*  
*Alfie Enciso*  
*Millie Haft*  
Staff  
*Freddie Bonds*  
*Judy May*  
*Marcelyn Rideaux*  
*Brenna Smith*  
Administrator  
*Yvonne Noble*



*Lisa Harwood-Lippa*  
*Murlene Johnson*  
*Joanna Jones-Reed*  
*Leslie Lespinasse*  
*Paula Levine-Sargent*  
*Toni Little*  
*Anita Luckie-Moultrie*  
*Jocelyn Mull*  
*Alvin Siger*  
*Daniel Vidaure*  
*Juanita Walker-Deckard*  
*Odessa Washington*  
*James West*  
Students  
*Miesha Byrd*  
*Nicole Craig*  
*Kendra Flores*  
*Quanisha Shuler*  
*Delana Stevenson*

Effective Fall 1996



## POWERFUL TEACHING AND LEARNING Focus Group Summary

### *Section 1: Structure, Function and Process of The Focus Group*

The entire faculty met on three pupil free days, three professional development days, three afternoon sessions and two Saturday mornings. In the spring of 1996, each focus group was formed by individual faculty/staff members signing up for a group of their choosing with the caveat that each discipline be represented on each of the focus groups. As new faculty members were hired, they were given the opportunity to do the same. Originally, our group members included an administrator, teachers representing all of the disciplines, aides, a community member and a student. In our first meeting, we selected a chairperson, co-chairperson, and a recorder. Since that first meeting, the original chairperson resigned from the position, and another person volunteered to take over.

Our initial activities included concentrated examination of the WASC guidelines, questions and rubrics in order to understand the criteria for what constitutes an instructional program that evidences POWERFUL TEACHING AND LEARNING. Next, we determined the type of evidence we would need to correct and compare with the rubric. Then we developed a process for observing teachers and students, examining student work and the attendant lesson plans, examining assessment data and grades, as well as examining the graduation rate.

It became apparent that our primary functions were to collect and examine data; and, once all applicable data was gathered, to:

- compare lesson plans and department ESLR's to the school wide ESLR's
- compare the results of our teacher and student observations with the applicable rubrics
- determine whether the assessment instruments were aligned with the school wide ESLR's
- determine how the assessment results were used to drive instruction
- determine the success of instructional strategies as evidenced by the percentage of students evidencing subject mastery and
- determine whether our graduation rate was aligned with District and local goals.

The process included the following steps.

1. developing a simple but effective observation form;
2. devising an observation schedule that would not present to great a hardship on group members;
3. planning separate meetings for the purpose of exchanging all data collected, including using a modified protocol process to examine student work; and,
4. meeting with the Testing and Assessment coordinator to learn how to interpret test data.

Our classroom observations began spring semester 1996.

**Section II: Elements of the School/Community Profile Related to the Focus Group**

We found several areas of information significant to our evidence gathering.

- percentage of students enrolled in the University of California "a-f" requirements
- number of redesignated LEP students
- number of students enrolled in the two magnet centers
- number of teachers trained in and delivering differentiated instruction
- level of performance on CTBS [NOTE: This instrument is no longer being used by the District. Beginning in the spring, 1997 semester, the Stanford Achievement Test Level 9 is the battery of tests to be administered.]
- number of active Governing Board committees, including professional development, instructional planning and budget committees
- number of community and extra-curricular service and internship programs which offer varied and diverse opportunities for students of a wide range of interest, skills and abilities
- reorganization of the Special Education and G.A.T.E. programs by hiring a Case Manager to insure that these students are properly identified and serviced according to all applicable mandates
- transiency and graduation rates

### **Section III: Evidence Examined**

In addition to having studied data contained in the School/Community Profile, we also examined the following data and evidence.

- **Student portfolios** were available in some classes. The contents of the portfolios evidenced an apparent absence of coordination of assignments between departments and/or disciplines. Portfolios consisted of student work, projects and some videos. No portfolios were available in most of the Special Education classes.
- **Results of the student survey** which indicated some rather disturbing perceptions among the majority of our students. For example, % of those students surveyed indicated a lack of faith in the ability of their teachers to adequately convey their subject matter. A large percentage of the students also indicated feeling unsafe. We followed this survey with discussions in all classes encouraging students to further explain their answers. We need to take additional opportunities to explore students' perceptions and engage in continuous dialogue to rectify whatever situation is giving rise to these negative perceptions, especially in light of the fact that we have experienced few serious incidents of violence on campus.
- **Student projects** were evident in several Science classes in the form of labs and experiments. The experiment results and projects were posted on bulletin boards and in some of the hallways. Student projects were also evident in several Math classes as was evident that students regularly use graphing calculators (TI-82's) as part of their routine classwork. All of the elective activity classes Industrial Education, Graphic Arts, Art, JROTC, Culinary Arts, computer science - included student projects as an integral part of the instructional strategies. Many of the academic projects were evident in gifted and magnet classes, and not so evident school wide.
- **Results of class observations** indicated that class discussions in several rooms were tied to the school wide expected learning results (critical thinkers, active listeners). In most classes (over

50%) the teachers relied on textbook driven instruction and teacher-directed lessons.

- **community service** requirement brochure
- **lessons and activities** for students enrolled in Advanced Placement classes
- lessons and activities for students enrolled in honors classes
- **magnet school requirements** and instructional activities for students
- elective course offerings
- **Carl D. Perkins** Academy for Career Excellence
- **Cougar News** (our student produced closed circuit weekly news program)
- **Food from The Hood** entrepreneurial student project
- **integrated subject matter** instructional program that students regularly

#### *Section IV: Conclusions and Rubric Placement*

*C-1 All students are offered the opportunity to be engaged in challenging learning experiences. Teachers utilize a variety of strategies, including the use of technology, which actively engage students and help them succeed at high levels.*

Although most teachers acknowledge that traditional methods of instruction have not resulted in improved student achievement and that we must change the way we do business, too many of them are still in the traditional box of instructional strategies. On the other hand, many teachers have committed to reform by adding elements to challenge students, providing multiple opportunities for them to succeed and varying the strategies they use to assess student learning. The entire mathematics department attended several workshops and made a commitment to offer courses that expose all students to all mathematical strands in each course. Hence, the elimination of all remedial courses and the implementation of integrated math courses (The Mathematics State Frameworks). Now, the science teachers are phasing out discrete beginning science courses and offering an integrated science curriculum. As of the fall 1996 semester, all incoming freshmen are required to take the integrated science thematic curriculum (The Science State

Curricular Framework). The students from some of the integrated science classes in conjunction with their teachers sponsored a family science day.

Students have other opportunities to engage in challenging learning experiences. All students in the academic/vocational clusters in the Perkins program are regularly challenged to achieve excellence in their respective chosen clusters: telecommunications, culinary arts, graphic arts, fashion design, office technology.

A few academically demanding elective courses have been added to broaden students' opportunities for academic growth as well as to continue to align the instructional program with the school wide ESLR's. For example, courses such as Study Skills, Computer Science, Latin American Literature and Studies, African American Studies, African-American Literature, Museum Studies are connected to those ESLR's that specify an appreciation for cultural diversity, knowing how and where to find information and an aesthetic sense. Furthermore, teachers are asked to indicate to students how their various lessons connect to the schoolwide ESLR's that are posted in every classroom.

Despite the fact that some challenging instruction is delivered in pockets throughout the curriculum, consistently challenging learning experiences are to be found in the Gifted Magnet classes. Every teacher in that magnet program is consistent in providing creative opportunities for students to stretch their minds, think in the abstract and apply creative solutions to complex problems.

Integrating technology into the overall instructional program is in its nascent, but rapidly developing stage. Currently, technology is integrated in certain classrooms across all disciplines: Business, English, Study Skills, Vocational Arts, Art, Special Education, ESL, Social Studies, Physical Education, Science (to a very small degree). All Math students are required to use graphing calculators in math classes, and some of the instructors also include computer programs in math instruction. The print shop has all current technology. As our teachers await the completion of the Internet installation, they are receiving training and committing to integrating technology in their weekly, if not daily, lessons. At this juncture, all classrooms in the main building are wired for Internet access, and those connections should be active by the middle of April, 1997, if not before. We have committed a large

portion of our discretionary resources to making Internet access a reality for all students.

Nonetheless, each department has had to develop departmental ESLR's and indicate how they are aligned with the school wide ESLR's. The task now is to consistently engage all students in challenging learning activities on a regular basis and decrease (and eventually eliminate altogether) a dependence on the traditional textbook driven instructional program.

***C-2 So that students achieve the school wide expected learning results, they are encouraged to do challenging work integrating higher order thinking skills with applications of new knowledge and skills. Student experience current, relevant courses which integrate vocational and academic content. Collaboration occurs 1) among teachers, 2) between teachers and students, and 3) among students.***

Acknowledging that students enrolled in remedial courses were never being exposed to a rich curriculum requiring higher order thinking skills, we eliminated all remedial classes. The buttressing supposition behind that decision was that as students are exposed to something different and challenging, they might fare better and would begin to master lower level concepts as they studied the higher level ones. As of the 1995-96 school year, no remedial classes are being offered except in Special Education classes (SDC). Even in those classes, teachers are enhancing basic skills development by introducing their special education students to higher level instruction and demanding that they aim far beyond the goals on their individualized educational plan (IEP). In fact, we have aggressively begun our Special Education "inclusion" process for the majority of the students in the Resource Specialist Program and they receive services in regular education classes rather than on a pull-out basis. The Special Education teachers collaborate with the regular education teachers to help them modify instruction for the included student.

Despite having established an environment for exposing all students to challenging learning experiences, too many of our students are still not being encouraged to do challenging work. In some cases, assigned projects are hurriedly and sloppily completed, and students are being given high passing marks and not being required to do their best. As noted in *Section III* above, many teachers always set high expectations and high achievement standards

for all of their students. As indicated, this was consistently evident in the gifted/honors classes, Computer Science, the Perkins (ACE) program as well as in the visual and performing arts classes (Art, Drama, Dance, Music).. By the same token, collaboration in all respects is most noticeable in these same curricular areas and programs. There are pockets of teacher-to-teacher and student-to-student collaboration in a few areas of the regular program: Foreign Language and History, Foreign Language and English, Music and Physics, all Visual and Performing Arts teachers, Foreign Language and ESL. Most teachers encourage student-to-student collaboration in the form of cooperative and collaborative groupings. However, too many of those teachers using this strategy are not using them as effectively as they can because they lack proper training to do so. This is one of several areas of professional development needed to successfully continue our program improvement efforts.

Far too many teachers deliver instruction as isolated learning and neither require, nor expect, students to connect what they are learning in class to anything outside the classroom. Nor are some of these lessons creative and/or innovative. In some classrooms, students are assigned chapters to read and end-of-chapter questions to answer, maps to color, isolated vocabulary words to study and learn. Quite a few teachers use activities that require students to apply what they have learned: mock trials, stock market simulations, slave auctions, immigration realia, family historical timelines, projects demonstrating certain principles, creating a business, and other applied learning projects. In some instances where students must apply what they have learned, the students produce some impressive projects as well as planning and starting businesses with profit constituting the "bottom line." This is most notable in speech, JROTC, music, drama, dance, art, vocational education and, to a lesser degree, science as students in these classes are required to enter competitions and participate in exhibitions.

Until recently, only a handful of teachers regularly and routinely connected their daily or weekly lessons to the school wide expected learning results. Now, more and more teachers are doing so, and they are asking students to make the connections themselves as this process becomes a regular part of the learning environment.



***C-3 Students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom.***

Most students are regularly required to use the library to complete class projects. Those projects consistently requiring the greatest investment of time and effort are the ones assigned by all teachers of gifted/honors and study skills classes. Some teachers in the other subject areas require broad-based research including primary, print/non-print media, and the Internet as resources for completing the assigned projects. In quite a few English classes, students must create original illustrations of a concept and must use all non-textbook sources for research. The same is true for some teachers in other disciplines, but this requirement is not part of the instructional program for most teachers. As we complete our Internet connections and offer workshops in effective instructional use of the Internet, we fully expect a dramatic increase in students' engaging in technological learning experiences.

Other non-classroom/textbook learning experiences used by some teachers include field trips (museums, special dramatic and dance presentations by well-known artists, cultural events and more) and preparation and delivery of lessons to elementary school children and others. Many of our students are serving apprenticeships with local businesses, industries and summer projects sponsored by local colleges and other organizations. All of our students must complete 50 hours of unpaid community service in order to participate in the graduation ceremonies.

In our efforts to expand the opportunities for students to engage in varied learning experiences, we have begun two business enterprises on campus: Food From the Hood, The Cougar Copy Center and, as of the middle of the spring '97 semester The Cougar Cafe. All of these enterprises are operated by students.

All in all, most of the students' learning experiences are limited to the subject specific textbooks and teacher directed lectures.

***Growth Needs***

1. Crenshaw High School needs to increase training in computer technology and implement a school-wide action plan to integrate computers into the

instructional program and more in-depth teacher training. Most classes are taught in isolation.

2. Crenshaw needs to increase interdepartmental/interdisciplinary instruction which would be aided by a teacher directory. This directory should include E-mail addresses and fax numbers as well as the usual home phone numbers.
3. The use of math labs, foreign language labs and reading labs also need to be incorporated into the instructional plan to give students an added incentive with an emphasis on hands-on activities.
4. Too many classes are textbook driven with an over reliance on handouts and book work. We need more lessons that actively motivate and involve all students in learning, e.g. science experiments, cultural projects, performances, oral presentations, field trips, and use of community resources.
5. Some staff development days and pupil free days should be set aside for the teachers to determine how they use the time, i.e. collaboration, room up keep and organization, in-depth curriculum preparation, etc.

POWERFUL TEACHING AND LEARNING  
NEXT STEPS AND FOLLOW-UP

GOAL	ACTIVITY	TIMELINE	RESPONSIBLE	RESOURCES
1. To increase training in computer technology and implement a school-wide action plan to integrate computers into the instructional program more in-depth teacher training.				
2. To increase interdepartmental and interdisciplinary instruction which would be aided by a teacher directory.				
3. To have a math lab, foreign language lab and reading lab incorporated into the instructional plan to give students and added incentive with emphasis on hands-on activities.				
<i>SEE SCHOOLWIDE ACTION PLAN</i>				
4. Vary instructional strategies to move away from a tradition bound textbook driven program.	<ul style="list-style-type: none"> <li>a. Provide training i.e. peer observation and coaching -instructional workshops</li> <li>b. Inter-departmental sharing of effective practices.</li> <li>c. Use periodicals and</li> </ul>	<ul style="list-style-type: none"> <li>a. Begin Spring 1997 on-going</li> <li>b. February 97 and on-going</li> <li>c. Weekly and on-going</li> <li>d. Planning late</li> </ul>	<ul style="list-style-type: none"> <li>a. Department Chair and mentor teachers</li> <li>b. Department chairpersons, administrator in charge of various departments</li> <li>c. Respective</li> </ul>	<ul style="list-style-type: none"> <li>a. SB 1882, mentor funds, professional journals</li> <li>b. SB 1882 (for release time)</li> <li>c. Access to daily news publication</li> <li>d. access to internet</li> </ul>

	newspapers to promote discussion of contemporary issues. d. team teaching e. Facilitate common planning time for house teachers	spring semester for Fall '97 on-going	classroom teachers with support from d. teacher volunteers	e. Effective scheduling
<p><i>SEE SCHOOLWIDE ACTION PLAN</i></p>				
5. To have staff development days and pupil free days set aside for teachers to determine how they use the time, i.e. collaboration, room up keep and organization, in depth curriculum preparation, etc.				

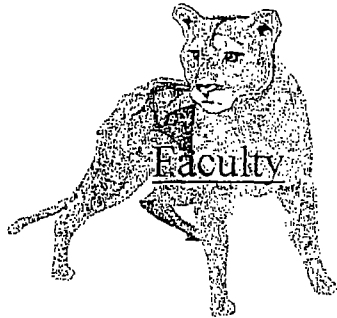
SUPPORT FOR STUDENT  
PERSONAL AND  
ACADEMIC GROWTH



# FOCUS GROUP D

## Support For Student Personal and Academic Growth

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Effective Fall 1996



## SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH Focus Group Summary Report

### *Section I: Structure, Function, And Process Of The Focus Group*

The faculty met on six pupil-free days, three staff development days, and seven after school sessions. After we selected focus groups, we met to determine who would be the chairperson, co-chairperson, recorder, and co-recorder for our groups. Focus Group D consists of twenty-four teachers from across the curriculum, one parent, four students, two classified staff, one counselor, one program coordinator, and one administrator.

In Focus Group D, we began by examining the criteria and comparing Crenshaw High School's support systems to the WASC criteria. Simultaneously, we listed the areas of the school community to be examined under each criterion and their strengths and growth needs. During subsequent meetings, we addressed each criterion in this manner. Group members were assigned specific areas from which to gather evidence to support our findings, and the evidence was analyzed.

### *Section II: Elements Of School/Community Profile Related To This Category Of Criteria*

Information important to Focus Group D includes the percentage of students attending colleges and universities and the high percentage of students enrolled in A-F requirements, the fact that student success is highly impacted by high transiency and drop-out rates, low student motivation, underachievement, and limited parental involvement, as well as the breakdown of communication between school and home, and more opportunities for parents to confer with teachers.

### *Section III: Evidence Examined*

As we examined and analyzed the 1996 Fall master schedule, we discovered, first, and foremost, that there are no remedial classes in the master schedule. Almost regular education students are enrolled in classes that satisfy the University of California A-F requirements, and Advanced Placement classes are available to all students in the school. Classes in the ESL department are comparable to English classes in the regular program. However, because students receive credit for English 9A and 9B for ESL 3 and 4,

there are some concerns about whether the content in ESL 3/3 Preparation and ESL 4/4 Composition is comparable to the content in English 9A/9B. All students, especially 9th and 10th graders are enrolled in a minimum of four core courses, physical education, and a Foreign Language, a fine art and/or technical art. Finally, programs such as JROTC, which assists students in developing leadership and self-discipline skills, Peer College Counseling, and Peer Tutoring provide opportunities for students to assist their peers while developing their own leadership abilities.

### ***Growth Needs:***

Overall, there is an imminent need for increasing the number of classes offered in the following areas: AP classes in all disciplines in the regular school, computer and keyboarding classes, fine arts classes, and speech and communication classes.

In addition, we examined all aspects of the programs and support services that Crenshaw High and the community provide, including the twenty-eight services listed below. We interviewed appropriate personnel and reviewed documents that pertain to these services.

### ***Section IV: Conclusions And Rubric Placement***

***DI: A support system is in place for every student to help ensure academic success.***

Crenshaw High School provides a comprehensive network of support services for students and their families. These support services are evident in a variety of programs that are loosely affiliated with the school curriculum, that address students' needs beyond the classroom, and that reach out to the community-at-large. This report gives brief explanations of the substance and purposes of the programs that contribute to this support system.

***Access Program***, formally known as the University Prep Program (UPP), began with a partnership between the Crenshaw/Dorsey Cluster and California State University, Los Angeles. The Crenshaw High ACCESS Program began with a summer bridge program which recruited incoming 9th graders with 2.0 through 2.9 grade point averages. Students are enrolled in academic classes that qualify them for entrance into a college or university, and they enjoy the support of parents, the Crenshaw High School faculty and administration, and the Cal State Los Angeles faculty and staff.



***Growth Needs:***

To provide more tutoring and to develop study groups to assist students with their academic, emotional, and social development.

***A.C.E. Program*** (Academy of Career Excellence), formerly known as the Carl D. Perkins/Tech Prep Program, provides a transition for students from school to work as it integrates vocational education with academic subject areas. The purpose of this program is to develop the necessary relationships and collaborations that are essential for addressing 21st century realities and to deliver fully qualified workers into a rapidly changing technologically-driven workplace. Designed primarily to provide students with entry-level skills for the workplace and the academic preparation for admission to community colleges, this program continues to make the types of contacts with business and industry that provide internships for our students. Presently, fourteen students serve as interns in telecommunications, five in Graphic Arts, and one in fashion.

***Growth Needs:***

Increased school interaction with local business and industry leaders and more opportunities for students to participate in internships and apprenticeships.

***Bilingual /ESL Program*** uses the Modified ESL Model. Students receive instruction in their primary language in the core courses, and approximately 250 students receive sheltered instruction in the core courses. Students participate in all aspects of the curriculum and in extra-curricular activities as well.

***Growth Need:***

More qualified instructors are needed.

***The Career Advisement Center***, which is staffed by a part-time adviser, provides students with opportunities to become more aware of the world of work, to explore career interests, to prepare for careers in a global society, and to acquire lifelong, transferable, employable skills. The Career Center hosts speakers during the school year and participates in the annual cluster-wide College/Career Fair in the spring. Through the Career Center, students are able to participate in programs such as the Regional Occupation Program (ROP), High School Involvement (HIP), and Shell

Youth Services Academy (YSA) Programs. In addition, students complete their Senior Portfolio and a comprehensive ten-year plan.

***Growth Needs:***

Need a part-time career technician, more speakers, especially those who represent nontraditional careers, to increase the number of students taking the ASVAB, acquire more up-to-date software, and the Career Center needs to be open and available to students all day, including before and after school.

***The College Counseling Center*** provides opportunities for students to research post secondary choices, hosts financial aid and SAT workshops held during the evenings and on Saturdays, provides peer college counselors to assist students in completing applications, forms, and essays, and offers field trips to college and university campuses. In addition, college outreach representatives visit our campus weekly to talk with students interested in learning more about their respective institutions. During the fall semester, the College Center hosts College Information Night, and during the spring semester, the College and Career Centers, in collaboration with our other cluster high school, Dorsey High, host a College and Career Fair at the local shopping mall for the entire community.

***Growth Need:***

More technology is needed to keep up with the demands for information and to provide students with access to up-to-date information.

***Community Representatives*** act as liaisons between the school and community by making home contacts regarding students' attendance and other school related concerns. They work diligently to involve more parents in school activities and are ultimately responsible for the phenomenal parent attendance at Advisory Council meetings, Saturday workshops, and the Saturday Success Academy.

***Growth Need:***

Increased parent participation.

***Community Service Program*** is designed to challenge students to become active community members and participating citizens in the global society. Its mission is to

cultivate an understanding of the needs of the community, to develop a sensitivity for making a difference in the lives of others, and to share time and talent to improve the quality of life in the school community, the community-at-large, the country, and the global community. Students can gain experience in service-oriented occupations and be able to make school to work connections. For each community service activity completed, students will write reflection papers that will be included in their Senior Portfolio, demonstrate an awareness of career possibilities by writing critiques of at least two different occupations, and develop and write a personal community-service plan. Beginning with the class of 1998, by the end of grade 12, all students must have completed a minimum of 50 hours of community service, all graduation requirements and have passed the four competency tests.

***Growth Need:***

A directory of available agencies, organizations, and businesses should be created to assist students in completing their community service hours.

***Counseling Office*** is staffed by the Assistant Principal, Secondary Counseling Services, three full time counselors, the Academy of Career Education (Perkins) coordinator/counselor, the bilingual coordinator/adviser, the Student Information Services (SIS) Coordinator, and computer clerk, and the records clerk and an office assistant who see the Crenshaw High School Counseling Office as a positive, collaborative learning environment that exposes students to all available resources, reinforces academic excellence through a curriculum that promotes critical thinking, advances technological and communication skills, and fosters multicultural understanding. The Counseling Office's motto is "**Students Are Our First Priority.**" The purpose of the Counseling Office is to develop, through a nurturing environment, students who are empowered with the knowledge and skills necessary to function in a global society. In addition to maintaining cumulative files and transcripts, counselors are responsible for assisting students with emotional, academic, and social needs; as well as assisting with discipline, proficiency testing, and academic as well as post secondary planning and programming. The Counseling Office staff works closely with other support personnel to help ensure students' academic success and personal growth.

***Growth Needs:***

Counselor/student ratio should be decreased in order to address the increase in the number of students with emotional problems.

***Concurrent Enrollment*** provides a flexible program that allows students to enroll concurrently in high school and adult school in order to enhance, supplement, or make up high school work. In addition, one of the high school counselors functions as a counselor for and liaison between the high school and the adult school.

***Crisis Intervention Team*** is composed of the school psychologist, counselors, deans, parent volunteers, the nurse, administrators, community representatives, students, teachers, staff and IMPACT trained staff members who provide immediate service during a school or community crisis or trauma situation.

***Growth Need:***

Ongoing training and regular meetings.

***Deans/School Police Personnel*** provide effective security and safety on campus. Together with an on-site probation officer who assists students with making a smooth transition into the school's program, the deans are supported by administrators, school police, faculty, campus aides, and parent volunteers in providing appropriate recourses to improve and enhance students emotional growth and self-control.

***Growth Needs:***

A referral form in triplicate, additional campus aides with clearly defined responsibilities, and a more effective telephone system in case of emergencies.

***Gifted And Talented Education Program (GATE)*** services about 244 students, ninety-four who are state-identified gifted. The goal of the program is for teachers to develop a flexible, individualized, differentiated curriculum appropriate to meeting the needs of able and underachieving students. This program provides an opportunity for this school to design a program in which all the students receive enrichment, and in which all teachers can work with gifted students.

***Growth Needs:***

More immediate screening, and a more, active organized program. Teachers need ongoing staff development in differentiated instruction, collaborative teaching, and flexible small group instruction.

*Health Office* provides health and emergency services to students and staff. The full-time school nurse maintains an extensive community based referral system which offers students physical and psychological services in such areas as teen pregnancy, counseling, and child abuse.

*Growth Needs:*

A paid, certified assistant for the nurse, expanded office hours, a multi-line telephone system, an SIS computer, and a copy machine.

*Impact Program* provides IMPACT-trained staff members who meet weekly to facilitate and/or co-facilitate student support groups. This program provides a proactive approach to early intervention and prevention and a clear, confidential process for students, staff, and parents and community to express concerns about students with problems which place them at risk. The groups include: substance abuse, students with addicted parents, teenage mothers, pregnant teens, gangs, grief management, gay and lesbian students and students with personal problems. Students are referred by teachers, counselors, deans, probation officers, parents, peers, or self-referred also. They are interviewed and placed into an appropriate group, or referred to an outside agency.

*Growth Needs:*

More publicity about the program so it can meet the needs of more students and a more effective schedule of the times the groups meet so the same class is not repeatedly affected.

*JROTC Program* fulfills a physical education requirement, but more importantly, it helps students learn leadership responsibilities and team work. Students participate in discipline extensive training sessions such as first aid and emergency response training. In addition to providing service during school activities, JROTC cadets also participate in training sessions at military facilities and in various community functions and activities.

*Growth Need:*

A modernized and larger facility and ample storage space.

***LEARN Governing Board*** makes all major decisions concerning the school and consists of 50 per cent teachers (certificated) and fifty per cent parents and community members and classified staff, and one student representative from each grade level. The principal and the union's chapter chairperson co-chair the board meetings. These meetings, held on the first and third Tuesdays of the month, are open to everyone, but only elected board members consent or vote on decisions. Each member serves for two years.

***Growth Needs:***

A system that includes requesting agenda items, publishing the agenda a week prior to the meeting, publishing the minutes or results of the meeting, and distributing copies to all stakeholders.

***Library*** supports and enriches the school's curriculum. It is used for research, group projects, and recreational reading and viewing. It is open before and after school and during nutrition and lunch. Library orientation sessions provide instruction in library usage and reference and resource materials for all 9th grade English classes. The library collection presently numbers over 12, 000 books, fifty magazine subscriptions, two daily newspapers, 500 videotapes, and a vertical file. There are computers with CD-ROM's for research, a copy machine for students, and typewriters and other computers for word processing..

***Growth Needs:***

A paid, full-time library assistant to guarantee extended hours, an up-to-date card catalog, up-to-date resource materials, and modernized technology with access to the Internet and up-to-date software.

***Multi-Cultural Human Relations Program*** proposes to create a school culture that celebrates diversity and supports unity. Its mission is to develop students' appreciation of other cultures, while exploring self-awareness and ethnic pride, and to encourage students to think critically about their individual strengths and personal aspirations within a multicultural, multiethnic, global society. Students participate in activities, such as constructing bulletin board displays, making P.A. announcements, conducting and participating in contests, listening to and interacting with guest speakers.

***Growth Need:***

More multicultural activities must be integrated into the instructional program to increase students' awareness of each other.

***9th Grade Houses Program*** was implemented this school year to address the challenges that incoming 9th graders presented. It is designed to provide 9th grade students with opportunities to work and develop in a collaborative and nurturing teaching-learning environment that addresses the needs of the "whole-child" through the intervention, guidance, and coaching of faculty/staff teams.

***Growth Need:***

Extra counselors or teacher advisers, smaller class sizes, more team teaching and planning, and meeting on a regular basis.

***Psychological Services*** are provided by a full-time school psychologist, who provides an effective support system to ensure students' academic and emotional success. The psychologist assists with emergency social/emotional needs and refers students to community-based services as the need arises. Assessment services are also provided to insure that students with special needs are appropriately placed in order to receive designated Special Education services.

***Growth Need:***

A psychiatric social worker to address students emotional and psychological needs.

***Pupil Services Attendance Counselor*** receives referrals from teachers and support staff to provide direct outreach service and/or case management activities related to students out of school or in danger of dropping out. He follows up on students with extended or excessive absenteeism by visiting homes, consulting with probation and law enforcement personnel, protective services and other social workers, and he also confers regularly with other school staff. In addition, this full-time counselor is called upon in these areas- enforcement of compulsory education laws, development of attendance motivation, student welfare, neglect, and abuse concerns, liaison with community, counseling, and service organizations/agencies, and liaison with the juvenile court and adult justice systems.

***Growth Need:***

An up-to-date system for identifying potential problem areas for students.

***Reading Improvement Program*** insures high quality literacy instruction in a print-rich environment. Students enjoy books in social contexts to become lifelong readers, read to learn in the cognitive setting where they plan and monitor their learning, and understand why, when, and how they are using reading strategies, and resources. Students actively participate in needs assessments, a voluntary Sustained Silent Reading Program, reading contests, and after-school and Saturday tutorials. In addition, teachers and paraprofessionals participate in ongoing reading improvement workshops.

***Growth Need:***

A full-time reading resource specialist is needed to work with students directly in the classroom.

***Saturday Success Academy*** was designed to create a place where students could practice basic information processing skills (listening, speaking, reading, writing, and thinking) by relating prior knowledge to interesting areas of study. Its purpose is to provide instruction that improves academic success for selected students in areas where specific weaknesses are identified by staff and parent referrals, and/or evidenced from norm-referenced tests or report card grades. The mission of this program is for students to develop confidence in their ability to plan and monitor their learning by engaging in and connecting with challenging, relevant student-centered learning situations. In this program, students must attend two ninety-minute classes for ten Saturdays in order to earn 2.5 credits. Some of these classes include creating and dramatizing poetry, developing and implementing a study plan, demonstrating understanding of the scientific process, developing a set of math expressions, acquiring computer skills, improving reading comprehension, producing a newsletter, developing law and ethics biographies, creating story maps, and developing a strategic plan for success. At the end of the first semester of the program, approximately (40) forty participants successfully completed and 11 graduated from the program.



***Growth Need:***

More student interest and parent participation are needed. In addition, teaching/learning strategies implemented in the Saturday Success Academy should also be implemented in the regular classes.

***SB 813 Counseling And Guidance Program*** was initiated to supplement academic advisement, counseling, and guidance for 9th and 10th grade students and their parents. The program provides counselors an opportunity to systematically review each student's academic performance prior to the end of the 10th grade, or by the time the student reaches 16 years old to meet with the student and parent/guardian, if possible, and to discuss the student's progress and the educational options available to the student during the final two years of high school.

***Growth Needs:***

Counselors need to be available one or two evenings a month and need to maintain students' Personal Educational Plan (PEP) in the students' cumulative folders.

***Special Education*** department presents all state-required subjects to its students as governed by their Individual Education Plan (IEP). Course work represents the essential core of learning experiences provided to all students. In addition, Special Education elective courses augment the electives offered by the regular school and promote a personal and individualized approach to learning. The Special Education department assures access to and success within an integrated, meaning-centered curriculum. In addition to two regular Resource Specialist teachers, there are two Resource Specialist Inclusion teachers and their Special Education Trainees/Assistants who service Resource students in regular classes. The presence of another certificated teacher in the classroom has been beneficial to Resource students and to regular students who need extra assistance.

***Growth Needs:***

Larger classrooms and student access to computers. Ongoing training for all regular education teachers in order to better serve mainstreamed and/or inclusion students.

***Student Information Services (SIS)*** is actually the "pulse" of the school. Current and past information are maintained for each student. This information includes demographic information, emergency information, attendance, grade/progress reports,

immunization information, test scores, language classification, special program designations, and discipline proceedings. In addition, the school's master schedule, teachers' schedules, and students' program of classes are also included.

***Growth Needs:***

More up-to-date grade scanner, personnel to coordinate a tardy process, and more staff in services on attendance-taking procedures and grade roster preparation.

***Title I Program*** is a federally-funded, compensatory education program that works to develop literate students, by focusing on improving reading comprehension, math problem solving, critical thinking skills abilities, and the computer skills needed to go from school to work. The goal of the program is to align the school's curriculum with the state frameworks, Goals 2000, and The Superintendent's *Call to Action Plan* in order to provide an enriched curriculum that assures learning for all students. The program provides enrichment through tutoring before and after school and the Saturday Success Academy. In addition, staff developments and professional development activities are integrated into the schoolwide plan. Parent workshops provide parents with information and skills needed to help their child(ren) improve in reading, mathematics, and critical thinking skills. Ultimately, the goal of the Title 1 Program is to have seventy-five per cent of our students score at or above the 50th percentile by the year 2000.

***Growth Needs:***

To improve norm-referenced test results by two points each year, to provide Internet access for all classrooms, Internet training for all teachers, and two or more computers in each classroom, and to increase parent involvement.

***Work Experience Education Program*** illustrates the cooperative endeavors of school and community in preparing high school students to become productive citizens. The program is the joint responsibility of the school, the employer, and the student employee, and it involves the student's employment in an actual job that has adult standards of performance and is scheduled at the end of the regular school day. In addition, credit is only granted when Work Experience Education is approved, programmed, coordinated, and supervised by a school representative and is satisfactorily performed by the student. One hour per-week of related classroom instruction is mandatory, and students with weekends-only work location permits are not permitted to enroll. In addition, it is recommended that student employees obtain

their on-the-job experiences at least three school days each week. Presently, there are (72) seventy-two students enrolled in Work Experience Education, but classes are usually larger at the beginning of a semester.

***Growth Needs:***

Supplementary teaching aids related to career directions and appropriate on-the-job conduct.

***Growth Needs:***

An increase in art and music classes, a significant reduction in the counselor/student ratio, an increase in parent involvement and participation, and utilizing effective methods and strategies for making more students and parents aware of and provide greater access to school and community services.

Rubric placement- between 2 and 3

***D-2 Do students have access to a system of support services, activities, and opportunities at the school and within the community.***

***Strengths:*** Along with the fully staffed counseling and health support services mentioned above, students and their families also have access to many health agencies and service organizations in the community, such as the YWCA and the Urban League. Local and national colleges and universities provide opportunities for students to participate in summer, concurrent enrollment, or accelerated honors programs. In addition, local colleges, universities, and community organizations provide scholarships and ongoing outreach programs through our College Center. The Academy of Career Excellence (formerly Perkins Tech Prep) Program shares articulation agreements with Los Angeles Trade Technical Community College in Graphic Arts and Fashion Design (with an agreement pending for Food Catering), West Los Angeles Community College in Office Technology, and Los Angeles Community College in Telecommunications.

The academic teams, sport teams, visual and performing arts students, and student-operated entrepreneurial ventures have earned many accolades for the school. From the horticultural class, the "Food From The Hood" salad dressing business venture has received local and national news coverage. "Cougar Catering," a new business

project, is another student-operated enterprise that developed from the food service classes. Students have prepared and served their delectable creations at a variety of school and cluster functions.

The Speech and Debate Team has qualified more than twenty students for the state competition, and the team has acquired many individual and team awards at various competitions. Last year they earned a first place award at the Southern Area High School Forensic Competition. Members of the Academic Decathlon Team compete annually in the district wide Academic Decathlon competition and the Super Quiz. The Crenshaw Elite Choir performs for various community events and has been featured on several nationally-televised television shows, such as "The Image Awards." Even the movie, "Sister Act 2," was loosely based on our outstanding choir director's career at Crenshaw High. In addition, the choir has traveled and competed nationally and internationally. After performing for Prince Charles during his visit here in 1995, the choir was invited to Buckingham Palace and to perform for the Queen of England.

Although all students have access and opportunities to become members of an organization, our sports teams and other school organizations are only adequately representative of students of all ethnic groups. Male and female athletes, the cheerleaders, and other students who are members of school organizations must earn the right to participate in team/organizational activities by demonstrating outstanding performance in the classroom and in their respective groups. One athletic team that renders commendable performances in the classroom and on the court is our Varsity Basketball team. Over the years, they have won many city and state championships and have achieved statewide and national recognition for their outstanding coaching and exceptional athletic performances.

Staff and parent participation in extra-curricular activities is evident through extensive supervision of activities, such as sports events and school dances. Additionally, Back-To-School Night and Parent Conference Nights are also well attended by staff and parents. Parents are also members of the LEARN Governing Board, the Compensatory Education Advisory Council, the Bilingual Advisory Council, Booster Club, and the Crenshaw High Parent Volunteers, who assist with hall supervision, home contacts, acquiring up-to-date demographic information, and as cafeteria volunteers during nutrition and lunch.

***Growth Needs:***

The school needs to host more family health fairs and establish more programs that provide health services, individual tutoring, campus beautification, parent education, group and individual counseling and parent/teacher conferencing. We need more teacher involvement as activity/organization sponsors and more parent participation on campus as chaperones and co-sponsors. We need to improve services in offices and safety on campus.

Rubric placement - between 2 and 3

***D-3 Does the school leadership employ a wide range of strategies to encourage parental and community involvement.***

***Strengths:*** The establishment of a comfortable, centrally located Parent Center has been instrumental in providing parents with a welcoming environment on campus. Many parents have occasionally volunteered during the school day and others volunteer on a regular basis. Even though the number of parents involved during the day is limited, the quality of participation is outstanding. Parents and community members who work in the Parent Center have become liaisons for the faculty and staff by making home contacts to update student information and investigate extended absences, by assisting with hall and nutrition supervision, and by assisting with student processing during lunch. In addition, every year the Title I Office hosts a luncheon for the Grandparents Club, since many of our students' grandparents are their primary care givers.

Parents regularly function in advisory or supervisory roles during advisory council meetings, budget, discipline, and attendance committee meetings, booster club activities, and student activity supervision. Committees comprised primarily of parents, teachers, and students were instrumental in the formulating the new dress code policy and revising the discipline policy.

The school regularly communicates with parents and the community, in English and in Spanish, about information on the school calendar, upcoming programs and events, and district, cluster, and school policies, procedures, and activities. This information is delivered through a variety of media- the Principal's Newsletter and administrative correspondences, individual programs' newsletters, the Phonemaster, the school's marquee, and memos from individual teachers. In addition, during advisory council

meetings, teachers, bilingual educational aides, and district personnel anchor audio equipment are used to assist with translating for non-English speaking parents.

***Growth Need:***

Increased parental participation is needed and improved communication between the stakeholders, especially between school employees and the community is a major goal. Also, we need more effective strategies for obtaining accurate student information and a better system for verifying that information.

Rubric placement - between 2 and 3

***D- 4A      What are the human, material, and financial resources as well as facilities available to the school.***

***Strengths:*** The school makes the best possible use of all of its internal and external resources. As described above, human resources provide students with a variety of support services that assist them in their academic and personal achievements. A number of financial resources are available to improve and enhance curriculum and instruction and to assist us in our efforts toward reform. Lastly, the physical plant is quite spacious and is excellently maintained in spite of the cutbacks in our custodial staff.

Under the LEARN process, the budget committee has the responsibility for accepting proposals and allocating the school's financial resources to provide a rich and meaningful instructional program for all students. SB 1882 funds are available to teachers for professional growth. Title 1 funds are used to assist teachers with enhancing instruction, improving learning in language arts, mathematics, and critical thinking, and providing access to computer technology and to the Internet. *Goals 2000* monies are used for activities that enhance and improve student achievement. SB 813 funds provide additional counseling and guidance services to 9th and 10th grade students and their parents. Student Body funds are used to support student activities. The IMA 4170 (Instructional Materials Account) is used to purchase supplies and paper for each department. Finally, accounts 4111 and 4152 are designated for textbook purchases. Donations are made to the school for specific activities or programs, and that money is held in trust accounts.

**D-4B**      *Are these resources sufficient and effectively used to support students in accomplishing the ESLR's?*

The school's facilities are available at least six days each week to students, staff, and the community. The Saturday Success Academy uses classrooms in the main building and the library (10) ten Saturdays during each semester. School, community, and professional organizations, such as the Council of Black Administrators (COBA), National Alliance of Black Educators (NABE), and SAT testing use the library, classrooms, and/or the multi-purpose room on a regular basis. The boys' and girls' gymnasiums are used daily in the evenings and on Saturday for Youth Services activities. Finally, the physical education fields and courts are regularly used by school personnel and community members.

***Growth Needs:***

Need an auditorium, an enclosed eating area, better cafeteria service, upgrade and better equip the science laboratories, an adequate copy machine for every department, more parental assistance and active involvement.

Rubric placement - between 2 and 3

**MAJOR GROWTH NEEDS/TIME LINE**

1. More parent participation/ *Spring 1997*
2. More new computers and new software/ *Fall 1997*
3. More effective system for informing more students and parents of the services available on campus and in the community/ *Spring 1997*

**SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH  
NEXT STEPS AND FOLLOW-UP**

GOAL	ACTIVITY	TIMELINE	RESPONSIBLE	RESOURCES
1. More parent participation	Increase calling parent regarding activities --more workshops for parents	Beginning Spring '97	Title I Office, Parent Center, Grandparents Club, Counseling Office	Title I funds, SB 813 compensation
2. Technology-more up to date computers and software	Buy computers with up to date software for various departments	Beginning Fall '97	Technology Committee Title I Office	Title I funds, Grants
3. More effective system for informing more students and parents of the services available on campus and in the community	List programs available to students upon enrollment and provide longer hours for current programs.	Beginning Spring '97	Program Coordinators, Administration	Public Service Announcements in local newspapers and on community radio stations, flyers, pamphlets or booklets, school bulletin and public address system



ASSESSMENT AND  
ACCOUNTABILITY

WASC 27231



# FOCUS GROUP E

## Assessment and Accountability

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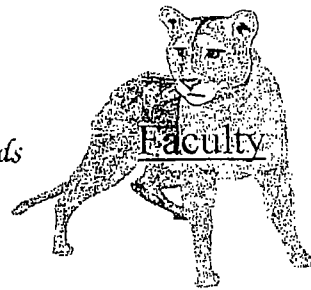
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 Calvin Abbott

### Administrator

Yvonne Garrison

### Students

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 Willie Vasher



Gary Grzebien  
 Grace Jordan  
 Jessica McGruder  
 Charles Oshiro  
 Lagatha Payton  
 Theodora Simpson  
 Edward Small  
 Anthony Solomon

### Parents

Ms. Aiken  
 Ms. Boykin  
 Ms. Evans  
 Ms. Frierson  
 Mr. Malcolm  
 Ms. Richards  
 Ms. Snordon

### Students

Robert Battles  
 Aisha Kennedy  
 Dario Loeb

Effective Fall 1996



**ASSESSMENT AND ACCOUNTABILITY**  
**Focus Group Summary Report**

***Section I: Structure, Function And Process Of The Focus Group***

Our group was composed of thirty-two persons: sixteen teachers (representative of all subject areas), five students, seven parents, four staff support members and one administrator. The group met as a whole on two occasions, however, after securing the concerns of the staff, students and parents; teachers continued to meet and complete a rough draft of our report. The rough draft was then presented to the whole group for revisions, additions and rewrites and submitted to the self-study coordinator.

We began meeting in March 1996. At the first meeting, we were serviced on using the Western Association of Schools and Colleges. "Focus on Learning Criteria." We continued meeting on pupil free days, after school and on two Saturdays. We also had two (2) evening meetings with the parent advisory council. In our large group setting, we responded to Sections I, II and III, and by consensus decided upon the evidence we would examine. In subsequent meetings we were divided into three subgroups: each charged with the responsibility of responding to one of the three criteria. Each sub-group reported its findings to the primary focus group at our large group meetings. This process resulted in group consensus regarding Crenshaw's placement on the rubrics and Crenshaw's school wide growth needs as they pertain to Assessment and Accountability.

***Section II: Elements Of The Student/Community Profile Related To This Category Of Criteria***

We pulled the following elements from the Student/Community Profile to use in our discussion of the Assessment and Accountability Criteria: June 1996 Report Cards, Student and Teacher Attendance, Saturday Success Academy, Block Scheduling, Pupil Service and Attendance (PSA) Counselor, Extra-Curricular and Co-Curricular Accomplishments, Title I funding, and Parent Surveys.

***Student Report Cards June 1996***

The information we collected showed that as of June 1996 at least one-third of our 9th and 10th grade students had failed at least two classes. This trend continued through the five and ten week report card for the Fall semester. Excessive student

and teacher absenteeism, obviously, impacted student performance and is a primary concern at Crenshaw.

### ***Saturday Success Academy***

This instructional program was added in an effort to break the failure cycle. This program's purpose is to provide intervention learning seminars (8-20 students each) for those students who are not performing well in some of the core subjects. Students interested in enrichment classes are also invited to attend.

An important element of the Saturday Success Academy is the use of paid peer tutors in each class. Some of the 1997 peer tutors are alumni of our first Saturday school program which was offered during the 1995-1996 academic year.

### ***Block Scheduling***

To enhance the instructional program, block scheduling began during the 1995-1996 school year. While some teachers report that the two hour block classes facilitate more authentic assessment activities (i.e. laboratory experiments, culinary preparations, and art productions), others feel that the block period does not enhance their instruction as it is not conducive to the subject matter (i.e. mathematics). Whether block scheduling has had a positive effect upon student performance or not remains to be seen. Analysis of grades and testing scores over a period of time will determine whether or not the block scheduling has made any impact on student performance.

### ***PSA Counselor***

Crenshaw has addressed the attendance issue by hiring a Pupil Service and Attendance Counselor. Staff members and parent volunteers contact the homes of absent students daily. Although our attendance is below the district's goal, Crenshaw received an Attendance Improvement Award from the Los Angeles Unified School District for the academic years 1994-1995 and 1995-1996.

### ***Extra-Curricular and Co-Curricular Activities***

The staff recognizes the importance of parents in the educational process and encourages their involvement in a variety of ways. Our athletic events draw many parents and other community members to our campus. The parents are very supportive and interested in the academic and athletic success of our children. The Crenshaw High School Elite Choir, also garners much parental interest and support and our annual student art show is always well attended.

### ***Title I Funding***

Title I funds have been used to purchase a Phonemaster facilitating direct communication with the students' parents/guardians in their home language.

### ***Parent Surveys***

Based upon the 1993 Parent Needs Assessment, changing meeting dates and times were rewarded with an increase in the number of parents/guardians attending Parent Orientation. Our meetings are before school, after school, and evening. We also host Parent Workshops.

### ***Section III: Evidence Examined***

#### ***E-1***

- Faculty Surveys
- Departmental Final Exams
- Student Observations
- Quizzes
- Instructional Assessments
- Student Projects
- Classroom Observations
- Instructional Strategies (hands-on activities)
- Student Prepared Lessons
- Portfolio
- Student Journals

#### ***E-2***

- CTBS, SAT, PSAT, ACT, WRITE, TOPICS, and SHARP Test results
- LAS English and Spanish Test results
- KTEA
- Departmental Pre and Post Assessments
- IEEE's
- Student and Parent Surveys
- School Accountability Report
- Parent Conference Night Summary, Comments
- Report Cards

*E-3*

California State Frameworks  
Superintendent's Call to Action Plan  
Title I Program  
Resource Programs  
Special Education Plan for Mainstreaming (Inclusion)  
Community Service Program Requirements  
Crenshaw High School's to Work Program  
Crenshaw High School's Vision and Mission Statements  
Crenshaw High School's School Wide Expected Student Learning  
Results (ESL's)  
Available Technology  
Attendance Data

*Section IV: Conclusions And Rubric Placement*

*E-1A      Do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices?*

The recent survey circulated by our focus group to all teachers at Crenshaw indicated that the majority of teachers employ traditional assessment strategies such as: quizzes, tests, final exams, research papers, and oral presentations. Some teachers have incorporated more authentic assessments strategies for assessing student learning and achievement. These include, but are not limited to, mock trials (AP English), mock Congress, student-created learning games, student presented lessons, field trips, mock talk shows, student portfolios, cooperative learning, group projects, open-ended questions and student generated projects. Individual teachers in some departments give pre and post assessment exams which they have created based upon the department Expected Student Learning Results.

The Foreign Language and English departments are in the process of implementing pre and post diagnostic exams. The Mathematics department currently uses pre and post assessment tests for determining students' skill level, thus providing math instructors with vital information intrinsic to tailoring the curriculum to meet the needs of the students.

The Mathematics department's concern regarding the number of "fails" in Integrated Mathematics IA and IIA resulted in the extension of these classes from the standard two semesters to three semesters. This action was due in part to the demonstrated

low skill level of the students and in part, to the rapid pace of the course. The extension will "slow the course down," allowing instructions to fill in learning gaps, re-teach difficult concepts, and to re-enforce acquired skills. It will also provide remediation without denying access to college preparatory classes. The students will satisfy their high school math requirements and earn five additional elective credits. The Mathematics Department has taken bold steps in an effort to meet the needs of our students. In essence, they have augmented LAUSD course guidelines in that the additional semester of Integrated Math IAB and IIAB must be listed as other classes: Investigative Math A and Problem Solving Math A respectively.

The Physical Education, Special Education and Bilingual Education departments already employ standardized diagnostic and mastery assessments as mandated and provided by State and Federal laws and guidelines. The Special Education Department uses the KTEA as a diagnostic tool. Students placed into the Special Education program, an Individual Education Plan (IEP) is established and reviewed annually as mandated by the Federal Government. Lack of compliance, as evidenced by **Chanda Smith vs. The Board of Education**, can result in severe consequences, not the least of which is the loss of Federal funds. Crenshaw has hired a Special Education Case Manager specifically to ensure that we are in compliance with all Federal and state guidelines. The Bilingual Program is also regulated by the Federal government. The LAS Spanish and LAS English exams are designed to assess skills level both in the primary language (Spanish) and the target language (English). Once the student has completed the English as a Second Language (ESL) program, he/she must demonstrate a minimum level of English mastery in order to be mainstreamed in the English-only core classes. The LAS Redesignation exam, as well as teacher evaluation, determine when the student has successfully mastered enough English to enjoy success in the English-only classes. The intent of the diagnostic exams is not to "track," but to provide counselors and teachers with information which would ultimately allow teachers to customize the instructional program to meet the needs of each student. Final mastery exams, to be given within each department, would ensure that all teachers within the department are teaching to the ESLR's of the discipline. Mastery exams will hopefully eliminate social promotion.

The Business Department, Visual and Performing Arts Department, Computer Science, Industrial Education Technology Department (comprised of Auto Mechanic, Home Economics and Culinary Arts, Graphic Arts and Electronics), in addition to traditional assessment strategies, employ authentic assessment techniques inclusive of group projects, individual projects and the portfolio. The Industrial Education

Technology Department has developed a performance level rating scale using the following scale: **exceptional** - far exceeds job standards even on some of the most complex parts of the job, **commendable** - consistently meets all job standard quality in all the key functions of the job, **competent** - consistently meets all job standards, **marginal** - overall work does not meet minimum job standards. By using these assessment strategies, teachers are able to evaluate parts of the completed product, assign levels of competency at stages and total evaluation upon completion.

The Social Studies and the Science Departments have modified their instruction, by bringing into the classrooms, guest speakers, newspapers and magazine subscriptions to enhance the learning.

Selected classrooms in mathematics, English, science and computer science have access to the Internet: thereby, providing a different mode of learning and providing students with computer skills needed to go from school to work. The Learn Governing Board has approved \$25,000, of the block grant received this school year, to be used to complete the wiring of additional internet capability. By the end of this school year, it is our goal for all classrooms to linked to the internet, computers available for student use in all classrooms, and staff training on the use of the internet to improve student learning.

The assessment tools we used to measure growth were: CTBS(U) test results, BEST test results and report cards. We saw that at least one third of our student populations had two or more fails. The majority of the fails were in Integrated Mathematics and Integrated Science. Some of the fails indicated a correlation between attendance and achievement. Workshops were conducted that involved staff, parents and students in the process of improving student achievement. CTBS and BEST test scores were made available for teacher, parent, and counselor use. Test results are mailed home to the parents at the beginning of the school year with detailed explanation of the test results and the opportunity for parents to arrange a conference for additional clarification. Enrichment through tutoring before and after school was also provided to students.

The Saturday Success Academy was made available to every parent and for every student who had at least two fails on his/her report card. The first Saturday Success Academy enrolled one hundred plus students and the present Saturday Success Academy resulted in sixty four students earning two and one half credits for the February 8th Culmination. Ten parents received certificates for Computer Lab through the Saturday Success Academy.



An example of a project that integrates all subjects is **FOOD FROM THE HOOD**. The areas of economics, business, leadership, English skills, nutrition, community service and organic gardening are all explored through this student run business.

*E-1B Do students use assessment results to modify their learning in order to enhance their education process?*

Some assessment results motivate some students to modify their learning behavior in order to enhance their educational success. Others, due to factors beyond the scope of our school personnel do not appear inspired to modify their learning behavior in order to enhance their educational success.

The athletic program at Crenshaw is very successful. The desire to remain eligible motivates our athletes to modify their behavior in order to maintain a high grade point average. Some instructors believe that athletes seek out less challenging classes in order to maintain eligibility. The coaches seek input from the teachers in order to ensure that their athletes are succeeding academically. Prospective team members circulate a progress report immediately prior to the official start of the sport season. Periodic progress reports monitor the athlete's performance throughout the season. The coaches encourage the athletes to attend tutoring (made available through both Magnet programs and on a voluntary basis by teachers for EIS credit).

College-bound students who graduate and are accepted into colleges and universities are constantly modifying their learning behaviors. While there is no way to measure or quantify how or how much these students change, it must be concluded that the students have learned to adapt themselves and adjust to a variety of environments, personalities and academic challenges.

Results of students passing the Sharp, Write and Topics Competency exams are posted in the Counseling Center. Individual CTBS results are mailed home to parents/guardians. Programs are designed to ensure that each student has the opportunity to meet all requirements necessary to graduate.

In Fall 1996, 9<sup>th</sup> graders were programmed into "houses" in an effort to create a smaller and more intimate environment. The hope was that these "houses" would provide the in-coming freshman more time and support to adjust more easily to the rigors of high school. In other words, we modified the students' learning environment in order to improve their chances for success. As indicated in the

Community Profile, at least one-third of our 9<sup>th</sup> and 10<sup>th</sup> graders failed at least two (2) classes. The cause of this high failure rate has yet to be determined. It is the consensus of this group that poor attendance, failure to adjust to new environment and immaturity are just some of the reasons that our 9<sup>th</sup> and 10<sup>th</sup> graders are not succeeding. Further, students are not required to demonstrate mastery prior to entering high school: throughout the primary grades the students are not held accountable.

In discussing E-1B, we noticed that evidence collected had nothing to do with the students. Instead, our evidence revealed that teachers modified the instructional program to accommodate the weaknesses of the students. Some teachers allow students to re-take examinations or make-up missing assignments. In most cases, the student was not interested in whether or not he/she had mastered the concepts but with how a grade could be improved. Make-ups and extra credits did not provide additional learning experiences, but were insurance against a "failing" grade in the class.

*Growth Needs:*

We as instructors, administrators, and parents need to find the "hook." We are making an effort to encourage the students to see themselves as stakeholders in the education process. We post the Honor Roll and recognize the students who have outstanding attendance. We reward those students who are consistently in compliance with the dress code. In addition, we have Senior Awards, Silver Seals, Gold Seals and the Knights and Ladies organization. The Cluster has implemented the Access program with a pilot group of sixty (60) students.

Although we are interested in getting the children to "buy in" to the education process, it appears that the students do not see themselves as stakeholders in the education process. (Many of the extracurricular programs, while beneficial to the students, are causing havoc with the Master Schedule) Many of the children are not held accountable for their own academic success.

Rubric placement - between 1 and 2

***E-2A Do the school, district and community regularly review student progress toward accomplishing the expected school wide learning results?***

The school, parents and students most frequently review student progress toward accomplishing the expected school wide learning, results. Parent conference nights are held each semester, along with Back to School Night and Open House. We distribute to parents and students eight (8) report cards per academic year. Parents also receive phone calls from classroom teachers to discuss and monitor student progress and achievement. Instructors keep parents informed by sending home Unsatisfactory as well as Complimentary notices. The Cluster, the principal and department chairpersons review department grade distribution and set assessment improvement goals each year.

At the beginning of each semester course outlines detailing the proposed plan for achieving the expected school wide learning results are distributed to parents via the students. Unfortunately we cannot guarantee that the students will deliver these materials to their parents. These outlines, along with sample lesson plans and teacher portfolios are monitored and reviewed by the administration. In addition, final exams, sample lesson plans, course outlines and other assessment tools are kept on file as evidence of compliance with department and school standards.

***E-2B Are assessment results reported regularly to the entire school community?***

There are various instruments used to review student progress toward accomplishing the expected school wide learning results. Norm-referenced tests (ASVAB, CTBS, Aprenda); Qualifying exams (SAT, ACT); Competency tests (Sharp, Write, Topics); and Placement or "Waiver: exams (AP Exams. KTEA) are administered throughout the year. Where relevant to our instructional program, test results are reported and reviewed. However, a systematic process for all stakeholders to review assessment results does not exist at this time. The ASVAB is a military exam administered and reviewed by the military for its own purposes.

The results of the CTBS (which will be replaced this year with the Stanford Achievement Test) for all schools in the district are published annually in local newspapers. CTBS results were made available to the counselors, department chairpersons and Title I personnel in order to best meet the programming needs of each student and to guide allocation of resources. School and department results are

housed on campus and made available to the faculty while individual student results are mailed home to the parents. Discussion of results rarely if ever occurs between school personnel and parents.

The Sharp, Write and Topics competency exams are given frequently throughout the year to seniors. Graduation from high school is contingent upon a passing score on all of these assessments or the CTBS equivalent. For this reason, test results are received quickly and reported throughout the year.

Some standardized test results are received too late to be useful. Other results, such as from the SAT, ACT or AP exams are sent to Graduating seniors. While we do provide tutoring seminars to assist the students in their preparation for the exams, we do not use the results to modify our instructional program. In addition, the majority of qualifying exams are taken by seniors only once. As a result, we have insufficient data for determining whether or not our instructional programs are having any impact upon student achievement. If the PSAT was made mandatory, then we would be able to compare individual scores in order to determine whether or not our programs are accomplishing the expected school wide learning results.

Further, assessment results should drive our instruction. Unfortunately, standardized test results are received too late for us to modify our master schedule. We do not always have flexible class offerings nor do we have information vital to correct student programming.

### ***RUBRIC PLACEMENT: 2***

#### ***E-3 Does the assessment of ESLR's drive the school's program development and resource allocation?***

The school uses various assessments to share school wide learning results including, but not limited to, the Graduate Career Portfolio for seniors. The Graduate Career Portfolio assures that seniors will be able to display their skills in utilization of resources, interpersonal relationships, acquisition and use of information, understanding complex systems, and the use of technology as substantiated through the portfolio that attests to their individual achievement. We also use student course work portfolios and report cards, the SHARP, WRITE and TOPICS exam results, achievement on the CTBS and analysis of the PSAT, ACT and SAT. In June 1996, the student's 20 week report cards indicated that at least one-third of our students were failing two classes. The Saturday Success Academy was implemented. We

used Title One funds to hire instructors as well as purchase supplemental instructional materials. Student achievement of the Expected Student Learning Results are used to drive developing programs and evaluate those currently in place.

*Our school wide ESLR'S:*

***#1 - Our students will be 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.***

Our school is composed of a diverse student body, therefore our school wide activities must reflect the diversity of our student population and their ethnic backgrounds. In response to this we have created the Dr. Martin Luther King Museum Committee. Group membership is open to all students attending Crenshaw. This group plans the school wide cultural events and activities. These activities foster cultural pride as well as provide constructive involvement and research improvement in both written and oral communication skills. It provides an avenue for students of varying ethnic groups to collaboratively, and cooperatively structure, plan and implement a program that will benefit the entire school community. Funds are allocated each year to this committee ensuring that their planned activities are successful.

We are also nationally recognized for our Food From the Hood program. This program, the brainstorm of one of our own science teachers, who after becoming quite concerned about the number of students underachieving in science and their lack of interest in the subject decided to try innovation. Food from the Hood is an entrepreneurial program through which students at Crenshaw High School own and operate a natural foods manufacturing company.

We also require each student to complete 50 hours of community service in order to qualify for a high school diploma. This requirement challenges our students to become active community members and participating citizens in a global community. We have employed a program coordinator to direct and oversee the dynamics of this program.

**#2- *Our students will be 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.***

We believe that using the student course work portfolio as an assessment tool has been very informative. Students, teachers and parents have an opportunity to examine course work and identify growth needs. The portfolio also allows interested parties an avenue to measure growth from one assignment to the next. Money is available to purchase materials necessary for the construction of portfolios when students cannot afford to provide their own. Portfolios are required for student evaluation in some classes. As part of the new teacher evaluation process (STULL) instructional portfolios are also required from teachers. Information in student course work portfolios is shared at Parent Conference Nights, Back to School and Open House activities, as well as daily teacher conference/preparation periods. Based on the dialogue at such meetings we have initiated a school wide tutoring program. Our staff, community volunteers and student tutors before and after school and during lunch. Teachers who avail themselves during non-salaried time periods receive monetary compensation through our school's Urban Classroom Teacher Program.

Our Speech and Debate team is soaring to greater heights. We won first place in the state competition in 1996 and with this honor, more students have become interested in Speech and Debate and have qualified for competition.

This team enhances the communication skills of students via debate, oral interpretations and original speeches. It also provides an avenue for constructive competition. However, evaluation of student essays, research and term papers continue to indicate that growth is needed. All of our departments have completed Department ESLR's driven by the school wide ESLR's and the assessment of student achievement. This Spring we will also offer a new English/writing class entitled Media Literacy. This class is interest based; students were pre-selected based on their interest in improving their writing skills and gaining experience in media operations/productions. Students will be allowed to work at their own pace. One of the goals of this class is to establish a radio broadcast program on campus. Students must conduct research as well as write and present the scripts for their broadcast.

**#3- *Our students will be 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.***

Not only do teachers recognized the need for growth in this area, but also the state, district and cluster have identified this area for immediate attention, hence our new integrated mathematics and science frame works. Our Math department has completely aligned itself with the new framework and our Science teachers have begun the training process. Last year the Science Department acquired a grant to provide funds for training and supplies. Our Social Studies curriculum was also restructured. This department is presently developing pre and post assessments to all align the department and provide continuity for the students. Money, was allocated to pay teachers to work after school and over the summer to align their curriculum with the new state frame works.

**#4- *Our students will be technologically skilled practitioners who have a working knowledge of computers and their many functions in the workplace and/or practical skills in one of the other craft areas and will be able to apply these skills as part of building a career.***

Assessment of this ESLR helped motivate the growth of the A.C.E. program. The Academy for Career Excellence is a School to Career Transition Program. It is part of a national reform movement and is funded by the Carl Perkins Applied Technology and Education Act. One of the goals of this program is to integrate academic and vocational subjects to enhance work-place skills and develop entrepreneurial skills. To date, this program boasts on the creation of two entrepreneurial campus endeavors: The Cougar Copy Center which is designed to provide graphic arts services to both school and the community at large and the Culinary Arts Catering Service which provides culinary, delicacies for sale at various school and community functions. This Spring the Culinary Arts Catering Service will be opening a restaurant on campus.

In addition to the Cougar Copy Center and the Culinary Arts Catering Service programs that receive their funds from a federal block grant, we at the local school level have also invested funds based on the needs identified by various assessment results and the recommendation of our Parent Advisory Council. To achieve technological preparedness, we have wired our school for on-line capabilities. The Parent Advisory Committee also approved the purchase of computers for each classroom and training for each teacher. We have contracted with a service provider and we are currently, planning the in-service training for all our teachers.

**#5- *Lifelong learners who appreciate the acquisition of knowledge and know where to go to acquire information.***

Our librarian provides orientation to teach students how to use the information in the library; enabling them to conduct research on the subjects of interest. As well, student research assignments document that a few of our students are familiar with the computer and Internet. We purchased computers for our library and students are now able to use the librarian computers to find out where information in the library is located. We also purchased the software used that provides academic readings, news articles, etc., on different research topics allowing students an opportunity, to use the computer to find a lot of the information they will need to conduct various research activities. Certainly, we hope the availability of computers in each classroom will help the students who have not been exposed to the new information explosion via technology and that they will carry these skills with them into their careers and communities. Teachers use the Internet in their classroom report that student achievement has increased Rubric Placement between 1 and 2

Rubric placement - between 1 and 2

***Growth Needs:***

1. We need a list of available tutoring schedules posted all classrooms and offices
2. We need more formal parent conference opportunities; maybe every eight weeks
3. We need to develop an effective assessment tool that will show to what extent students are achieving the school wide ESLR'S.
4. We need to in-service staff, parents and students on how to interpret assessment data and use it to drive instruction
5. We need to develop a follow up process that will allow us an opportunity to implement change more efficiently.



**ASSESSMENT AND ACCOUNTABILITY  
NEXT STEPS AND FOLLOW-UP**

GOAL	ACTIVITY	TIMELINE	RESPONSIBLE	RESOURCES
1. Develop an assessment tool that will allow teachers to establish benchmarks to exhibit the degree to which students are achieving the school wide FSLR's.	<ul style="list-style-type: none"> <li>o Develop common departmental pre and post tests.</li> <li>o Develop common departmental final exams by course offerings.</li> <li>o Item analysis on pre tests</li> </ul>	January 1997	<ul style="list-style-type: none"> <li>o Department chairpersons</li> <li>o Departments</li> <li>o Staff members</li> <li>o Testing coordinator</li> <li>o District personnel</li> <li>o Administration</li> </ul>	Teacher release time computers/printers xerox, scantron scanners testing coordinator
2. To train staff members on how to analyze norm referenced test results and how to use test results to drive instruction.	<ul style="list-style-type: none"> <li>o To provide test results to each staff member</li> <li>o Item analysis to demonstrate strengths and weaknesses</li> <li>o In-service staff development on exam</li> </ul>	January 1997	<ul style="list-style-type: none"> <li>o Testing coordinator</li> <li>o district testing personnel</li> <li>o Selected staff members</li> <li>o Selected parents and students</li> <li>o Administrators</li> <li>o A. V Coordinator</li> <li>o SIS Computer Operator</li> </ul>	Copy machine AV equipment Testing coordinator
3. Parents will have more formal conferences, more follow-up on progress and assessments.	<ul style="list-style-type: none"> <li>o Workshop-parent-specific strategies for helping students</li> <li>o Correlate date: parental involvement as relates to child's achievement/success</li> </ul>	January 1997	<ul style="list-style-type: none"> <li>o Department chairpersons, Staff</li> <li>o Administration</li> <li>o Parent/community group</li> </ul>	Title I
4. Develop student evaluation instruments	Student surveys re: program, classes teachers.	(ASAP)	Leadership	Survey software computer, scoring machine



**SCHOOLWIDE ACTION PLAN**  
**LEADERSHIP TEAM MEMBERS**

Arceneaux, Cynthia	Korich, Michael
Barton, Jeffery	Lespinasse, Leslie
Benmosche, Moss	Luckie-Moultrie, Anita
Boger, Harold	Marshall, Joseph
Braxton, Scott	Mims, Doris
Cannon, Ruby	Naazir, Aadil
Cheeseboro, Margarit	Noble, Yvonne
Clark, Warrenita	Payton, Lagatha
Cooley, Mary	Roy, Cassandra
Curren, Susan	Silverstein, Beverly
Davis-Edwards, Sharon	Solomon, Anthony
Edman, Giselle	Stevenson, Iris
Enciso, Alfie	Strong, Rose
Fuller-Green, Racquel	Walker-Deckard, Juanita
Garrison, Yvonne	West, Willie
Harris, Deidre	Washington, Odessa
Johns, Willis	Waugh, Muriel
Johnson, Murlene	Waters, Luther
Johnson, Jane	<b>Student Reps</b>
Jordan, Grace	Williams, Tamille

The school's Leadership Team, after reviewing all the findings including the growth needs/areas for improvement, and the school community will work towards the achievement of the following major goals and their accompanying sub-goals.

- **GOAL 1** Establish an **assessment** system that reflects varying learning styles(that includes multiple strategies) to drive the instructional program.
- **GOAL 2** To continue to develop the **academic program** to expose students to career and curricular paths.
- **GOAL 3** To improve the conditions of the **physical plant**. To improve the **safety** (students and staff) of the school.
- **GOAL 4** To continue **professional development** to improve the instructional delivery.
- **GOAL 5** To provide access to **technology/computers** to every student and provide the necessary training to effectively use the equipment.
- **GOAL 6** To provide strategies which increase **parent involvement**.

**SCHOOLWIDE ACTION PLAN**  
**ASSESSMENT**

**Area of Improvement:** We need to establish an assessment system that reflects varying learning styles (that includes multiple strategies) to drive the instructional program.

**Rationale:** In that most teachers are still using traditional assessments, more authentic assessments are needed.

**Student Outcomes(ESLR's):** Students focus on their goals, they will become independent critical thinkers and decision makers.

GOAL	ACTIVITY	TIMELINE	RESPONSIBLE	RESOURCES
1. Establish an assessment system that reflects varying learning styles.	Using appropriate standards: 1. Plan, develop and implement a course entry level skills/knowledge assessment tool to determine the matches and gaps in students previous learning  Based on state performance standards:	March 4, 1997  August 31, 1997 (revision as needed)  On-going	Department Chairpersons  Respective members of various departments  Assessment Coordinator Professional  Development Committee	1. California State Content and performance standards  2. Subject matter projects  3. Other states' system of assessment  4. Stanford diagnostic
	2. Plan, develop and implement a course exit level skills knowledge assessment tool to determine the	On-going		1. Norm referenced test results 2. Computerized grade

	<p>level of knowledge acquired during the year of instruction</p> <p>3. Each department devise a system of authentic/alternative assessment to determine the student proficiency level of achievement. (One such assessment should include multi-dimensional projects)</p>			<p>distribution (Stanford 9 Achievement Test)</p> <p>During on-going process Department chairpersons with members will determine assessment needs and communicate these needs to assessment coordinator</p>
<p>3. Establish a system that includes multiple strategies</p>	<p>Staff training in the following assessments</p>	<p><i>See Staff Development Section</i></p>		
<p>4. Articulation between Middle and Senior High School</p>	<p>Schedule meetings between schools</p>	<p>Each year in March</p>	<p>Program Coordinators Department Chairpersons Administrators</p>	<p>SB 1882 Title I Buses</p>

Evaluation/Assessment: Survey/evaluation form to be complete by all stakeholders each semester.  
Means of Reporting Progress: Professional development newsletters, minutes, and bi-annual meetings.

**SCHOOLWIDE ACTION PLAN**  
**INSTRUCTION**

**Area of Improvement:** There is a need to continue to develop the academic program to expose students to a variety of instructional strategies as well as career and curricular paths throughout the instructional program, so that students can make informed choices. There is also a priority need for all students to experience a rich, challenging curriculum that requires higher order thinking skills.

**Rationale:** Focus on Learning has stressed the need to prepare students with the skills needed to pursue their chosen career upon graduation from high school. The organization of career paths will help focus both course based ESLR's and students' personal learning goals on the development of career related skills.

**Student Outcomes(ESLR's):** As the career paths help focus both instructors and students on the development of skills with recognized usefulness in one's career, the acquisition of related knowledge will truly be "appreciated and lifelong learning will be encouraged.

GOAL	ACTIVITY	TIMELINE	RESPONSIBLE	RESOURCES
1. Continue to develop the academic program to include more inter-disciplinary instruction.	<ul style="list-style-type: none"> <li>• Various departments meet together to plan strategies for implementation</li> <li>• Department members establish voluntary inter-disciplinary teams</li> <li>• Teams establish timelines for planning implementation</li> </ul>	<p>By Spring 1997</p> <p>Fall 1997</p> <p>Fall 1997</p>	<ul style="list-style-type: none"> <li>• Department members</li> <li>• Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• State frameworks</li> <li>• Examples of model interdisciplinary instructional strategies</li> </ul>
2. Establish apprenticeship and internship programs for	Develop partnerships with community agencies and businesses resulting in	By June 1998-99	<ul style="list-style-type: none"> <li>• Career Advisor</li> <li>• Perkins Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• State Dept. of Education (for models of curricular path)</li> </ul>

career related skill development.	apprenticeship internship programs.		<ul style="list-style-type: none"> <li>o Counseling staff</li> <li>o Administrative staff</li> <li>o Instructional Leadership Team</li> <li>o Curricular Departments/Inter-disciplinary teams</li> </ul>	Experts from LEARN and LAUSD schools already employing paths
3. Increase number of Advance Placement and honors classes as well as those enrolled in "a-f" requirements	<ul style="list-style-type: none"> <li>o Each entering freshman will be required to take study skills classes</li> <li>o All entering freshmen will be given the option of enrolling in Honor classes</li> <li>o All classroom teachers will include enrichment activities as a part of their regular instruction</li> </ul>	By Fall 1997  Fall 1997  Spring 1998	Counseling staff Teachers G.A.T.E. Coordinator	
4. Professional development	[See professional development section]			

**Evaluation/Assessment:** Survey/evaluation form to be completed by all stakeholders each semester. The survey will measure school attendance, academic success as evidenced by improved marks and the pursuing of courses related to their self selected career path, showing students have been exposed to curricular paths.

**Means of Reporting Progress:** School LEARN Governing Board minutes, faculty and parent meetings will serve as a means for reporting progress. Data will be organized as a subset of the analysis of the current measures (e.g. exit assessment).

**SCHOOLWIDE ACTION PLAN**  
**PHYSICAL PLANT AND SAFETY**

**Area of Improvement:** There is a need to improve the conditions of the physical plant and safety of the school.

**Rationale:** While parents and students feel that the school is primarily a safe environment; students did express concerns about: Their safety coming to and going from school as well as concerns about isolated incidences of violence that may occur on campus, and ethnic disputes. We need to continue improving the appearance of the physical to create and insure a pleasant, clean, and healthy learning environment.

**Student Outcomes(ESLR's):** #1 A safe, pleasant environment will provide students with opportunities to become collaborative workers and community contributors who give the time, energy, and talent working with people of diverse backgrounds to improve the welfare of all members of the community. To become independent decision makers and critical thinkers.

GOAL	ACTIVITY	TIMELINE	RESPONSIBLE	RESOURCES
1. To improve the conditions of the physical plant.	Gather and use information from parent and student survey for stakeholders to develop and implement.  Use service students as hall monitors.	On-going	Attendance and Safety Committee  Student Leadership  JROTC and Knights and Ladies	All stakeholders and funding from LAUSD, LAPD, MTA, and time donated by  Community support people SB 1882 and Title I funding Student Body Fund



	<p>Have Student Leadership develop a clean campus strategy ie. Mural development and class adopt an area to keep clean.</p>			
<p>2. To improve the safety (students and staff) of the school.</p>	<p>To provide conflict management workshops. To become involve in the safe house program. Ongoing process for repairing and upkeep of the fences. Increase custodial staff</p>		<p>Attendance and Safety Committee Student Leadership JROTC and Knights and Ladies</p>	<p>SB 1882 and Title I funding Student Body Funds Seek alternative funding Seek funding source through LEARN program budget</p>

**Evaluation/Assessment: Survey/evaluation form to be complete by all stakeholders each semester**

**Means of Reporting Progress: Newsletters, school newspaper, staff and student leadership minutes, and bi-annual meetings**

**SCHOOLWIDE ACTION PLAN**  
**STAFF DEVELOPMENT**

**Area of Improvement:** Teachers need to continue professional development to improve instructional delivery.

**Rationale:** Students stated teachers don't know their subject and/or how to teach it. At least one-third of our students are failing.

**Student Outcomes(ESLR's):** All our schoolwide ESLR's are addressed

GOAL	ACTIVITY	TIMELINE	RESPONSIBLE	RESOURCES
1. Develop an instructional strategy plan that promotes a consistent language of instruction across disciplines.	select and attend interest specific workshops. Select a set of instructional strategies to be used in every classroom.	September - June; monthly, as pre-scheduled Schedule a set of instructional strategies that are taught each month. Schedule reinforcement of instructional strategies taught.	Staff Development Coordinator Staff Instructional Planning Committee	GOALS 2000 LAEP SB 1882 Mentors Outside Experts
2. Teachers will be a resource for each other—promote collaboration, teaming, inter-disciplinary sharing	Classroom visitations plan and develop workshops deliver presentations	September - June; monthly, as pre-scheduled	Staff Development Coordinator Staff Instructional Planning Committee	GOALS 2000 EIS LAEP SB 1882 Mentors
3. Increase attendance	Conduct staff survey	Each year in	Staff Development	SB 1882

at staff development workshops/conferences. Results or information needs to be shared with the department and/or faculty.	distribute staff development workshop schedule	October and April Each year in June	Coordinator Instructional Planning Committee Staff	Mentors  GOALS 2000  EIS
4. Articulation between Middle and Senior High School will occur	Schedule Meetings between schools	Each year in March	Program Coordinators Department Chairpersons Administrators	GOALS 2000 SB 1882 Title I

**Evaluation/Assessment:** Samples of student work, notes and products that reflect a finite set of learning strategies.

**Means of Reporting Progress:** Professional development newsletters, minutes, and bi-annual meetings

SCHOOLWIDE ACTION PLAN  
TECHNOLOGY

**Area of Improvement:** There is a need to provide computer /technology access to every student on campus and the level of training needed by each student to effectively use the equipment. There is a need to provide multimedia and phone access to every classroom so teachers can make more effective lessons that use multiple learning modalities.

**Rationale:** Computer technology can be used as a tool to access data bases on-line networks, and original documents and extend learning beyond the textbook and classroom. Teachers can present multimedia lessons to more learning modalities will be used and teachers will be able to communicate easier with parents.

**Student Outcomes(ESLR's):** computer use will help students to be better communicators and to be better prepared to enter employment in a technological and global society. Multimedia access will allow students to be better informed about the global society they live in.

GOAL	ACTIVITY	TIMELINE	RESPONSIBLE	RESOURCES
1. To provide every classroom with a computer with internet access and multimedia capability.	As a result of recent computer survey computers will be distributed by request	February 1997	LEARN Board CEAC-Title I Teachers Technology Committee	Block Grants Title One Funding
2. To provide staff training dealing with the use of technology and implementing technology use in the curriculum	Complete a questionnaire dealing with staffs current level of technological competence will develop a technological plan	February 1997	Assistant Principal Accreditation Focus Groups and the Leadership team  Technology Committee	SB 1882 Staff Development Days Workshops, seminars, and technology conferences

	Expand computer labs				
3. Teach students to be effective technology users by integrating technology use into the current curriculum	Computer labs currently in use Some computers in library and Career Center and some in classrooms--expand	On-going	Staff and students Technology Committee Computer lab teachers	Currently available computers and software, library computer labs teachers and student	
4. TV-VCR, video camera etc. to create multimedia classroom that will link with computers	Increase hardware (TV's VCR's) Current TV station on Campus and telecommunication class and network, expand	On-going	Audio-visual Coordinator Administration	In school cable In house studio Broadcast capability On going relationship with Sony	
5. Obtain updated phone so teachers have direct outside access to 213, 310, and 818	Current update of phones by LAUSD and AT and T	April 1997	Assistant Principal Plant Manager	Current phones in classrooms AT and T personnel	

**Evaluation/Assessment: Survey/evaluation form to be complete by all stakeholders each semester.**

**Means of Reporting Progress: Professional development/technology newsletters, minutes, and bi-annual meeting.**

**SCHOOLWIDE ACTION PLAN**  
**PARENT INVOLVEMENT**

**Area of Improvement:** There is a need to increase parent involvement and participation in the support of the vision.

**Rationale:** We have parent involvement through the parent center, advisory councils, classroom instruction, Booster Club Meetings and school wide events. More parent participation is needed to improve student achievement. More provisions for personal support systems are needed to improve student achievement.

**Student Outcomes(ESLR's):**

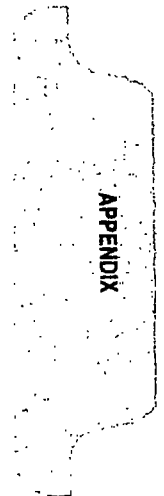
1. Parent/Guardian participation can be used as another strategy in the students personal support system, (mentor/mentee relationship, positive peer and community support). Parents will become role models, collaborative workers and community contributors by their active participation. Students will become:
2. Effective communicators
3. Independent decision makers.
5. Gain an appreciation for the acquisition of knowledge

GOAL	ACTIVITY	TIMELINE	RESPONSIBLE	RESOURCES
1. To provide strategies which increase parent involvement	increase calling parents regarding activities. More workshops for parents	Beginning Spring 1997	Title I Office Parent Center Grandparent Club Counseling Office Classroom Teacher	Title I funds SB 813 compensation
2. To improve communications with parent	List programs and resources available to parent/students Have a 'Let's Talk'	Beginning Spring 1997	Program Coordinators Administration Classroom Teachers Department	Public Service Announcements in local newspapers and on community

	session Provide longer hours for current programs to accommodate working parents Adopt -A- Student program		Personal Support systems: office staff, classified/certificated personnel, grandparents, parents, guardians	radio stations, flyers, pamphlets or booklets, school bulletins, Parent Center phone calls
3. To provide Parent Training	Parent workshop specific strategies for helping students	January of each year	Department Chairpersons Staff Administration Parent/Community Center	Title I UTCP Goals 2000
4. To provide parental encouragement and motivation	Good News parent calls to provide positive student progress reports	January of each school year	Teachers Program Coordinators Educational Aides	UTCP Goals 2000

**Evaluation/Assessment: Survey/evaluation form to be complete by all stakeholders each semester**

**Means of Reporting Progress: Professional development newsletters, minutes, and bi-annual meetings**





# APPENDIX

## *Appendix*

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## ACRONYM LIST

ACE	Academy for Career Excellence
ASVAB	Armed Services Vocational Aptitude Battery
BCC	Bilingual Certificate of Competence
BCLAD	Bilingual Cross Cultural Language and Academic Development
BEAC	Bilingual Education Advisory Council
BEST	Basic Educational Skills Test
CAD	Computer Aided Design
CATS	Career Aptitude Transition Services
CEAC	Compensatory Education Advisory Council
CLAD	Certificate of Language and Academic Development
CL23	Computer Generated List of Programs
CTBS	California Test of Basic Skills
ECP	Educational Career Planning
ESL	English as a Second Language
ESLR's	Expected Schoolwide Learning Results
G.A.T.E.	Gifted and Talented Education
GMAC	Gifted Magnet Advisory Council
IMA	Instructional Material Account

KTEA	Kaufman Test of Educational Achievement
LAS	Language Assessment System
LEARN	Los Angeles Educational Alliance for Restructuring Now
LEP	Limited English Proficient
PHBAO	Predominantly Hispanic Black Asian and Other
PSA	Pupil Service and Attendance
ROC	Regional Occupational Center
ROP	Regional Occupational Program
SCANS	Secretary's Commission of Achieving Necessary Skills
SEPUP	Science Education for Public Understanding Program
UTLA	United Teachers of Los Angeles

# CRENSHAW HIGH SCHOOL BLOCK SCHEDULE

<b>Monday / Wednesday</b>	<b>Period 1</b>	<b>8:00 - 9:55</b>	<b>115 minutes</b>
	<b>E. R. (per. 2)</b>	<b>10:01 - 10:13</b>	<b>12 minutes</b>
	<b>Nutrition</b>	<b>10:13 - 10:28</b>	<b>15 minutes</b>
	<b>Period 3</b>	<b>10:34 - 12:29</b>	<b>115 minutes</b>
	<b>Lunch</b>	<b>12:29 - 12:59</b>	<b>30 minutes</b>
	<b>Period 5</b>	<b>1:05 - 3:00</b>	<b>115 minutes</b>
<b>Tuesday / Thursday</b> <i>Gold Schedule</i>	<b>Period 2</b>	<b>8:00 - 10:11</b>	<b>131 minutes</b>
	<b>Nutrition</b>	<b>10:11 - 10:26</b>	<b>15 minutes</b>
	<b>Period 4</b>	<b>10:32 - 12:28</b>	<b>116 minutes</b>
	<b>Lunch</b>	<b>12:28 - 12:58</b>	<b>30 minutes</b>
	<b>Period 6</b>	<b>1:04 - 3:00</b>	<b>116 minutes</b>
<b>Friday</b>	<b>Period 1</b>	<b>8:00 - 8:47</b>	<b>47 minutes</b>
	<b>Period 3</b>	<b>8:53 - 9:40</b>	<b>47 minutes</b>
<i>Blue Schedule</i>	<b>Period 5</b>	<b>9:46 - 10:33</b>	<b>47 minutes</b>
	<b>Nutrition</b>	<b>10:33 - 10:48</b>	<b>15 minutes</b>
<i>Gold Schedule</i>	<b>Period 2</b>	<b>10:54 - 11:44</b>	<b>50 minutes</b>
	<b>Period 4</b>	<b>11:50 - 12:37</b>	<b>47 minutes</b>
	<b>Period 6</b>	<b>12:43 - 1:30</b>	<b>47 minutes</b>

**\*\*\*Schedule - Includes 6 minute passing periods  
- Lunch shortend**

## Crenshaw High School Student Activities And Organizations

<u>Room</u>	<u>Clubs</u>	<u>Teachers</u>
113	Cry of The Cougar	Mr. Korich
319	Cougar News	Mr. Kuretski
113	Yearbook	Mrs. Hernandez
205	Academic Decathlon	Mr. Boger
111	Future Homemakers of America	Ms. Clark
312	King Committee	Ms. Hill
103	Speech & Debate	Mrs. Avognon
Lib.	Athlete's Association	Ms. Walker
M02	Choir	Ms. Stevenson
H01	Food from the 'Hood	Ms. Bird
205	Student Government/ Leadership	Ms. Harris
	Cheerleaders	Ms. Rideaux
312	Drill Team/ Flags	Ms. Hill
M03	Band	Mr. Tarver
Gym.	Baseball	Mr. Maxey
	Men's Basketball	Coach West
	Women's Basketball	Coach Dennis
	Cross Country	Mr. McGee
	Football	Coach Garrett
	Softball	Coach Price
	Soccer	Coach Ebanks
	Golf	Mr. Derrick
	Tennis	Ms. Tiff
	Track	Mr. Winston
	Boys/ Girls Track and Field	Deckard/McGee
210	Hispanic Society	Mr. Cerda
S04	Chess Club	Ms. Roberts
P05	MJROTC	Col. Hinds
S07	Crenshaw High School Print Shop	Mr. Johns
101	Play Production	Mrs. Sargent
S01B	Youth Task Force	Mr. Brown



CL17

Staff Assignment Report by Teacher - CRENSHAW HIGH

3/05/97

STAFF NAME	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
ALLEN, SD	AS Class 6051 H WLD HIST B Room 504B 1GM	AS Class 6032 AP GOVT & POL Room 504B 1GM	AS Class 6013 CONF PER...GM Room 3CON 1GM	AS Class 6024 H WLD HIST B Room 504B 1GM	AS Class 5995 H WLD HIST B Room 504B 1GM	AS Class 5976 H GOVT 1GM Room 504B	
ARCENEUX, CA	AS Class 9031 AP, SEC COUN S Room AC2A						
AVOIGNON, F	AS Class 6001 ECUN...TT ITT Room 103	AS Class 5542 US HIST B...TT Room 103 ITT	AS Class 9432 CONF PER...TT Room 3CON ITT	AS Class 5804 US HIST B...TT Room 103 ITT	AS Class 6035 WLD HIST B...TT Room 103 ITT	AS Class 5246 SPEECH B 1* Room 103	
BARTON, J	AS Class 9451 CONF/PREP PER Room 1CIN	AS Class 6172 MATH 9A-12B,ER Room 309 IS	AS Class 6173 S LANG ARTS ER Room 309 ISR	AS Class 6174 S SOC STUD 1-4 Room 309 IS	AS Class 6775 S PHYS SCI B Room 309 IS	AS Class 6176 S HEALTH SHIS Room 309	
BAYARD, PD	AS Class 6011 WLD HIST B Room 201	AS Class 6002 CONF/PREP PER Room 2CON	AS Class 6043 GOVT Room 201	AS Class 6004 GOVT Room 201	AS Class 7055 GOVT Room 201	AS Class 7056 AFRO AM HIST Room 201 1*	
BAYARD, PD (cont'd)						AS Class 7155 US HIST B Room 201	
BENMOSCHE, MS	AS Class 6671 INTEGR MATH 2B Room 313	AS Class 6672 INTEGR MATH 2B Room 313 ISH	AS Class 6673 INTEGR MATH 1B Room 313	AS Class 6674 INTEGR MATH 2B Room 313 ISH	AS Class 6685 INTEGR MATH 1B Room 313	AS Class 9796 CONF/PREP PER Room 6CUN	
BIRD, TL	AS Class 5931 BIO B.....TT Room H01 ITT	AS Class 5912 BIO B.....TT Room H01 ITT	AS Class 5913 PHYSIO.B....TT Room H01 IT*	AS Class 5944 BIO B....TT:ITT Room H01	AS Class 9535 CONF PER...TT Room 5CON ITT	AS Class 9886 OTHER: COURD Room H01	
BUGER, H		AS Class 5132 STATISTICS AP Room 225 1AP	AS Class 5153 TESTING COORD Room 219A 1**	AS Class 5154 CONF/PREP PER Room 4CON	AS Class 5135 TESTING COORD Room 219A 1**	AS Class 5156 AP CAL AB (2) Room 304 1SA	AS Class 5137 ACAD DECATB B Room 304 1*
BOGER, H (cont'd)					AS Class 9015 ACAD DECATB B Room 207 1*		
BOWCOIN, L	AS Class 5651 HEALTH SH Room D01	AS Class 5752 HEALTH SH Room 221	AS Class 5753 CONF/PREP PER Room 3CIN	AS Class 5754 HEALTH SH Room 221	AS Class 5855 HEALTH SH Room D01	AS Class 5856 HEALTH SH 1AC Room 221	
BOWMAN, MB	AS Class 5201 INTRO ART Room 112	AS Class 5202 INTRO ART Room 112	AS Class 5143 CARTOON SH 1* Room 112	AS Class 5214 CALLIGRAPHY:1** Room 112	AS Class 5215 CONF/PREP PER Room 3CON	AS Class 5216 INTRO ART Room 112	
BRADLEY, K	AS Class 7211 MATH INVSTG:1*5 Room 214	AS Class 7212 MATH INVSTG:1*5 Room 214	AS Class 9283 CONF/PREP PER Room 3CIN	AS Class 7214 H INT MATH 1B Room 214 1H	AS Class 7225 MATH INVSTG:1*5 Room 214	AS Class 7226 MATH INVSTG:1*5 Room 214	
BRAXTON, S	AS Class 9821 MAG COORD...GM Room 216	AS Class 5022 LAB TECH B 1** Room 216	AS Class 5043 LAB TECH B 1** Room 216	AS Class 9794 COUN OFF ASS.G Room 216 1GM	AS Class 9745 COUN OFF ASS.G Room 216 1GM	AS Class 9776 COUN OFF ASS.G Room 216 1GM	
BRAXTON, S (cont'd)		AS Class 9812 MAG COORD...GM Room 216	AS Class 9803 MAG COORD...GM Room 216		AS Class 9825 LAB TECH B 1** Room 216		
BRISCOE, KG	AS Class 7551 MATH INVSTG:1*5 Room 206	AS Class 7552 MATH INVSTG:1*5 Room 206	AS Class 5713 CONF/PREP PER Room 3CON	AS Class 7554 MATH INVSTG:1*5 Room 206	AS Class 7555 ALGEBRA 2A Room 206	AS Class 7556 MATH INVSTG:1*5 Room 206	
BROWN, M	AS Class 6631 S BAS MATH B Room 501B IS	AS Class 5402 S H S MATH B Room 501B IS	AS Class 7443 GOVT 1P Room 501B	AS Class 5444 CONF PER...ACE Room 4CON 1P	AS Class 7395 S LIFE SCI B Room 501B IS	AS Class 9096 ACCOUNTING B Room 501B 1*	
BURTON, C	AS Class 6661 INTEGR MATH 2B Room 207		AS Class 6663 INTEGR MATH 2B Room 207		AS Class 6665 H INT MATH 1B Room 207 1YM		
CANNON, R	AS Class 9991 ASST PRINCIPAL Room AP1						WASC 27269
CERDA, A	AS Class 5471 SPAN 1B.....TT Room 210 ITT	AS Class 5792 SPANISH 3B...TT Room 210 ITT	AS Class 5103 SPAN 2B.....TT Room 210 ITT	AS Class 9494 CONF PER...TT Room 4CON ITT	AS Class 9655 SPAN 1B.....TT Room 210 ITT	AS Class 9666 SPAN 2B.....TT Room 210 ITT	

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## Staff Assignment Report by Teacher - CRENSHAW HIGH

3/05/97

STAFF NAME	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
CHACHERE, M	AS Class 5791 ADV PE 1B Room GYMI	AS Class 7322 ADV PE 1B Room GYMI	AS Class 7333 BODY DYN 1S Room GYMI	AS Class 5814 ADV PE 2B Room GYMI	AS Class 7385 BODY DYN 1S Room GYMI	AS Class 9166 ADAP PHYS ED Room GYMI 1S	
CHEESEBORD, M	AS Class 6021 US HIST B 1SH Room 308	AS Class 5702 ECONOMICS...SH Room 308 1SH	AS Class 5993 US HIST B 1SH Room 308	AS Class 6014 H ECONMICS:1H Room 308	AS Class 6055 CONF/PREP PER Room 5CON	AS Class 6036 UTLA CHP CHAIR Room CONF	
CHIPLEY, T	AS Class 6151 S H S MATH B Room 311 1S	AS Class 6152 S WLD HIST B Room 311 1S	AS Class 6073 S H S MATH B Room 311 1S	AS Class 6074 S BAS MATH B Room 311 1S	AS Class 6075 CONF/PREP PER Room 5CON	AS Class 5146 S WLD HIST B Room 311 1S	
CHURCH, FE	AS Class 5431 S LIFE SCI B Room 227 1S	AS Class 6752 R LANG SKL 1-4 Room 227 1C	AS Class 6753 R MATH REC SPC Room 227 1C	AS Class 6124 R LANG SKL 1-4 Room 227 1C	AS Class 5895 R MATH REC SPC Room 227 1C	AS Class 6756 RSP TESTING:RS Room 227	
CLARK, W	AS Class 5551 CLOTH TEXT B.P Room 111 1P*	AS Class 9632 FASH DES 1B..P Room 111 1P*	AS Class 5553 APPAREL SK B.P Room 111 1P*	AS Class 9324 CONF/PREP PER Room 4CON	AS Class 6565 PERS AN MOD:1* Room 111	AS Class 5756 APPAREL SK B Room 111 1*	
CLARK, W (cont'd)	AS Class 5571 CLOTH TEXT A Room 111 1*						
COLEMAN-PALIS, I	AS Class 5261 BIO B Room 318	AS Class 9532 CONF/PREP PER Room 2CON	AS Class 7313 BIO B Room 318	AS Class 5294 BIO B Room 318	AS Class 7305 BIO B Room 318	AS Class 5436 BIO B Room 318	
COREA, R	AS Class 5951 CHEM B.....TT Room 333 1TT	AS Class 5952 INTEGR SCI 1B Room 333 1T2	AS Class 5953 INTEGR SCI 1B Room 333 1T1	AS Class 5964 ADV PH SC B.TT Room 333 1TT	AS Class 5955 CHEMISTRY B Room 333	AS Class 5956 INTEGR SCI 1B Room 333 1BS	
CORLEY, VM	AS Class 5901 BIO B Room 320	AS Class 5852 H BIO B 1H Room 320	AS Class 5923 BIO B Room 320	AS Class 5904 CONF/PREP PER Room 4CON	AS Class 5935 BIOLOGY B Room 320	AS Class 5936 BIO B Room 320	
COVINGTON, MD	AS Class 5131 COMP SCI B 1* Room 235	AS Class 9400 COMP SCI B 1GM Room 235	AS Class 5173 COMP PRDG 1B Room 235 1**	AS Class 5174 COMP SCI B 1* Room 235	AS Class 5195 AP COMP-SC B Room 235 1**	AS Class 5186 CONF/PREP PER Room 6CON	
CKHAR, DY	AS Class 5391 SPANISH 2B Room 312	AS Class 5492 SPANISH 2B Room 207	AS Class 5693 CONF/PREP PER Room 3CON	AS Class 5694 SPANISH 1B Room 207	AS Class 5695 SPANISH 1B Room 321	AS Class 5696 SPANISH 1B Room 207	
CUMMINGS, JE	AS Class 6171 S ENGLISH 9B Room 307 1S	AS Class 9222 CONF/PREP PER Room 2CON	AS Class 7423 S ENGLISH 10B Room 307 1S	AS Class 7524 S ENGLISH 10B Room 307 1S	AS Class 7525 S ENGLISH 9B Room 307 1S	AS Class 7426 RDG IMPRV B:1S* Room 307	
CURREN, SS	AS Class 5211 20th C.CUL&ART Room 505 1G*	AS Class 5152 LIFE DRAW B Room 505	AS Class 5223 CONF/PREP PER Room 3CON	AS Class 5254 20th C.CUL&ART Room 505 1G*	AS Class 5205 20th C.CUL&ART Room 505 1G*	AS Class 5166 MUSEUM STUDY Room 505	
DAIZADEH, Y	AS Class 7321 ENG 10B.....TT Room 305 1TT	AS Class 7332 WORLD LIT...TT Room 305 1TT	AS Class 7533 ENG 10B.....TT Room 305 1TT	AS Class 7534 WORLD LIT...TT Room 305 1TT	AS Class 7345 ENG 10B.....TT Room 305 1TT	AS Class 5346 US HIST B Room 305	
DAVIS-EDWARDS, SL	AS Class 7451 OTHER: COORO Room 215	AS Class 7342 US HIST B Room 215	AS Class 9023 CONF/PREP PER Room 3CON	AS Class 7354 WLD HISTORY B Room 215 1H	AS Class 7355 WLD HIST B Room 215	AS Class 7356 WLD HIST B Room 215	
DAWSON, F	AS Class 6621 ENGLISH 9B 1L1 Room 222	AS Class 6622 AM LIT COMP Room 224	AS Class 9513 CONF/PREP PER Room 3CON	AS Class 6624 ENGLISH 9B 1L2 Room 224	AS Class 6625 AM LIT COMP Room 222	AS Class 6626 MEDIA LIT WRFP Room 224 1**	
DENNIS, MR	AS Class 9921 DEAN Room 108B	AS Class 9922 DEAN Room 108B	AS Class 9913 DEAN Room 108B	AS Class 9904 DEAN Room 108B	AS Class 5665 ATHL...VAR BBL Room GYMD 1VW	AS Class 9906 DEAN Room 108B	
DERRICK, JC	AS Class 6041 GOVT Room 303	AS Class 6022 US HIST B Room 303	AS Class 6023 US HIST B Room 303	AS Class 6034 GOVT Room 303	AS Class 6045 CONF/PREP PER Room 5CON	AS Class 8556 GOLF 1VQ Room 0	
DOZIER, E	AS Class 9061 CONF/PREP PER Room 1CON	AS Class 5332 S EUP 1, II 1S Room 501A	AS Class 5333 S US HIST B:1S Room 501A	AS Class 5334 S PHYS SCI B Room 501A 1S	AS Class 5435 S US HIST B:1S Room 501A	AS Class 5437 S PHYS SCI B Room 501A 1S	
EASTER, PK	AS Class 9841 SEC COUNSELOR Room AC2	AS Class 9832 SEC COUNSELOR Room AC2	AS Class 9853 SEC COUNSELOR Room AC2	AS Class 9854 SEC COUNSELOR Room AC2	AS Class 9845 SEC COUNSELOR Room AC2	AS Class 9846 SEC COUNSELOR Room AC2	

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## Staff Assignment Report by Teacher - CRENSHAW HIGH

3/05/97

STAFF NAME	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
EBANKS, VE	AS Class 6111 SPANISH 3B Room 211	AS Class 5462 SPANISH 1B Room 211	AS Class 5453 SPAN SP 1B 1SP Room 211	AS Class 6244 SPANISH 3B Room 211	AS Class 6145 SOCCER, VARI:SC Room 211	AS Class 9496 CONF/PREP PER Room 6CON	
EDMAN, G	AS Class 9611 READ COORD Room CHP1	AS Class 9612 OTHER: COORD Room CHP1	AS Class 5343 READ COORD Room CHP1	AS Class 9614 OTHER: COORD Room CHP1	AS Class 9615 READ COORD Room CHP1	AS Class 9616 OTHER: COORD Room CHP1	
EDMAN, G (cont'd)						AS Class 9716 OTHER: COORD Room CHP1	
ENCISO, A	AS Class 6421 ENGLISH 9B 1E1 Room 202	AS Class 7432 H ENGLISH 9B Room 212 1BH	AS Class 6423 ENGLISH 9B 1E2 Room 206	AS Class 6424 AM LIT COMP Room 212	AS Class 6535 CONF/PREP PER Room 5CON	AS Class 6436 ENGLISH 9B 1E3 Room 212	
EVANS, JL	AS Class 5291 EXPOS COMP Room 314	AS Class 5292 EXPOS COMP Room 314	AS Class 5293 EXPOS COMP Room 314	AS Class 5414 ADV COMP Room 314	AS Class 5386 H ENG 10B 1H Room 314	AS Class 9316 CONF/PREP PER Room 6CON	
FOSTER, J	AS Class 6401 ENG 10B Room 323	AS Class 6202 ENGLISH 9B 1W1 Room 323	AS Class 9203 CONF/PREP PER Room 3CON	AS Class 6204 ENG 10B Room 323	AS Class 6425 ENG 10B Room 323	AS Class 6206 ENGLISH 9B 1W3 Room 323	
FULLBRIGHT, WJ	AS Class 6941 INTEGR SCI 1B Room H02 1Y2	AS Class 6552 INTEGR SCI 1B Room H02 1A2	AS Class 5903 INTEGR SCI 1B Room H02 1A1	AS Class 9014 CONF/PREP PER Room 4CON	AS Class 5905 OTHER: COORD Room H02	AS Class 5906 INTEGR SCI 1B Room H02 1YH	
FULTON, JH	AS Class 6851 ENG 9B...TT Room 224 1TT	AS Class 6852 CONF PER...TT Room 2CON 1TT	AS Class 6853 ENGLISH 9B 1T2 Room 224	AS Class 6854 WRIT SEM B...TT Room 226 1TT	AS Class 6855 LATIN-AMER LIT Room 224 1**	AS Class 6856 AFRO-AM LIT Room 110	
GARRETT, RJ	AS Class 5781 ADV PE 2B Room GYM	AS Class 9112 CONF/PREP PER Room 2CON	AS Class 5782 ADV PE 2B Room GYM	AS Class 5784 ADV PE 2B Room GYM	AS Class 5785 BOO DYN.FTEL Room GYM 1VF	AS Class 5636 ATHL..VAR TRCK Room GYM 1TV	
GARRISHN, YG	AS Class 9931 ASST PRINCIPAL Room AP1						
GANDER, J		AS Class 6102 ENGLISH 9B...SH Room 318 1S1		AS Class 6104 POP LIT COMP Room 210 1SH		AS Class 6126 ENGLISH 10B...SH Room 211 1SH	
GOULDNIK, RL	AS Class 6691 INTRO COMP Room 233	AS Class 6682 CONF/PREP PER Room 2CON	AS Class 6683 INTRO COMP Room 233	AS Class 6484 INTRO COMP Room 233	AS Class 6695 INTRO COMP Room 233	AS Class 6686 INTRO COMP 1AC Room 233	
GRAY, E	AS Class 6311 TYPING B 1P* Room 237	AS Class 5232 OFC TECH 1B...P Room 237 1P*	AS Class 5233 TYPING B 1P* Room 237	AS Class 5114 CONF PER...ACE Room 4CON 1P	AS Class 5235 TYPING A 1* Room 228	AS Class 5286 TYPING A 1* Room 228	
GRAY, E (cont'd)		AS Class 7112 OFC TECH 2B...P Room 237 1P*	AS Class 6233 OFC TECH 1A...P Room 237 1P*				WASC 27271
GREEN, EP	AS Class 6321 ENGLISH 9B 1A1 Room 601	AS Class 9322 CONF/PREP PER Room 2CON	AS Class 6323 ENGLISH 9B 1A2 Room 601	AS Class 6324 CONTEMP COMP Room 601 1P2	AS Class 9555 ENGLISH 10B1P1 Room 601	AS Class 6326 ENGLISH 9B 1L3 Room 601	
GREENE, MR	AS Class 7311 ENGLISH 9B 1R1 Room 231	AS Class 7312 ENGLISH 9B 1R2 Room 231	AS Class 5353 ENGLISH 9B 1R3 Room 231	AS Class 7314 CONTEMP COMP Room 231	AS Class 7315 H CONT COMP 1H Room 231	AS Class 7316 CONF/PREP PER Room 6CON	
GRZESTEN, GW		AS Class 5252 ENG 10B Room 223	AS Class 5253 MODERN LIT Room 223	AS Class 5384 ENG 10B Room 223	AS Class 5265 MODERN LIT Room 223	AS Class 5256 CONTEMP COMP Room 223	AS Class 9667 CONF PER Room 7CON
HAFT, H	AS Class 7521 ENG 10B Room 221	AS Class 7522 CONTEMP COMP Room 201	AS Class 7583 ENG 10B Room 221	AS Class 9114 CONF/PREP PER Room 4CON	AS Class 9115 DEAN Room 103	AS Class 9116 DEAN Room 103	
HARRIS, D	AS Class 5691 SPANISH 1B Room 205	AS Class 5272 SPANISH 1B Room 205	AS Class 5443 SPAN 1B Room 205	AS Class 6884 LEADER SH 81* Room 205	AS Class 5445 CONF/PREP PER Room 5CON	AS Class 9646 LEADERSHIP, ST Room 205	
HARRIS, N	AS Class 5401 H INTEG SCI 1B Room 335 1BH	AS Class 6302 CHEMISTRY B Room 335	AS Class 6303 CONF/PREP PER Room 3CON	AS Class 6304 CHEMISTRY B Room 335	AS Class 6305 INTEGR SCI 1B Room 335 1B2	AS Class 6306 INTEGR SCI 1B Room 335 1B3	

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## Staff Assignment Report by Teacher - CRENSHAW HIGH

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STAFF NAME	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
HARWOOD-LIPPA, L	AS Class 9621 BIO B Room 324	AS Class 5862 BIO B Room 324	AS Class 8023 H BIO B.....GM Room 324 1GM	AS Class 5864 CONF PER....GM Room 4CON 1GM	AS Class 8025 PHYSIO.8....GM Room 324 1G*	AS Class 8026 H BIO B.....GM Room 324 1GM	
HAWKINS, CC	AS Class 5351 CONT COMP...TT Room 106 1TT	AS Class 5412 WLD EDUC B 1T* Room 106	AS Class 5363 CONT COMP...TT Room 106 1TT	AS Class 6034 CONF PER...TT Room 4CON 1TT	AS Class 5335 CONT COMP...TT Room 106 1TT	AS Class 5336 CHILDREN LIT Room 106 1TT	
HENNING, E	AS Class 5251 AM LIT COMP Room 102	AS Class 5372 ENG 108 Room 102	AS Class 9633 AM LIT COMP Room 102	AS Class 6144 CONF/PREP PER Room 4CON	AS Class 5305 ENG 108 Room 102	AS Class 5266 CONTEMP COMP Room 102	
HERNANDEZ, RL	AS Class 5231 JOURNALISM 1B Room 113 1*		AS Class 5133 JOURNALISM 1B Room 113 1*		AS Class 7005 YEARBOOK SH B Room 113 1*		
HILL, ME		AS Class 5372 CONTEMP COMP Room 312	AS Class 6293 ENG 108 Room 312	AS Class 5394 AM LIT COMP Room 312	AS Class 5345 CONTEMP COMP Room 312	AS Class 7346 ENG 108 Room 312	AS Class 9567 CONF/PREP PER Room 7CON
HINDS, WH	AS Class 6971 CONF/PREP PER Room 1CON	AS Class 6972 JRUTC MC 2B-3B Room P05	AS Class 9663 JRUTC MC 2B-3B Room P05	AS Class 6974 JRUTC MC 2B-3B Room P05	AS Class 6975 JRUTC MC 2B-3B Room P05	AS Class 6976 JRUTC MC 2B-3B Room P05	
HOLMES, DW	AS Class 5941 INTEGR SCI 1B Room 331 1E2	AS Class 5942 INTEGR SCI 1B Room 331 1E3	AS Class 5943 INTEGR SCI 1B Room 331 1E1	AS Class 5954 INTEGR SCI 1B Room 331 1E1	AS Class 5915 CONF/PREP PER Room 5CON	AS Class 5946 INTEGR SCI 1B Room 331 1E2	
JOHNS, WK	AS Class 5581 GRAPH ART 1B Room 507 1P*	AS Class 5592 GRAPH ART 2B Room 507 1P*	AS Class 5573 GRAPH ART 2A Room 507 1P*	AS Class 5574 CONF PER...ACE Room 4CON 1P	AS Class 5595 GRAPH ART 1A Room 507 1*	AS Class 6076 LAB TECH B 1** Room 507	
JOHNS, WK (cont'd)		AS Class 5682 GRAPH ART 3A Room 507 1P*					
JOHNS, WK (cont'd)		AS Class 5782 GRAPH ART 3B Room 507 1P*					
JOHNSON, MW	AS Class 7431 MODERN LIT Room 327	AS Class 7722 ENG 108 Room 327	AS Class 5303 ENG 108 Room 327	AS Class 7334 CONF/PREP PER Room 4CON	AS Class 7325 ENG 108 Room 327	AS Class 5276 MODERN LIT Room 327	
JONES-REED, J	AS Class 6751 R LANG SKL 1-4 Room 213 1J	AS Class 6762 R MATH REC SPC Room 213 1J	AS Class 6763 R LANG SKL 1-4 Room 213 1J	AS Class 6764 R MATH REC SPC Room 213 1J	AS Class 7415 CONF/PREP PER Room 5CON	AS Class 6776 RSP TESTING/RS Room 213	
JORDAN, GH	AS Class 6131 TYPING A 1* Room 228	AS Class 9642 TYPING A 1* Room 228	AS Class 9933 WK EX COORD Room WED	AS Class 9924 WK EX COORD Room WED	AS Class 9925 GEN WRK EXP:155 Room WED	AS Class 9926 GEN WRK EXP:155 Room WED	AS Class 9927 GEN WRK EXP:155 Room WED
KORICH, M	AS Class 6501 ESL 1A...LAI:LA Room 212	AS Class 6532 ESL 1B...LB:LB Room 113	AS Class 7343 H ENGLISH 9B Room 212 1YH	AS Class 9444 CONF/PREP PER Room 4CON	AS Class 7335 ENGLISH 9B 1Y2 Room 212	AS Class 7336 ADV JOURNALISM Room 113 1*	
KORICH, M (cont'd)	AS Class 7031 ESL 1B...LAI:LA Room 212	AS Class 7032 ESL 1A...LB:LB Room 113					
KURETSKI, P	AS Class 5361 TELECOMM 1B..P Room 319 1P*	AS Class 5422 CINEMA B.....P Room 319 1P*	AS Class 5393 TELECOMM 2B..P Room 319 1P*	AS Class 9644 CONF PER...ACE Room 4CON 1P	AS Class 6015 CINEMA B 1* Room 319	AS Class 6006 CINEMA B 1* Room 319	
LANGE, SJ	AS Class 9801 CONF/PREP PER Room 1CON	AS Class 5772 MOD DANCE 1S1 Room GYML	AS Class 5773 MOD DANCE 1S8 Room GYML	AS Class 5774 MOD DANCE 1S1 Room GYML	AS Class 5775 MOD DANCE 1S8 Room GYML	AS Class 5776 DANCE CHOR/PRO Room GYML 1SA	
LEE, ML	AS Class 5501 OTHER: COORD Room AFD 1*	AS Class 5502 ED C PLAN I,II Room G01 1*	AS Class 7323 ENGLISH 9B 1B2 Room 220	AS Class 7434 ENGLISH 9B 1B3 Room 329	AS Class 6435 ENGLISH 9B 1W2 Room 221	AS Class 5042 CONF/PREP PER Room 6CON	
LESPINASSE, L	AS Class 5331 FRENCH 1B Room 209	AS Class 5362 FRENCH 2B Room 209	AS Class 5463 FRENCH 2B Room 209	AS Class 9264 CONF/PREP PER Room 4CON	AS Class 5565 FRENCH 1B Room 209	AS Class 5326 FRENCH 3B Room 209	
LEVEQUE, TA	AS Class 5511 ENGLISH 10B.SH Room 502 1SH	AS Class 6412 CONF/PREP PER Room 3CON	AS Class 6413 ESL 2B...LAI:LA Room 502	AS Class 6534 ESL 2A...LB:LB Room 502	AS Class 7035 ESL 3 Room 502	AS Class 7036 ESL PREP 3 Room 502	

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STAFF NAME	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
LEVEQUE, TA (cont'd)			AS Class 6573 ESL 2A...LA:LA Room 502	AS Class 6614 ESL 2B...LB:LB Room 502			
LEVINE-SARGENT, P	AS Class 7301 EXPOS COMP Room 101	AS Class 7302 DRAMA B Room 101	AS Class 5373 DRAMA B Room 101	AS Class 5434 CONTEMP COMP Room 101 1F1	AS Class 9645 CONF/PREP PER Room 5CON	AS Class 5356 PLAY PROD B:*	Room 101
LITTLE, T	AS Class 5301 AP ENG LIT.BGM Room 310 1GM	AS Class 5302 H ENG 10B...GM Room 310 1GM	AS Class 5383 H ENG 10B...GM Room 310 1GM	AS Class 5314 H LIT ANALYSIS Room 310 1GM	AS Class 5315 CONF PER....GM Room 5CON 1GM	AS Class 5296 H ENG 10B...GM Room 310 1GM	
LOVELACE, L	AS Class 5621 MATH INVEST.AC Room 203 1AC	AS Class 5622 INTEGR MATH 1B Room 203 1AC	AS Class 5623 INTEGR MATH 1B Room 203	AS Class 9544 CONF/PREP PER Room 4CON	AS Class 5605 PROB SOLV MATH Room 203 1S*	AS Class 5606 PROB SOLV MATH Room 203 1S*	
LUCKTE-MULLTRIE,	AS Class 5111 H ENG 9B....GM Room 239 1M1	AS Class 5332 H CONT COMP.GM Room 239 1GM	AS Class 5423 H CONT COMP.GM Room 239 1GM	AS Class 5374 H CONT COMP.GM Room 239 1GM	AS Class 5295 H ENG 9B...GM Room 239 1M2	AS Class 5396 CONF PER....GM Room 6CON 1GM	
LYONS, P	AS Class 7401 MATH INVEST:4S Room D03	AS Class 7402 MATH INVEST:4S Room D03	AS Class 7403 MATH INVEST:4S Room D03	AS Class 7404 INTEGR MATH 1B Room D03	AS Class 7405 CONF/PREP PER Room 5CON	AS Class 7406 INTEGR MATH 1B Room D03	
MADISON, PJ	AS Class 6961 CONF/PREP PER Room 1CON	AS Class 6962 JROTC M C 1B Room P05	AS Class 6963 JROTC M C 1B Room P05	AS Class 6964 JROTC M C 1B Room P05	AS Class 6965 JROTC M C 1B Room P05	AS Class 7986 JROTC M C 1B Room P05	
MADJUI, S	AS Class 7431 SPANISH 2B Room 217	AS Class 7382 SPANISH 1B Room 217	AS Class 7383 CONF/PREP PER Room 3CON	AS Class 7364 SPANISH 2B Room 217	AS Class 7365 SPANISH 1B Room 217	AS Class 7366 SPANISH 1B Room 217	
MAGEE, R	AS Class 7461 CONF/PREP PER Room 1CON	AS Class 7462 DES CRAFT 1* Room M01	AS Class 7463 INTRO ART Room M01	AS Class 7464 DES CRAFT 1* Room M01	AS Class 7465 INTRO ART Room M01	AS Class 7466 DES CRAFT 1* Room M01	
MAKUPSON, M	AS Class 5011 R MATH REC SPC Room 107 1M	AS Class 5012 R LANG SKL 1-4 Room 107 1M	AS Class 5023 R MATH REC SPC Room 107 1M	AS Class 5014 R LANG SKL 1-4 Room 107 1M	AS Class 5025 ASP TESTING:AS Room 107	AS Class 5026 CONF/PREP PER Room 6CON	
MALCOLM II, N	AS Class 7911 MATH INVEST:4S Room 316	AS Class 7222 INTEGR SCI 1B Room 316 1L1	AS Class 7213 INTEGR SCI 1B Room 316 1L3	AS Class 5994 MATH INVEST:4S Room 316	AS Class 5585 CONF/PREP PER Room 5CON	AS Class 5716 INTEGR SCI 1B Room 316 1L2	
MARSHALL, J	AS Class 7411 ED C PLAN I,II Room 220 1+	AS Class 7412 ED C PLAN I,II Room 220 1+	AS Class 9413 CONF/PREP PER Room 3CON	AS Class 5854 ED C PLAN I,II Room 220 1+	AS Class 7215 ED C PLAN I,II Room 220 1+	AS Class 7216 ED C PLAN I,II Room 220 1+	
MAXEY, KE	AS Class 7901 ADV PE 1B Room GYM	AS Class 7902 ADV PE 1B Room GYM	AS Class 7903 ADV PE 1B Room GYM	AS Class 7904 ASST ATHL DIR Room GYM 1*+	AS Class 7905 ADV PE 1B Room GYM	AS Class 7906 CONF/PREP PER Room 6CON	
MC GEE, MH	AS Class 7341 DRIVER ED 1* Room M01	AS Class 7442 DRIVER ED 1* Room D01	AS Class 7543 DRIVER ED 1* Room D01	AS Class 7544 DRIVER ED 1* Room D01	AS Class 9605 CONF PER Room 5CON	AS Class 5846 ATHL..VAR TRCK Room GYM 1TV	
MC GEE, MH (cont'd)						AS Class 6366 ATH..GIA TRACK Room GYM 1TA	
MC GRUDER, JM	AS Class 7491 INTRO SPANISH Room 225	AS Class 7002 SERVICE SH B Room AC2A 1*	AS Class 7493 SPANISH 1B Room 225	AS Class 7494 SPANISH 2B Room 225	AS Class 7495 INTRO SPANISH Room 225	AS Class 7496 SPANISH 2B Room 225	
MC GRUDER, JM (cont'd)		AS Class 7492 SPAN SP 1B 1SP Room 502					
MC KINNEY, OT	AS Class 7351 WLD HIST B Room 329	AS Class 8012 WLD HIST B Room 329	AS Class 8013 WLD HIST B Room 329	AS Class 9944 CONF/PREP PER Room 4CON	AS Class 8015 WLD HIST B Room 329	AS Class 8016 WLD HIST B Room 329	
MIMS, DW	AS Class 9791 DEAN Room 103	AS Class 9792 DEAN Room 103	AS Class 9993 DEAN Room 103	AS Class 9864 CAREER ADVISOR Room 213	AS Class 5885 RUP OFFSITE:1* Room 213	AS Class 5886 RUP OFFSITE:1* Room 213	
MIMS, DW (cont'd)					AS Class 9855 CAREER ADVISOR Room 213	AS Class 7706 AUX CHEER 1S* Room AP1	

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## Staff Assignment Report by Teacher - CRENSHAW HIGH

3/05/97

STAFF NAME	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
MIMS, DW (cont'd)						AS Class 9856 CAREER ADVISOR Room 218	
MITCHELL-WAGNER,	AS Class 5331 MODERN LIT 1SH Room 004	AS Class 5282 AM LIT.....SH Room 004 1SH	AS Class 5313 CONF/PREP PER Room 300N	AS Class 5074 AM LIT.....SH Room 004 1SH	AS Class 7025 ESL 4 Room 004	AS Class 7026 ESL COMP 4 Room 004	
MITCHELL-WAGNER, (cont'd)			AS Class 6363 EXPOS COMP Room 004				
NAAZIR, AZ	AS Class 9941 BIL/ESL COORD Room AC2C 1BS	AS Class 9942 BIL/ESL COORD Room AC2C 1BS	AS Class 9793 BIL/ESL COORD Room AC2C 1BS	AS Class 9824 COUN OFF ASG.B Room AC2C 1BS	AS Class 9825 COUN OFF ASG.B Room AC2C 1BS	AS Class 9826 COUN OFF ASG.B Room AC2C 1BS	
NARANJO, M	AS Class 5491 AP SPAN LIT B Room 104	AS Class 5482 SPANISH 2B Room 104	AS Class 6393 SPANISH 2B Room 104	AS Class 6394 AP SPAN LANG B Room 104	AS Class 6395 SPANISH 2B Room 104	AS Class 6396 CONF/PREP PER Room 600N	
NARANJO, M (cont'd)	AS Class 6391 SPAN SP 2B 1SP Room 104						
NORWOOD, R	AS Class 9001 SEC COUNSELOR Room AC2D	AS Class 9002 SEC COUNSELOR Room AC2D	AS Class 9003 SEC COUNSELOR Room AC2D	AS Class 9004 SEC COUNSELOR Room AC2D	AS Class 9005 SEC COUNSELOR Room AC2D	AS Class 9006 SEC COUNSELOR Room AC2D	
OSHIRO, C	AS Class 9831 SEC COUNSELOR Room AC2	AS Class 9822 SEC COUNSELOR Room AC2	AS Class 9813 SEC COUNSELOR Room AC2	AS Class 9804 SEC COUNSELOR Room AC2	AS Class 9795 SEC COUNSELOR Room AC2	AS Class 9796 SEC COUNSELOR Room AC2	
OSHIRO, C (cont'd)	AS Class 9861 OFF SERVICE B Room AC2 1**	AS Class 9862 OFF SERVICE B Room AC2 1**	AS Class 9863 OFF SERVICE B Room AC2 1**	AS Class 9964 OFF SERVICE B Room AC2 1**	AS Class 9965 OFF SERVICE B Room AC2 1**	AS Class 9976 OFF SERVICE B Room AC2 1**	
PAYTON, LW	AS Class 6611 TITLE 1 COORD Room 108A 1**	AS Class 6612 TITLE 1 COORD Room 108A 1**	AS Class 6613 TITLE 1 COORD Room 108A 1**	AS Class 6615 TITLE 1 COORD Room 108A 1**	AS Class 9875 TITLE 1 COORD Room CHP1 1**	AS Class 6616 TITLE 1 COORD Room 108A 1**	
POZZO, DM	AS Class 9971 AP, SEC STU SER Room AC1						
ROACH, VD	AS Class 5661 INTEGR MATH 1A Room 110 1SH	AS Class 5662 MATH INVEST 1SH Room 110	AS Class 5633 MATH INVEST 1SH Room 110	AS Class 5664 INTEGR MATH 1B Room 110 1SH	AS Class 5665 MATH INVEST 1BS Room 110	AS Class 5676 CONF/PREP PER Room 600N	
ROBERSON, A	AS Class 8001 RSP INCLUSION Room 219B 1RS	AS Class 9292 RSP INCLUSION Room 219B 1RS	AS Class 8003 RSP INCLUSION Room 219B 1RS	AS Class 8004 RSP INCLUSION Room 219B 1RS	AS Class 8005 RSP TESTING 1RS Room 219B	AS Class 8006 CONF/PREP PER Room 600N	
ROBERTS, G	AS Class 5771 CONF/PREP PER Room 100N	AS Class 5632 H INT MATH 2A Room S04A 1GM	AS Class 5723 H INT MATH 3A Room S04A 1GM	AS Class 5724 H INT MATH 1B Room S04A 1GM	AS Class 5635 H INT MATH 3B Room S04A 1GM	AS Class 5636 H INT MATH 2B Room S04A 1GM	
ROY, C	AS Class 8221 PEER COUNS 1S Room CAC	AS Class 8222 PEER COUNS 1S Room CAC	AS Class 8223 PEER COUNS 1S Room CAC	AS Class 8224 PEER COUNS 1S Room CAC	AS Class 8225 PEER COUNS 1S Room CAC	AS Class 9866 COUNSELOR COLL Room CAC	
ROY, C (cont'd)	AS Class 9901 COUNSELOR COLL Room CAC	AS Class 9892 COUNSELOR COLL Room CAC	AS Class 9883 COUNSELOR COLL Room CAC	AS Class 9974 COUNSELOR COLL Room CAC	AS Class 9865 COUNSELOR COLL Room CAC		WASC 27274
SCHAFFER, RF	AS Class 5971 ADV PH SCI B Room 337 1GH	AS Class 5972 H CHEMISTRY B Room 337 1GM	AS Class 5933 CONF PER.....GM Room 300N 1GM	AS Class 5964 AP CHEM B...GM Room 337 1GM	AS Class 5975 H PHYSICS 5.GM Room 337 1GH	AS Class 5966 H CHEM B...GM Room 337 1HG	
SHERLEY, M	AS Class 6791 PROB SOLV MATH Room 204 1*5	AS Class 6792 ALGEBRA 2BTT Room 204 1TT	AS Class 6793 MATH INVEST 1*5 Room 204	AS Class 6794 ALGEBRA 2BTT Room 204 1TT	AS Class 6795 MATH INVEST 1*5 Room 204	AS Class 6796 CONF PER...TT Room 600N 1TT	
SIGER, A	AS Class 5961 ADV PH SC B Room 325	AS Class 5962 ADV PH SC B Room 325	AS Class 5983 PHYSICS B Room 325	AS Class 5974 ADV PH SC B Room 325	AS Class 5965 CONF/PREP PER Room 600N	AS Class 9696 ADV PH SC B Room 325	
SILVERSTEIN, B	AS Class 5021 PEER TUTOR B Room 216A 1S	AS Class 5032 COORD, MAG TT Room 216A 1TT	AS Class 5033 PEER TUTOR B Room 216A 1S	AS Class 5024 COUN OFF ASG.G Room 216A 1GM	AS Class 5035 PEER TUTOR B Room 216A 1S	AS Class 5046 PEER TUTOR B Room 216A 1S	

STAFF NAME	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
SILVERSTEIN, B (cont'd)	AS Class 5051 COORD, MAG TT Room 216A 1TT	AS Class 9902 PEER TUTOR B Room 216A 1S	AS Class 5053 COORD, MAG TT Room 216A 1TT	AS Class 5034 PEER TUTOR B Room 216A 1S	AS Class 5045 COUN OFF ASG.G Room 216A 1GM	AS Class 5056 COUN OFF ASG.G Room 216A 1GM	
SIMPSON, T	AS Class 6101 S GOVT/ELCON B Room 229 1S		AS Class 5013 S PRACT WRIT Room 229 1S		AS Class 6175 S AMER LIT 1S Room 229		
SIMPSON, T (cont'd)			AS Class 7063 S BOOKS PLEAS Room 229 1S				
SLATTERY, W	AS Class 5751 ADV FOODS Room 109	AS Class 6052 FOOD SER IND Room 109 1P*	AS Class 5853 FOODS NUTR 1* Room 109	AS Class 9304 CONF/PREP PER Room 4CON	AS Class 6155 FOODS NUTR 1* Room 109	AS Class 6156 FOODS NUTR 1* Room 109	
SMALL, EL	AS Class 9751 CONF/PREP PER Room 1CON	AS Class 5832 ADV PE 1B Room GYMS	AS Class 5813 ADV PE 1B Room GYMS	AS Class 7124 ADV PE 1B Room GYMS	AS Class 6135 ADV PE 1B Room GYMS	AS Class 9656 SOCCER 1S Room GYMS	
SMITH, M	AS Class 5701 INTEGR MATH 1B Room 302 1TT	AS Class 5722 INTEGR MATH 2B Room 302	AS Class 5733 ALGEBRA 2A 1TT Room 302	AS Class 5734 H INT MATH 1A Room 302 1GM	AS Class 5575 CONF/PREP PER Room 5CON	AS Class 5736 INTEGR MATH 2B Room 302	
SOLOMON, A	AS Class 5561 ELECT 1B 1* Room 506	AS Class 5562 ELECTR 1A 1* Room 506	AS Class 9943 COORD, IMPACT Room 108	AS Class 9934 DEAN Room 108	AS Class 9895 DEAN Room 108	AS Class 9896 DEAN Room 108	
SOLOMON, A (cont'd)		AS Class 5572 ELECTR 2B 1* Room 506					
STEVENSON, I	AS Class 9631 CONF PER Room 1CON	AS Class 5762 GLEE SH B 1* Room M02	AS Class 5763 VOC ENIS B 1* Room M02	AS Class 5764 CONCERT CHOIR B Room M02 1*	AS Class 5765 MIXED CHORUS B Room M02 1*	AS Class 5766 KEYBOARD 1B-2B Room M02 1*	
STEWART, S	AS Class 6211 CONF/PREP PER Room 1CON	AS Class 6212 AEROBICS Room GYMC	AS Class 6213 AEROBICS Room GYMC	AS Class 6214 ADV PE 1B Room GYMC	AS Class 6215 ATHL..G1A BB Room GYMC 1GB	AS Class 6216 ATHL..G1A SPAL Room GYMC 13B	
STRONG, RR	AS Class 5121 COORD ST DATA Room CO	AS Class 9902 COORD ST DATA Room CR	AS Class 6993 SERVICE SH B Room 218 1*	AS Class 6994 SERVICE SH B Room 218 1*	AS Class 5175 COORD ST DATA Room CO	AS Class 5236 COORD ST DATA Room CR	
STRONG, RR (cont'd)	AS Class 6991 SERVICE SH B Room 218 1*		AS Class 9893 COORD ST DATA Room CR	AS Class 9884 COORD ST DATA Room CR	AS Class 6995 SERVICE SH B Room 218 1*	AS Class 6996 SERVICE SH B Room 218 1*	
TANNER, J	AS Class 6031 CONF/PREP PER Room 1CON	AS Class 5982 WLD HIST B Room 202	AS Class 6053 US HIST B Room 202	AS Class 8014 WLD HIST B Room 202	AS Class 6005 US HIST B Room 202	AS Class 5566 US HIST B Room 202	
TARQUIN, WF	AS Class 5731 PROB SOLV MATH Room 321 1*5	AS Class 6432 PROB SOLV MATH Room 321 1*5	AS Class 6433 INTEGR MATH 2B Room 321	AS Class 6434 INTEGR MATH 1B Room 321	AS Class 5725 CONF/PREP PER Room 5CON	AS Class 5466 INTEGR MATH 1B Room 321	
TARVER, AJ	AS Class 9471 CONF/PREP PER Room 1CON	AS Class 5652 BEG BAND B 1* Room M03	AS Class 5653 WLD OF MUSIC Room M03	AS Class 5654 BEG/ADV BAND Room M03 1*	AS Class 5655 CONCERT BAND Room M03 1*	AS Class 6066 MARCH BAND B Room M03 1**	
THOMAS, WJ	AS Class 6061 US HIST B Room 301	AS Class 5992 ECONOMICS Room 301	AS Class 6003 ECONOMICS Room 301	AS Class 6064 US HIST B Room 301	AS Class 6025 US HIST B...P Room 301 1P	AS Class 6046 ECONOMICS Room 301	
TIFF, M	AS Class 7331 TENNIS 1S Room GYMT	AS Class 7332 ADV PE 1B Room GYMT	AS Class 7723 TENNIS 1S Room GYMT	AS Class 7724 ADV PE 1B Room GYMT	AS Class 9575 CONF/PREP PER Room 5CON	AS Class 7376 ATHL..G1A TENN Room GYMT 1GT	
TUCKER, G	AS Class 9851 SEC COUN...ACE Room AC2 1P	AS Class 9842 SEC COUN...ACE Room AC2 1P	AS Class 9823 SEC COUN...ACE Room AC2 1P	AS Class 9814 SEC COUN...ACE Room AC2 1P	AS Class 9815 SEC COUN...ACE Room AC2 1P	AS Class 9816 SEC COUN...ACE Room AC2 1P	AS Class 9947 SEC COUN...ACE Room AC2 1P
UEOM, OT	AS Class 7151 WLD HIST B 1SH Room 215	AS Class 7352 ECONOMICS Room 222	AS Class 7183 WLD HIST B Room 222	AS Class 7184 WLD HISTORY B Room 222 1BS	AS Class 7185 CONF/PREP PER Room 5CON	AS Class 9536 WLD HIST B Room 222	
VADALRE, DB	AS Class 9651 AUTO MECH 1P Room 503 1*	AS Class 5222 AUTO MECH 1B Room 503 1*	AS Class 9113 CONF/PREP PER Room 3CON	AS Class 5534 AUTO MECH 1B Room 503 1*	AS Class 5545 AUTO MEC 2D Room 503	AS Class 6056 AUTO MECH 1B Room 503 1*	

WASC 27275

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## Staff Assignment Report by Teacher - CRENSHAW HIGH

3/05/97

STAFF NAME	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
WALKER-DECKARD, J	AS Class 7011 LIB PRAC SH B Room LIB 1*	AS Class 7012 LIB PRAC SH B Room LIB 1*	AS Class 7003 LIB PRAC SH B Room LIB 1*	AS Class 7204 LIB PRAC SH B Room LIB 1*	AS Class 7015 LIB PRAC SH B Room LIB 1*	AS Class 7006 LIB PRAC SH B Room LIB 1*	
WALKER-DECKARD, J (cont'd)	AS Class 9931 LIBRARIAN Room LIB	AS Class 9932 LIBRARIAN Room LIB	AS Class 9923 LIBRARIAN Room LIB	AS Class 9914 LIBRARIAN Room LIB	AS Class 9905 LIBRARIAN Room LIB	AS Class 9896 LIBRARIAN Room LIB	
WALKER-DECKARD, J (cont'd)					AS Class 9905 ATHLETIC DIR Room LIB 1**	AS Class 9936 ATHLETIC DIR Room LIB 1**	
WASHINGTON, M	AS Class 6231 AP AM HIST B Room 208 1GM	AS Class 6332 COL PREP SEM Room 208 1G2	AS Class 6233 H US HIST B1GM Room 208	AS Class 9584 ED C PLAN...SH Room 208 1SH	AS Class 6305 COL PREP SEM Room 208 1G1	AS Class 6236 CONF/PREP PER Room 6CON	
WASHINGTON, OB	AS Class 6651 ALGEBRA 2B Room 304	AS Class 5732 PRE CALCULUS B Room 304	AS Class 5683 ALGEBRA 2A Room 304	AS Class 5684 PRE CALCULUS B Room 304	AS Class 5685 INTEGR MATH 2B Room 304	AS Class 9676 CONF/PREP PER Room 6CON	
WATENS, LN	AS Class 6071 RSP INCLUSION Room 219B 1RS	AS Class 6082 RSP INCLUSION Room 219B 1RS	AS Class 6093 RSP INCLUSION Room 219B 1RS	AS Class 6094 RSP INCLUSION Room 219B 1RS	AS Class 6095 CONF/PREP PER Room 5CON	AS Class 9900 RSP TESTING:RS Room 219B	
WAUGH, M	AS Class 6141 INTEGR SCI 1B Room 322 1R3	AS Class 6142 ADV PH SC B Room 322	AS Class 6143 ADV PH SC B Room 322	AS Class 6344 INTEGR SCI 1B Room 322 1W2	AS Class 6345 INTEGR SCI 1B Room 322 1W1	AS Class 6346 CONF/PREP PER Room 6CON	AS Class 5038 PEER TUTOR LAB Room 216A 1S*
WEST, JD	AS Class 5341 HEALTH SH Room 226	AS Class 5342 HEALTH SH Room 226	AS Class 5543 HEALTH SH Room 226	AS Class 9234 CONF/PREP PER Room 4CON	AS Class 5535 HEALTH SH Room 226	AS Class 5536 HEALTH SH Room 226	
WEST, WE	AS Class 5801 ADV PE 1B Room GYMW	AS Class 5802 ADV PE 1B Room GYMW	AS Class 5803 ADV PE 1B Room GYMW	AS Class 5794 ADV PE 1B Room GYMW	AS Class 9625 CONF PER Room 5CON	AS Class 6526 ATHL..V BSKBALL Room GYMW 1VB	
WILLIAMS, O	AS Class 9541 CONF/PREP PER Room 1CON	AS Class 7912 INTEGR MATH 1B Room 114	AS Class 5793 INTEGR MATH 1B Room 114	AS Class 5714 PROB SOLV MATH Room 114 1*S	AS Class 5715 PROB SOLV MATH Room 114 1*S	AS Class 5616 PROB SOLV MATH Room 114 1*S	
WILSON, L	AS Class 5531 HEALTH SH Room D02	AS Class 5532 HEALTH SH Room D02	AS Class 5533 HEALTH SH Room D02	AS Class 5544 HEALTH SH Room D02	AS Class 5535 HEALTH SH 1SH Room D02	AS Class 5456 CONF/PREP PER Room 6CON	
WOLF, J	AS Class 5932 INTEGR MATH 1B Room 306	AS Class 6552 INTEGR MATH 1B Room 306	AS Class 6553 MATH INVSTG:1*S Room 306	AS Class 5894 MATH INVSTG:1*S Room 306	AS Class 6675 CONF/PREP PER Room 5CON	AS Class 5926 MATH INVSTG:1*S Room 306	
ZZ-PARENT,	AS Class 5001 *Home Room AC2				AS Class 5005 *Home Room AC2	AS Class 5006 *Home Room AC2	

GRADE	AMER. INDIAN/ ALASKAN NATIVE	ASIAN	BLACK, NOT HISPANIC	FILIPINO	HISPANIC	PACIFIC ISLANDER	WHITE, NOT HISPANIC	TOTAL
09	0 0.0%	2 0.3%	577 79.0%	0 0.0%	149 20.4%	0 0.0%	2 0.3%	730
10	0 0.0%	1 0.2%	472 78.9%	0 0.0%	125 20.9%	0 0.0%	0 0.0%	598
11	0 0.0%	2 0.4%	395 85.7%	0 0.0%	63 13.7%	0 0.0%	1 0.2%	461
12	0 0.0%	0 0.0%	277 78.5%	0 0.0%	76 21.5%	0 0.0%	0 0.0%	353
U	0 0.0%	0 0.0%	89 89.9%	0 0.0%	10 10.1%	0 0.0%	0 0.0%	99
TOTAL	0 0.0%	5 0.2%	1,810 80.8%	0 0.0%	423 18.9%	0 0.0%	3 0.1%	2,241

LOCATION: 8584 CRENSHAW G/HG/HA MAG COMPLEX: 8596X CRENSHAW HS CLUSTER 15 CRENSHAW/DORSEY

GRADE	AHER, INDIAN/ ALASKAN NATIVE	ASIAN	BLACK, NOT HISPANIC	FILIPINO	HISPANIC	PACIFIC ISLANDER	WHITE, NOT HISPANIC	TOTAL
09	1 1.7%	2 3.3%	44 73.3%	1 1.7%	11 18.3%	0 0.0%	1 1.7%	60
10	0 0.0%	2 2.7%	63 86.3%	0 0.0%	8 11.0%	0 0.0%	0 0.0%	73
11	0 0.0%	0 0.0%	43 87.8%	0 0.0%	6 12.2%	0 0.0%	0 0.0%	49
12	0 0.0%	0 0.0%	35 61.4%	0 0.0%	8 18.6%	0 0.0%	0 0.0%	43
TOTAL	1 0.4%	4 1.8%	185 82.2%	1 0.4%	33 14.7%	0 0.0%	1 0.4%	225



PRELIMINARY REPORT: RACIAL-ETHNIC SURVEY, FALL 1996

LOCATION: 8595 CRENSHAW TCH TRN MAG COMPLEX: 8596X CRENSHAW HS CLUSTER 15 CRENSHAW/DORSEY

GRADE	AMER. INDIAN/ ALASKAN NATIVE	ASIAN	BLACK, NOT HISPANIC	FILIPINO	HISPANIC	PACIFIC ISLANDER	WHITE, NOT HISPANIC	TOTAL
09	1 1.3%	1 1.3%	63 84.0%	0 0.0%	9 12.0%	0 0.0%	1 1.3%	75
10	0 0.0%	1 1.1%	80 87.9%	0 0.0%	9 9.9%	0 0.0%	1 1.1%	91
11	2 3.0%	0 0.0%	52 78.6%	0 0.0%	12 18.2%	0 0.0%	0 0.0%	66
12	0 0.0%	3 3.4%	77 86.5%	0 0.0%	9 10.1%	0 0.0%	0 0.0%	89
U	0 0.0%	0 0.0%	1 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1
TOTAL	3 0.9%	5 1.6%	273 84.8%	0 0.0%	39 12.1%	0 0.0%	2 0.6%	322

LOS ANGELES UNIFIED SCHOOL DISTRICT  
SCHOOL ACCOUNTABILITY REPORT

CRENSHAW SENIOR HIGH

(8596)

Address: 5010 11TH AVE

LOS ANGELES

CALIF 90043 Phone:(213) 296-5370

AN ANNUAL REPORT TO THE COMMUNITY

Data for 1994-1995 School Year  
Issued October 1995

MESSAGE FROM THE PRINCIPAL

The School Accountability Report Card has been established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, which must be issued annually for each elementary and secondary school in the State of California provides an assessment of thirteen conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card. For such information, call the school office.

  
Yvonne D. Noble Principal

SCHOOL PROFILE

The following school goals are achieved through the implementation of the District curriculum:

- Improve the academic achievement of all students
- Improve students' self esteem
- Improve language acquisition and development
- Improve students' ability to apply comprehension skills across curriculum
- Improve students' ability to think critically and to solve problems
- Improve students in daily speaking and writing activities across the curriculum
- Improve test scores
- Improve students' attendance
- Reduce dropout rates

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with groups such as PTSA, School Advisory Councils, school volunteers and Adopt-A-School Partners.

GRADE CONFIGURATION: 9-12

RACIAL/ETHNIC COMPOSITION

	Am Indian Alaskan	Asian	Black Not Hispanic	Filipino	Hispanic	Pacific Islander	White	Total Enrollment
1994-95	0.0%	0.6%	80.1%	0.0%	19.0%	0.0%	0.2%	2,179
1993-94	0.0%	1.5%	70.7%	0.0%	27.8%	0.0%	0.1%	1,582
1992-93	0.0%	1.8%	64.5%	0.0%	33.7%	0.0%	0.0%	1,625

01-8596-0208

SALARY AND BUDGET DATA FOR LAUSD SCHOOL ACCOUNTABILITY REPORT CARD  
1993-1994 School Year\*

	LAUSD 608,622 ADA (Average Daily Attendance)			STATE AVERAGE Large Unified Districts (More than 20,000 ADA)	
SALARY CATEGORY					
	Annual -----	Daily -----		Annual -----	Daily -----
<b>TEACHERS</b>					
Minimum	\$26,573	\$148		\$26,521	\$145
Mid-range	40,570	225		41,168	225
Highest	48,209	268		48,152	263
Average	40,460	225		DATA NOT AVAILABLE	
<b>SCHOOL ADMINISTRATORS**</b>					
Minimum	\$44,092	\$188		D A T A	
Mid-range	60,804	292		N O T	
Highest	84,550	360		A V A I L A B L E	
Average (PRINCIPAL)	68,861	316		\$66,289	\$313
<b>DISTRICT SUPERINTENDENT</b>					
	\$141,271	\$620		\$109,669	\$490

BUDGET PERCENTAGES

TEACHERS' SALARIES	4.41%		5.087%
SALARIES	38.74%		42.62%

Please note that these figures reflect salary and budget data for 1993-94 school year, as required by the State, and the figures do not include general fund expenditures for employee benefits.

\*\*Includes all school site administrators, principals, assistant principals, etc.

1. STUDENT ACHIEVEMENT

COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS/U)  
School Median Percentiles

	1994-95			1993-94			1992-93		
	GR 9	GR 10	GR 11	GR 9	GR 10	GR 11	GR 9	GR 10	GR 11
<b>READING</b>									
All students	20	19	21	19	19	21		15	19
* EO/IFEP	21	21	24	22	20	27		21	29
LEP	13	06	07	**	09	07		05	06
RFEP	**	**	**	**	**	**		**	**
<b>MATHEMATICS</b>									
All students	20	24	30	20	24	28		23	30
EO/IFEP	20	23	31	21	24	30		24	28
LEP	18	24	16	**	26	20		21	31
RFEP	**	**	**	**	**	**		**	**
<b>LANGUAGE</b>									
All students	19	21	24	18	21	23		19	24
EO/IFEP	20	23	27	20	21	26		24	29
LEP	17	08	07	**	11	11		08	15
RFEP	**	**	**	**	**	**		**	**

\*\* Group data are not reported when 19 or less students were tested.

LEGEND

- \* IFEP = Initially identified Fluent-English Proficient
- LEP = Limited-English Proficient
- RFEP = Redesignated Fluent-English Proficient
- EO = English only

NUMBER OF REDESIGNATED LIMITED-ENGLISH PROFICIENT STUDENTS

	TOTAL LEP	TOTAL REDESIGNATED
1994-95	248	32
94	256	24

PERFORMANCE IN ACADEMIC SUBJECTS

Subject	# Classes (Spring 1995)	Grades Issued					
		A	B	C	D	F	
Mathematics	107	318 15%	336 15%	520 24%	472 22%	542 25%	
Science	81	116 7%	235 15%	444 28%	389 25%	396 25%	
Social Studies	50	83 8%	169 15%	307 28%	253 23%	276 25%	
	41	134 14%	201 22%	326 35%	191 21%	76 8%	

2. STUDENT ATTENDANCE

School attendance is vital to students' achievement. The goal of our school is to continue improving attendance through a variety of programs which include: calling parents by the third day of absence, providing counseling for students, offering incentives for good and perfect attendance, establishing a bond between students and teachers, and recognizing the value and necessity of school attendance to student achievement.

AVERAGE DAILY ATTENDANCE - ADA (Cumulative Year-end)			
Grade range	1994-95	1993-94	1992-93
09-12	1770	1232	1277
Ungraded	65	43	36
TOTAL	1835	1275	1313

DROPOUTS (through the 10th month enrollment)			
Grade	1993-94	1992-93	1991-92
09	55		
10	151	137	196
11	86	69	112
12	30	26	39
TOTAL	322	232	347

### 3. EXPENDITURES AND SERVICES

Direct charges to schools primarily include the following:

Direct Expenditure Classification	1994 - 95 Total Direct Expenditures	Percent	Expenditures per ADA
Instruction	\$6,869,078	71%	\$3,412
Instructional support	\$841,265	9%	\$417
Pupil services	\$571,730	6%	\$284
School maintenance	\$343,032	4%	\$170
School operations	\$986,719	10%	\$490
Pupil transportation	\$49,873	1%	\$24
Total	\$9,661,697	101%	\$4,797

#### EXPLANATION OF DIRECT EXPENDITURE CLASSIFICATIONS

**INSTRUCTION:** Salaries and employee benefits of teachers and aides, textbooks, instructional materials.

**INSTRUCTIONAL SUPPORT:** Instructional and school administration, instructional media, educational television and computer assisted instruction.

**PUPIL SERVICES:** Attendance, welfare, guidance, counseling and health activities.

**SCHOOL MAINTENANCE:** Repainting, resurfacing grounds, roof repair and related equipment acquisitions and replacement.

**SCHOOL OPERATIONS:** Cleaning and utilities, gardening, trash disposal and laundry services.

**PUPIL TRANSPORTATION:** Cost of conveying pupils to and from school activities and between home and school. Does not include field trips.

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#### 4. CLASS SIZE

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Class sizes have consistently been at or below State guidelines at every grade level.

Department	Average Class Size
English	25
Mathematics	28
Social Studies	32
Science	35

#### COURSE CONTENT/PREPARATIONS FOR SECONDARY TEACHERS

# Courses/Preparations	Number of Teachers
01 - 02	47
03 - 04	41
05 - 06	2
Over 06	0

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#### 5. TEACHER ASSIGNMENTS

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The following number of teachers possessed bilingual certification or language development specialist certification:

	1994-95	1993-94	1992-93
Bilingual certification			2
District A-level fluency	6	5	8
Language Development Specialist	5	2	1

There were 1 assigned to classes outside their credential authorization to provide required classes for all students.

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#### KS AND MATERIALS

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The Angeles Unified School District has set a priority on ensuring that a sufficient number of textbooks to support the school's instructional program is available. The instructional materials are chosen primarily from the textbook list adopted by the California Department of Education.

Acquisition of educational technology and access to current additional resources to support the instructional program for all students are priorities in determining the budget expenditures.

Title I Program  
Bilingual Program  
Perkins Program  
Work Experience Program

05-8596-0212

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## 7. COUNSELING AND STUDENT SUPPORT SERVICES

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Students at our school receive support services from a staff which includes the following:

Types of Support Services Provided	Staff Time Provided
. Nurse	
. Student Attendance and Adjustment Services Counselor	
. School Psychologist	
. Educational Counselor	
. Outreach support from various colleges and universities	
. PPD Counselor	
. CATS Counselor	
. Special Education Case Manager	

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## 8. SUBSTITUTE TEACHERS

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This school has experienced very little difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year the approximate average yearly absence for teachers was 8 day(s).

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## 9. SCHOOL FACILITIES AND SAFETY

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Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students.

A five-year school enrollment history indicates the following data regarding school enrollment and operating capacity:

Year	Norm Day Enrollment	School Capacity	Number of Classrooms
4 - 95	2,179	2,654	94
3 - 94	1,582		
2 - 93	1,625		
1 - 92	1,690		
0 - 91	1,704		

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## 10. TEACHER EVALUATIONS

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Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the 1994-95 school year 34 teachers were evaluated.

To ensure continued development of professional skills, staff participated in the following growth opportunities:

### Types of Activities

- . Faculty meetings
  - . Staff development sessions
  - . Grade level/departmental meetings
  - . College level courses
  - . Inservice classes from District/Unit/Division
  - . Conferences and/or workshops
  - . New teacher training
  - . Teachers' travel
- 

06-8596-0213

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## 11. DISCIPLINE AND CLIMATE FOR LEARNING

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Our school provides a disciplined, stimulating learning climate for all students. The programs and practices to promote a positive learning environment include the following:

Types of Awards for Non-Athletic Activities	Frequency of Awards/ Number of Student Recipients
. Student Achievement	. Principal's monthly newsletter
. Attendance	. P.A. announcements (ongoing)
. Citizenship	. Posting of award recipients in showcases (ongoing)
. Improved Behavior	
. Gang Free/Drug Free Awareness	
. Student Leadership/Council	

There were 153 suspensions and 7 student(s) were expelled from our school last year.

Major maintenance improvements in campus appearance to promote a positive learning environment included the following:

- . Purchase of steam cleaning machine

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## 12. INSTRUCTIONAL STRATEGIES AND CURRICULUM IMPROVEMENT

---

A continuous process for staff development and curriculum improvement is implemented by teachers and administrators at our school. Staff development activities were provided for staff:

- . Secondary Courses of Study
- . Master Plan for Limited-English Proficient Students
- . Language acquisition/development
- . Instructional strategies
- . Test data analysis
- . Grade level expectations
- . State frameworks
- . Writing process
  
- . Nontradition class scheduling
- . Dress code
- . Second to None

07-8596-0214



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13. INSTRUCTION AND LEADERSHIP

---

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

Types of Leadership Roles	Number of Staff/Community Involved
. Grade Level/Department Chairs	
. School Advisory Council	
. Bilingual/Bicultural Council	
. Shared Decision Making Council	

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

---

ADDITIONAL MINUTES

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1 operates on the LEARN calendar offering instructional minutes equal to or exceeding the State's requirements:

Grades	District	State
9-12	66,600	64,800

The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

08-8596-0215

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15. INSTRUCTIONAL DAYS

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Our school calendar contains 190 days, <sup>8</sup> of which were designated for professional development. This provided for 172 instructional days of student attendance which met or exceeded State requirements.

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16. WORK FORCE PREPARATION (Senior High Schools only)

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The senior high schools in Los Angeles Unified School District prepare students to enter the work force. The school:

- . provides instructional programs that foster the acquisition and growth of work-readiness skills on the part of the students
- . measures the success of its efforts to prepare students for the work force
- . meets the needs of special student populations in regard to their preparation to enter the work force.
- . School to work/Career Advisement Program
- . Perkins Program
- . Work Experience Program

For additional information:

Mary Cooley, Administrative Assistant  
(213) 296-5370

LOS ANGELES UNIFIED SCHOOL DISTRICT  
SCHOOL ACCOUNTABILITY REPORT

CRENSEAW SENIOR HIGH

(8596)

Address: 5010 11TH AVE

LOS ANGELES

CALIF 90043 Phone:(213) 296-5370

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AN ANNUAL REPORT TO THE COMMUNITY

Data for 1995-1996 School Year  
Issued October 1996.

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MESSAGE FROM THE PRINCIPAL

---

The School Accountability Report Card has been established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, which must be issued annually for each elementary and secondary school in the State of California provides an assessment of thirteen conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card. For such information, call the school office.

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Principal

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SCHOOL PROFILE

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The following school goals are achieved through the implementation of the District's curriculum:

- . Improve the academic achievement of all students
- . Improve students' self esteem
- . Improve language acquisition and development
- . Improve students' ability to apply comprehension skills across the curriculum
- . Improve students' ability to think critically and to solve problems
- . Involve students in daily speaking and writing activities across the curriculum
- . Improve test scores
- . Improve students' attendance
- . Reduce dropout rates

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with groups such as PTSA, School Advisory Councils, school volunteers and Adopt-A-School Partners.

GRADE CONFIGURATION: 9 -12

RACIAL/ETHNIC COMPOSITION

	Am Indian Alaskan	Asian	Black Not Hispanic	Not Filipino	Hispanic	Pacific Islander	White	Total Enrollment
1995-96	0.0%	0.4%	81.7%	0.0%	17.7%	0.0%	0.1%	2,187
1994-95	0.0%	0.5%	80.1%	0.0%	19.0%	0.0%	0.2%	2,179
1993-94	0.0%	1.5%	70.7%	0.0%	27.8%	0.0%	0.1%	1,582

01-8596-0216

SALARY AND BUDGET DATA FOR LAUSD SCHOOL ACCOUNTABILITY REPORT CARD  
1994-1995 School Year\*

	LAUSD 602,376 ADA (Average Daily Attendance)			STATE AVERAGE Large Unified Districts (More than 20,000 ADA)	
SALARY CATEGORY	Annual	Daily		Annual	Daily
TEACHERS					
Minimum	\$28,704	\$159		\$27,337	\$149
Mid-range	43,824	243		42,801	234
Highest	52,075	289		49,804	276
Average	43,575	242		DATA NOT AVAILABLE	
SCHOOL ADMINISTRATORS**					
Minimum	\$38,374	\$169		DATA NOT AVAILABLE	
Mid-range	65,653	316		DATA NOT AVAILABLE	
Highest	91,742	405		DATA NOT AVAILABLE	
Average (PRINCIPAL)	73,103	335		\$67,179	\$315
DISTRICT SUPERINTENDENT	\$152,585	\$681		\$111,308	\$493

BUDGET PERCENTAGES

ADMINISTRATORS' SALARIES	3.75%#		5.22%
TEACHERS' SALARIES	37.91%#		43.67%

\*Please note that these figures reflect salary and budget data for 1994-95 school year, as required by the State, and the figures do not include general fund expenditures for employee benefits.

\*\*Includes all school site administrators, principals, assistant principals, etc.

#Earthquake relief funds were included in the 1994-95 General Fund, resulting in lower budget percentages for administrators' and teachers' salaries.

1. STUDENT ACHIEVEMENT

COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS/U)  
School Median Percentiles

	1995-96	1994-95			1993-94		
	GR 9	GR 9	GR 10	GR 11	GR 9	GR 10	GR 11
<b>READING</b>							
All students	21	20	19	21	19	19	21
* EO/IFEP	24	21	21	24	22	20	27
LEP	12	13	05	07	**	09	07
RFEP	**	**	**	**	**	**	**
<b>MATHEMATICS</b>							
All students	20	20	24	30	20	24	28
EO/IFEP	20	20	23	31	21	24	30
LEP	24	18	24	16	**	26	20
RFEP	**	**	**	**	**	**	**
<b>LANGUAGE</b>							
All students	18	19	21	24	18	21	23
EO/IFEP	21	20	23	27	20	21	25
LEP	14	17	08	07	**	11	11
RFEP	**	**	**	**	**	**	**

\*\* Group data are not reported when 19 or less students were tested.

LEGEND

- \* IFEP = Initially Identified Fluent-English Proficient
- LEP = Limited-English Proficient
- RFEP = Redesignated Fluent-English Proficient
- EO = English only

\*\*\* 1995-96 only grade 9 was tested with CTBS/U.

NUMBER OF REDESIGNATED LIMITED-ENGLISH PROFICIENT STUDENTS

	TOTAL LEP	TOTAL REDESIGNATED
1995-96	200	
1994-95	243	32

STUDENT PERFORMANCE IN ACADEMIC SUBJECTS

Department	# Classes (Spring 1996)	Grades Issued					
		A	B	C	D	F	
English	104	352 17%	406 19%	502 24%	404 19%	466 22%	
Mathematics	78	69 4%	152 10%	380 24%	407 25%	547 35%	
Science	54	149 12%	238 20%	325 27%	236 19%	271 22%	
Social Studies	53	100 8%	308 24%	393 31%	271 22%	186 15%	

2. STUDENT ATTENDANCE

School attendance is vital to students' achievement. The goal of our school is to continue improving attendance through a variety of programs which include: calling parents by the third day of absence, providing counseling for students, offering incentives for good and perfect attendance, establishing a bond between students and teachers, and recognizing the value and necessity of school attendance to student achievement.

AVERAGE DAILY ATTENDANCE - ADA (Cumulative Year-end)			
Grade range	1995-96	1994-95	1993-94
09-12	1835	1770	1232
Ungraded	81	65	43
TOTAL	1916	1835	1275

DROPOUTS (through the 10th month enrollment)			
Grade	1994-95	1993-94	1992-93
09	89	55	
10	126	151	137
11	75	86	69
12	31	30	25
TOTAL	321	322	232

### 3. EXPENDITURES AND SERVICES

Direct charges to schools primarily include the following:

Direct Expenditure Classification	1995 - 96 Total Direct Expenditures	Percent	Expenditures per ADA
Instruction	\$7,238,259	72%	\$3,486
Instructional support	\$902,781	9%	\$434
Pupil services	\$517,051	5%	\$249
School maintenance	\$313,564	3%	\$151
School operations	\$1,034,604	10%	\$498
Pupil transportation	\$102,465	1%	\$49
Total	\$10,108,724	100%	\$4,867

#### EXPLANATION OF DIRECT EXPENDITURE CLASSIFICATIONS

**INSTRUCTION:** Salaries and employee benefits of teachers and aides, textbooks, instructional materials.

**INSTRUCTIONAL SUPPORT:** Instructional and school administration, instructional media, educational television and computer assisted instruction.

**PUPIL SERVICES:** Attendance, welfare, guidance, counseling and health activities.

**SCHOOL MAINTENANCE:** Repainting, resurfacing grounds, roof repair and related equipment acquisitions and replacement.

**SCHOOL OPERATIONS:** Cleaning and utilities, gardening, trash disposal and laundry services.

**PUPIL TRANSPORTATION:** Cost of conveying pupils to and from school activities and between home and school. Does not include field trips.

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#### 4. CLASS SIZE

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Class sizes have consistently been at or below State guidelines at every grade level.

Department	Average Class Size
English	26
Mathematics	28
Social Studies	36
Science	33

#### COURSE CONTENT/PREPARATIONS FOR SECONDARY TEACHERS

# Courses/Preparations	Number of Teachers
01 - 02	57
03 - 04	39
05 - 06	2
Over 06	0

---

#### 5. TEACHER ASSIGNMENTS

---

The following number of teachers possessed bilingual certification or language development specialist certification:

	1995-96	1994-95	1993-94
Bilingual certification			
District A-level fluency	9	6	5
Language Development Specialist	4	5	2

There were \_\_\_\_\_ assigned to classes outside their credential authorization to provide required classes for all students.

---

#### 6. TEXTBOOKS AND MATERIALS

---

The Los Angeles Unified School District has set a priority on ensuring that a sufficient number of textbooks to support the school's instructional program is available. The instructional materials are chosen primarily from the textbook list adopted by the California Department of Education.

Acquisition of educational technology and access to current additional resources to support the instructional program for all students are priorities in determining the budget expenditures.

---

7. COUNSELING AND STUDENT SUPPORT SERVICES

---

Students at our school receive support services from a staff which includes the following:

Types of Support Services Provided	Staff Time Provided
. Nurse	
. Student Attendance and Adjustment Services Counselor	
. School Psychologist	

---

8. SUBSTITUTE TEACHERS

---

This school has experienced \_\_\_\_\_ difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year the approximate average yearly absence for teachers was 9 day(s).

---

9. SCHOOL FACILITIES AND SAFETY

---

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students.

A five-year school enrollment history indicates the following data regarding school enrollment and operating capacity:

Year	Norm Day Enrollment*	School Capacity	Number of Classrooms
1995 - 96	2,187	2,752	94
1994 - 95	2,179		
1993 - 94	1,582		
1992 - 93	1,625		
1991 - 92	1,690		

\*Note: Our school is on a year round calendar. At any given time only a portion of our total enrollment (Norm day) is attending school.

---

10. TEACHER EVALUATIONS

---

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the 1995-96 school year 51 teachers were evaluated.



To ensure continued development of professional skills, staff participated in the following growth opportunities:

Types of Activities

- . Faculty meetings
- . Staff development sessions
- . Grade level/departmental meetings
- . College level courses
- . Inservice classes from District/Unit/Division
- . Conferences and/or workshops
- . New teacher training

---

11. DISCIPLINE AND CLIMATE FOR LEARNING

---

Our school provides a disciplined, stimulating learning climate for all students. The programs and practices to promote a positive learning environment include the following:

Types of Awards for Non-Athletic Activities	Frequency of Awards/ Number of Student Recipients
. Student Achievement	
. Attendance	
. Citizenship	
. Improved Behavior	
. Gang Free/Drug Free Awareness	
. Student Leadership/Council	

There were 140 suspensions and \_\_\_\_\_ student(s) were expelled from our school last year.

Major maintenance improvements in campus appearance to promote a positive learning environment included the following:

---

## 12. TRAINING AND CURRICULUM IMPROVEMENT

---

A continuous process for staff development and curriculum improvement is implemented by teachers and administrators at our school. Staff development activities were provided for staff:

- . Secondary Courses of Study
- . Master Plan For Limited-English Proficient Students
- . Language acquisition/development
- . Instructional strategies
- . Test data analysis
- . Grade level expectations
- . State frameworks
- . Writing process

---

## 13. INSTRUCTION AND LEADERSHIP

---

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

Types of Leadership Roles	Number of Staff/Community Involved
. Grade Level/Department Chairs	
. School Advisory Council	
. Bilingual/Bicultural Council	
. Shared Decision Making Council	

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

---

14. INSTRUCTIONAL MINUTES

---

Our school operates on the LEARN calendar offering instructional minutes equal to or exceeding the State's requirements:

<u>Grades</u>	<u>District</u>	<u>Requirements</u>	<u>State</u>
9-12	66,600		64,800

The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

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15. INSTRUCTIONAL DAYS

---

Our school calendar contains 180 days, \_\_\_\_\_ of which were designated for professional development. This provided for \_\_\_\_\_ instructional days of student attendance which met or exceeded State requirements.

---

16. WORK FORCE PREPARATION (Senior High Schools only)

---

The senior high schools in Los Angeles Unified School District prepare students to enter the work force. The school:

- provides instructional programs that foster the acquisition and growth of work-readiness skills on the part of the students
- measures the success of its efforts to prepare students for the work force
- meets the needs of special student populations in regard to their preparation to enter the work force.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
SCHOOL ACCOUNTABILITY REPORT

CRENSHAW HIGH SCHOOL HIGHLY GIFTED MAGNET

(8584)

Address: 5010 11TH AVE

LOS ANGELES

CALIF 90043 Phone: (213) 296-5370

AN ANNUAL REPORT TO THE COMMUNITY

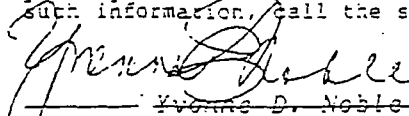
Data for 1994-1995 School Year  
Issued October 1995

MESSAGE FROM THE PRINCIPAL

The School Accountability Report Card has been established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, which must be issued annually for each elementary and secondary school in the State of California provides an assessment of thirteen conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card. For such information, call the school office.

  
Yvonne D. Noble Principal

SCHOOL PROFILE

The following school goals are achieved through the implementation of the District curriculum:

- Improve the academic achievement of all students
- Improve students' self esteem
- Improve language acquisition and development
- Improve students' ability to apply comprehension skills across curriculum
- Improve students' ability to think critically and to solve problems
- Involve students in daily speaking and writing activities across the curriculum
- Improve test scores
- Improve students' attendance
- Reduce dropout rates
- Improve students' knowledge of post-secondary opportunities

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with groups such as PTSA, School Advisory Councils, school volunteers and Adopt-A-School Partners.

GRADE CONFIGURATION: 9-12

RACIAL/ETHNIC COMPOSITION

	Am Indian Alaskan	Asian	Black Non Hispanic	Filipino	Hispanic	Pacific Islander	White	Total Enrollment
1994-95	0.5%	2.0%	78.1%	0.0%	19.4%	0.0%	0.0%	201
1993-94	0.6%	4.6%	76.9%	0.0%	17.3%	0.0%	0.6%	173
1992-93	0.5%	5.9%	73.4%	0.0%	19.7%	0.0%	0.5%	199

01-8584-0145

SALARY AND BUDGET DATA FOR LAUSD SCHOOL ACCOUNTABILITY REPORT CARD  
1993-1994 School Year\*

	LAUSD 608,622 ADA (Average Daily Attendance)		STATE AVERAGE Large Unified Districts (More than 20,000 ADA)	
	Annual -----	Daily -----	Annual -----	Daily -----
SALARY CATEGORY				
TEACHERS				
Minimum	\$25,573	\$148	\$25,521	\$145
Mid-range	40,570	225	41,168	225
Highest	48,209	253	48,152	263
Average	40,460	225	DATA NOT AVAILABLE	
SCHOOL ADMINISTRATORS**				
Minimum	\$44,092	\$183	D A T A	
Mid-range	60,804	292	N O T	
Highest	84,550	360	A V A I L A B L E	
Average (PRINCIPAL)	68,861	315	\$66,289	\$313
DISTRICT SUPERINTENDENT	\$141,271	\$520	\$109,669	\$490

BUDGET PERCENTAGES			
	LAUSD	STATE AVERAGE	
TEACHERS' SALARIES	4.41%	5.087%	
ADMINISTRATORS' SALARIES	38.74%	42.62%	

\*Please note that these figures reflect salary and budget data for 1993-94 school year, as required by the State, and the figures do not include general fund expenditures for employee benefits.

\*\*Includes all school site administrators, principals, assistant principals, etc.

1. STUDENT ACHIEVEMENT

COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS/U)  
School Median Percentiles

	1994-95			1993-94			1992-93		
	GR 9	GR 10	GR 11	GR 9	GR 10	GR 11	GR 9	GR 10	GR 11
<b>READING</b>									
All students	64	62	70	**	70	69	68	68	
* EO/IFEP	64	63	72	**	70	69	68	72	
LEP			**			**	**	**	
RFEF		**				**	**	**	
<b>MATHEMATICS</b>									
All students	76	82	83	**	90	75	77	77	
* EO/IFEP	76	82	84	**	90	75	77	78	
LEP			**			**	**	**	
RFEF		**				**	**	**	
<b>LANGUAGE</b>									
All students	69	71	70	**	78	60	72	63	
* EO/IFEP	69	71	74	**	78	60	72	63	
LEP		**	**			**	**	**	
RFEF		**				**	**	**	

\*\* Group data are not reported when 19 or less students were tested.

LEGEND

- \* IFEP = Initially identified Fluent-English Proficient
- LEP = Limited-English Proficient
- RFEF = Redesignated Fluent-English Proficient
- EO = English only

NUMBER OF REDESIGNATED LIMITED-ENGLISH PROFICIENT STUDENTS

	TOTAL LEP	TOTAL REDESIGNATED
1994-95	8	7
1993-94	9	3

PERFORMANCE IN ACADEMIC SUBJECTS

Subject	Grades Issued									
	(Spring 1995)	A	B	C	D	F				
English	102	50%	45	22%	41	20%	8	4%	6	3%
Main	23	16%	26	18%	58	39%	28	19%	10	9%
Science	46	26%	33	30%	49	29%	39	21%	10	6%
Social Studies	44	32%	23	17%	41	30%	17	12%	13	9%

2. STUDENT ATTENDANCE

School attendance is vital to students' achievement. The goal of our school is to continue improving attendance through a variety of programs which include: calling parents by the third day of absence, providing counseling for students, offering incentives for good and perfect attendance, establishing a bond between students and teachers, and recognizing the value and necessity of school attendance to student achievement.

AVERAGE DAILY ATTENDANCE - ADA (Cumulative Year-end)			
Grade range	1994-95	1993-94	1992-93
09-12	184	160	171
TOTAL	184	160	171

DROPOUTS (through the 10th month enrollment)			
Grade	1993-94	1992-93	1991-92
09	3		
10	5	6	
11	4	2	3
12	2		1
TOTAL	14	8	4

### 3. EXPENDITURES AND SERVICES

Direct charges to schools primarily include the following:

Direct Expenditure Classification	Total Direct Expenditures	Percent	Expenditures per ADA
Instruction	\$589,226	80%	\$3,202
Instructional support	\$23,195	3%	\$126
Pupil services	\$10,042	1%	\$54
School maintenance	\$2,803	0%	\$15
School operations	\$5,788	1%	\$31
Pupil transportation	\$108,689	15%	\$590
Total	\$739,743	100%	\$4,012

#### EXPLANATION OF DIRECT EXPENDITURE CLASSIFICATIONS

**INSTRUCTION:** Salaries and employee benefits of teachers and aides, textbooks, instructional materials.

**INSTRUCTIONAL SUPPORT:** Instructional and school administration, instructional media, educational television and computer assisted instruction.

**PUPIL SERVICES:** Attendance, welfare, guidance, counseling and health services.

**MAINTENANCE:** Repainting, resurfacing grounds, roof repair and equipment acquisitions and replacement.

**OPERATIONS:** Cleaning and utilities, gardening, trash disposal and services.

**PUPIL TRANSPORTATION:** Cost of conveying pupils to and from school activities and between home and school. Does not include field trips.

---

#### 4. CLASS SIZE

---

Class sizes have consistently been at or below State guidelines at every grade level.

Department	Average Class Size
English	23
Mathematics	25
Social Studies	20
Science	23

#### COURSE CONTENT/PREPARATIONS FOR SECONDARY TEACHERS

# Courses/Preparations	Number of Teachers
01 - 02	2
03 - 04	6
05 - 06	0
Over 06	0

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#### 5. TEACHER ASSIGNMENTS

---

The following number of teachers possessed bilingual certification or language development specialist certification:

	1994-95	1993-94	1992-93
Bilingual certification			
District A-level fluency			
Language Development Specialist:			

There were 0 assigned to classes outside their credential authorization to provide required classes for all students.

---

#### RESOURCES AND MATERIALS

---

The Los Angeles Unified School District has set a priority on ensuring that a sufficient number of textbooks to support the school's instructional program is available. The instructional materials are chosen primarily from the textbook list adopted by the California Department of Education.

Acquisition of educational technology and access to current additional resources to support the instructional program for all students are priorities in determining the budget expenditures.



**7. COUNSELING AND STUDENT SUPPORT SERVICES**

Students at our school receive support services from a staff which includes the following:

Types of Support Services Provided	Staff Time Provided
. Nurse	Continuous, as needed
. Student Attendance and Adjustment Services Counselor	Continuous, as needed
. School Psychologist	Continuous, as needed
. Academic Counselor	3hrs/day
. Magnet Coordinator	3hrs/day
. College Advisor	Continuous, as needed

**8. SUBSTITUTE TEACHERS**

This school has experienced little difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year the approximate average yearly absence for teachers was 7 day(s).

**9. SCHOOL FACILITIES AND SAFETY**

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students.

A 51 -year school enrollment history indicates the following data on school enrollment and operating capacity:

Year	Norm Day Enrollment
1 - 95	201
1 - 94	173
2 - 93	190
1 - 92	141
1990 - 91	65

**10. TEACHER EVALUATIONS**

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the 1994-95 school year 2 teachers were evaluated.

To ensure continued development of professional skills, staff participated in the following growth opportunities:

**Types of Activities**

- . Faculty meetings
- . Staff development sessions
- . Grade level/departamental meetings
- . College level courses
- . Inservice classes from District/Unit/Division
- . Conferencas and/or workshops
- . New teacher training

---

## 11. DISCIPLINE AND CLIMATE FOR LEARNING

---

Our school provides a disciplined, stimulating learning climate for all students. The programs and practices to promote a positive learning environment include the following:

Types of Awards for Non-Athletic Activities	Frequency of Awards/ Number of Student Recipients
. Student Achievement	Twice yearly   approximately 100
. Attendance	Twice yearly   approximately 40
. Citizenship	Twice yearly   approximately 100
. Improved Behavior	Twice yearly   approximately 10
. Gang Free/Drug Free Awareness	0
. Student Leadership/Council	Once yearly 4 students

There were 3 suspensions and 0 student(s) were expelled from our school last year.

Major maintenance improvements in campus appearance to promote a positive learning environment included the following:

*Leadership Class Campus Cleaning Project*  
*Adopt-A-Spot Beautification Project*

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## 12. INSTRUCTION AND CURRICULUM IMPROVEMENT

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...inuous process for staff development and curriculum improvement implemented by teachers and administrators at our school. Staff development activities were provided for staff:

- . Secondary Courses of Study
- . Master Plan for Limited-English Proficient Students
- . Language acquisition/development
- . Instructional strategies
- . Test data analysis
- . Grade level expectations
- . State frameworks
- . Writing process
- . Differentiated Instructional Practices for Gifted/High Ability Students

---

### 13. INSTRUCTION AND LEADERSHIP

---

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

Types of Leadership Roles	Number of Staff/Community Involved	
. Grade Level/Department Chairs	3	0
. School Advisory Council	2	25
. Bilingual/Bicultural Council	0	0
. Shared Decision Making Council	1	2

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

---

#### ADDITIONAL MINUTES

---

The District operates on the LEARN calendar offering instructional minutes equal to or exceeding the State's requirements:

Grades	Requirements	
	District	State
9-12	66,600	64,800

The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

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15. INSTRUCTIONAL DAYS

---

Our school calendar contains 180 days, 5 of which were designated for professional development. This provided for 175 instructional days of student attendance which met or exceeded State requirements.

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16. WORK FORCE PREPARATION (Senior High Schools only)

---

The senior high schools in Los Angeles Unified School District prepare students to enter the work force. The schools:

- . provides instructional programs that foster the acquisition and growth of work-readiness skills on the part of the students
- . measures the success of its efforts to prepare students for the work force
- . meets the needs of special student populations in regard to their preparation to enter the work force.
- . *Promotes student attendance in summer college and work exploration programs.*

LOS ANGELES UNIFIED SCHOOL DISTRICT  
SCHOOL ACCOUNTABILITY REPORT

CRENSHAW HIGH SCHOOL HIGHLY GIFTED MAGNET

(8584)

Address: 5010 11TH AVE

LOS ANGELES

CALIF 90043 Phone: (213) 296-5370

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AN ANNUAL REPORT TO THE COMMUNITY

Data for 1995-1996 School Year  
Issued October 1996

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MESSAGE FROM THE PRINCIPAL

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The School Accountability Report Card has been established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, which must be issued annually for each elementary and secondary school in the State of California provides an assessment of thirteen conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card. For such information, call the school office.

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Principal

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SCHOOL PROFILE

---

The following school goals are achieved through the implementation of the District's curriculum:

- . Improve the academic achievement of all students
- . Improve students' self esteem
- . Improve language acquisition and development
- . Improve students' ability to apply comprehension skills across the curriculum
- . Improve students' ability to think critically and to solve problems
- . Involve students in daily speaking and writing activities across the curriculum
- . Improve test scores
- . Improve students' attendance
- . Reduce dropout rates

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with groups such as PTSA, School Advisory Councils, school volunteers and Adopt-A-School Partners.

GRADE CONFIGURATION: 9 -12

RACIAL/ETHNIC COMPOSITION

	Am Indian Alaskan	Asian	Black Not Hispanic	Filipino	Hispanic	Pacific Islander	White	Total Enrollment
1995-96	0.5%	1.4%	83.3%	0.0%	14.8%	0.0%	0.0%	209
1994-95	0.5%	2.0%	78.1%	0.0%	19.4%	0.0%	0.0%	201
1993-94	0.6%	4.6%	76.9%	0.0%	17.3%	0.0%	0.6%	173

SALARY AND BUDGET DATA FOR LAUSD SCHOOL ACCOUNTABILITY REPORT CARD  
1994-1995 School Year\*

	LAUSD		STATE AVERAGE	
	302,376 ADA (Average Daily Attendance)		Large Unified Districts (More than 20,000 ADA)	
SALARY CATEGORY				
	Annual	Daily	Annual	Daily
TEACHERS				
Minimum	\$28,704	\$159	\$27,337	\$149
Mid-range	43,824	243	42,801	234
Highest	52,076	289	49,804	276
Average	43,575	242	DATA NOT AVAILABLE	
SCHOOL ADMINISTRATORS**				
Minimum	\$38,374	\$169	D A T A	
Mid-range	65,653	316	N O T	
Highest	91,742	405	A V A I L A B L E	
Average (PRINCIPAL)	73,103	335	\$67,179	\$315
DISTRICT SUPERINTENDENT	\$152,585	\$681	\$111,308	\$493

BUDGET PERCENTAGES			
ADMINISTRATORS' SALARIES	3.75%#		5.22%
TEACHERS' SALARIES	37.91%#		43.67%

\*Please note that these figures reflect salary and budget data for 1994-95 school year, as required by the State, and the figures do not include general fund expenditures for employee benefits.

\*\*Includes all school site administrators, principals, assistant principals, etc.

#Earthquake relief funds were included in the 1994-95 General Fund, resulting in lower budget percentages for administrators' and teachers' salaries.

1. STUDENT ACHIEVEMENT

COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS/U)  
School Median Percentiles

	1995-96	1994-95			1993-94		
	GR 9	GR 9	GR 10	GR 11	GR 9	GR 10	GR 11
<b>READING</b>							
All students	64	64	62	70	**	70	69
* EO/IFEP	64	64	63	72	**	70	69
LEP				**			**
RFEP	**		**				**
<b>MATHEMATICS</b>							
All students	68	76	82	83	**	90	75
EO/IFEP	68	76	82	84	**	90	73
LEP				**			**
RFEP	**		**				**
<b>LANGUAGE</b>							
All students	68	69	71	70	**	73	63
EO/IFEP	68	69	71	74	**	78	66
LEP			**	**			**
RFEP	**		**				**

\*\* Group data are not reported when 19 or less students were tested.

LEGEND

- \* IFEP = Initially identified Fluent-English Proficient
- LEP = Limited-English Proficient
- RFEP = Redesignated Fluent-English Proficient
- EO = English only

\*\*\* 1995-96 only grade 9 was tested with CTBS/U.

NUMBER OF REDESIGNATED LIMITED-ENGLISH PROFICIENT STUDENTS

	TOTAL LEP	TOTAL REDESIGNATED
1995-96	4	
1994-95	8	

STUDENT PERFORMANCE IN ACADEMIC SUBJECTS

Department	Grades Issued									
	(Spring 1996)	A	B	C	D	F				
English	124	57%	49	23%	23	11%	11	5%	10	5%
Mathematics	32	18%	37	20%	48	26%	29	16%	36	20%
Science	29	18%	53	34%	40	25%	13	11%	17	11%
Social Studies	49	38%	27	21%	37	28%	12	9%	5	4%

2. STUDENT ATTENDANCE

School attendance is vital to students' achievement. The goal of our school is to continue improving attendance through a variety of programs which include: calling parents by the third day of absence, providing counseling for students, offering incentives for good and perfect attendance, establishing a bond between students and teachers, and recognizing the value and necessity of school attendance to student achievement.

AVERAGE DAILY ATTENDANCE - ADA (Cumulative Year-end)			
Grade range	1995-96	1994-95	1993-94
09-12	198	184	160
TOTAL	198	184	160

DROPOUTS (through the 10th month enrollment)			
Grade	1994-95	1993-94	1992-93
09	1	3	
10	1	5	6
11	4	4	2
12	4	2	
TOTAL	10	14	8

### 3. EXPENDITURES AND SERVICES

Direct charges to schools primarily include the following:

Direct Expenditure Classification	1995 - 96		Expenditures per ADA
	Total Direct Expenditures	Percent	
Instruction	\$635,433	82%	\$3,209
Instructional support	\$26,659	3%	\$134
Pupil services	\$9,418	1%	\$47
School maintenance	\$2,638	0%	\$13
School operations	\$4,520	1%	\$22
Pupil transportation	\$97,056	13%	\$490
Total	\$775,724	100%	\$3,915

#### EXPLANATION OF DIRECT EXPENDITURE CLASSIFICATIONS

**INSTRUCTION:** Salaries and employee benefits of teachers and aides, textbooks, instructional materials.

**INSTRUCTIONAL SUPPORT:** Instructional and school administration, instructional media, educational television and computer assisted instruction.

**PUPIL SERVICES:** Attendance, welfare, guidance, counseling and health activities.

**SCHOOL MAINTENANCE:** Repainting, resurfacing grounds, roof repair and related equipment acquisitions and replacement.

**SCHOOL OPERATIONS:** Cleaning and utilities, gardening, trash disposal and laundry services.

**PUPIL TRANSPORTATION:** Cost of conveying pupils to and from school activities and between home and school. Does not include field trips.



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#### 4. CLASS SIZE

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Class sizes have consistently been at or below State guidelines at every grade level.

Department	Average Class Size
English	28
Mathematics	0
Social Studies	25
Science	21

#### COURSE CONTENT/PREPARATIONS FOR SECONDARY TEACHERS

# Courses/Preparations	Number of Teachers
01 - 02	1
03 - 04	4
05 - 06	0
Over 06	0

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#### 5. TEACHER ASSIGNMENTS

---

The following number of teachers possessed bilingual certification or language development specialist certification:

	1995-96	1994-95	1993-94
Bilingual certification			
District A-level fluency	1	1	
Language Development Specialist			

There were \_\_\_\_\_ assigned to classes outside their credential authorization to provide required classes for all students.

---

#### 6. TEXTBOOKS AND MATERIALS

---

The Los Angeles Unified School District has set a priority on ensuring that a sufficient number of textbooks to support the school's instructional program is available. The instructional materials are chosen primarily from the textbook list adopted by the California Department of Education.

Acquisition of educational technology and access to current additional resources to support the instructional program for all students are priorities in determining the budget expenditures.

---

7. COUNSELING AND STUDENT SUPPORT SERVICES

---

Students at our school receive support services from a staff which includes the following:

Types of Support Services Provided	Staff Time Provided
. Nurse	
. Student Attendance and Adjustment Services Counselor	
. School Psychologist	

---

8. SUBSTITUTE TEACHERS

---

This school has experienced \_\_\_\_\_ difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year the approximate average yearly absence for teachers was 5 day(s).

---

9. SCHOOL FACILITIES AND SAFETY

---

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students.

A five-year school enrollment history indicates the following data regarding school enrollment and operating capacity:

Year	Norm Day Enrollment*
1995 - 96	209
1994 - 95	201
1993 - 94	173
1992 - 93	199
1991 - 92	141

\*Note: Our school is on a year round calendar. At any given time only a portion of our total enrollment (Norm day) is attending school.

---

10. TEACHER EVALUATIONS

---

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the 1995-96 school year 6 teachers were evaluated.

To ensure continued development of professional skills, staff participated in the following growth opportunities:

Types of Activities

- . Faculty meetings
- . Staff development sessions
- . Grade level/departmental meetings
- . College level courses
- . Inservice classes from District/Unit/Division
- . Conferences and/or workshops
- . New teacher training

---

11. DISCIPLINE AND CLIMATE FOR LEARNING

---

Our school provides a disciplined, stimulating learning climate for all students. The programs and practices to promote a positive learning environment include the following:

Types of Awards for Non-Athletic Activities	Frequency of Awards/ Number of Student Recipients
. Student Achievement	
. Attendance	
. Citizenship	
. Improved Behavior	
. Gang Free/Drug Free Awareness	
. Student Leadership/Council	

There were 2 suspensions and \_\_\_\_\_ student(s) were expelled from our school last year.

Major maintenance improvements in campus appearance to promote a positive learning environment included the following:

---

## 12. TRAINING AND CURRICULUM IMPROVEMENT

---

A continuous process for staff development and curriculum improvement is implemented by teachers and administrators at our school. Staff development activities were provided for staff:

- . Secondary Courses of Study
- . Master Plan for Limited-English Proficient Students
- . Language acquisition/development
- . Instructional strategies
- . Test data analysis
- . Grade level expectations
- . State frameworks
- . Writing process

---

## 13. INSTRUCTION AND LEADERSHIP

---

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

Types of Leadership Roles	Number of Staff/Community Involved
. Grade Level/Department Chairs	
. School Advisory Council	
. Bilingual/Bicultural Council	
. Shared Decision Making Council	

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

---

14. INSTRUCTIONAL MINUTES

---

Our school operates on the LEARN calendar offering instructional minutes equal to or exceeding the State's requirements:

Grades	District	Requirements	State
9-12	66,600		64,800

The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

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15. INSTRUCTIONAL DAYS

---

Our school calendar contains 180 days, \_\_\_\_\_ of which were designated for professional development. This provided for \_\_\_\_\_ instructional days of student attendance which met or exceeded State requirements.

---

16. WORK FORCE PREPARATION (Senior High Schools only)

---

The senior high schools in Los Angeles Unified School District prepare students to enter the work force. The school:

- provides instructional programs that foster the acquisition and growth of work-readiness skills on the part of the students
- measures the success of its efforts to prepare students for the work force
- meets the needs of special student populations in regard to their preparation to enter the work force.

LOS ANGELES UNIFIED SCHOOL DISTRICT  
SCHOOL ACCOUNTABILITY REPORT

CRENSHAW TEACHER TRAINING ACADEMY MAGNET

(8595)

Address: 5010 11TH AVE

LOS ANGELES

CALIF 90043 Phone: (213) 296-5370

AN ANNUAL REPORT TO THE COMMUNITY

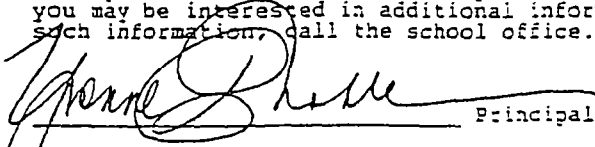
Data for 1994-1995 School Year  
Issued October 1995

MESSAGE FROM THE PRINCIPAL

The School Accountability Report Card has been established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, which must be issued annually for each elementary and secondary school in the State of California provides an assessment of thirteen conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card. For such information, call the school office.

  
Principal

SCHOOL PROFILE

The following school goals are achieved through the implementation of the curriculum:

- Improve the academic achievement of all students
- Improve students' self esteem
- Improve language acquisition and development
- Improve students' ability to apply comprehension skills across curriculum
- Improve students' ability to think critically and to solve problems
- Involve students in daily speaking and writing activities across the curriculum
- Improve test scores
- Improve students' attendance
- Reduce dropout rates

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with groups such as PTSA, School Advisory Councils, school volunteers and Adopt-A-School Partners, and partnership w/ C.S.U.D.A. Immaculate Heart College Center and C.S.U.D.A.  
GRADE CONFIGURATION: 9-12

RACIAL/ETHNIC COMPOSITION

	Am Indian Alaskan	Asian	Black Not Hispanic	Filipino	Hispanic	Pacific Islander	White	Total Enrollment
1994-95	0.3%	2.9%	79.9%	0.0%	16.9%	0.0%	0.0%	313
1993-94	0.0%	2.5%	79.0%	0.0%	18.5%	0.0%	0.0%	319
1992-93	0.0%	1.2%	83.5%	0.0%	15.2%	0.0%	0.0%	332

01-8595-0199

SALARY AND BUDGET DATA FOR LAUSD SCHOOL ACCOUNTABILITY REPORT CARD  
1993-1994 School Year\*

	LAUSD		STATE AVERAGE	
	608,622 ADA (Average Daily Attendance)		Large Unified Districts (More than 20,000 ADA)	
SALARY CATEGORY				
	Annual	Daily	Annual	Daily
<b>TEACHERS</b>				
Minimum	\$26,573	\$148	\$26,521	\$145
Mid-range	40,570	225	41,158	225
Highest	48,209	263	48,152	263
Average	40,460	225	DATA NOT AVAILABLE	
<b>SCHOOL ADMINISTRATORS**</b>				
Minimum	\$44,092	\$133	DATA NOT AVAILABLE	
Mid-range	60,804	292	DATA NOT AVAILABLE	
Highest	84,550	350	DATA NOT AVAILABLE	
Average (PRINCIPAL)	68,861	315	\$66,289	\$313
<b>DISTRICT SUPERINTENDENT</b>				
	\$141,271	\$620	\$109,669	\$490

BUDGET PERCENTAGES

TEACHERS' SALARIES	4.41%		5.087%
SALARIES	38.74%		42.62%

\*Please note that these figures reflect salary and budget data for 1993-94 school year, as required by the State, and the figures do not include general fund expenditures for employee benefits.

\*\*Includes all school site administrators, principals, assistant principals, etc.

1. STUDENT ACHIEVEMENT

	COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS/U) School Median Percentiles								
	1994-95			1993-94			1992-93		
	GR 9	GR 10	GR 11	GR 9	GR 10	GR 11	GR 9	GR 10	GR 11
<b>READING</b>									
All students	28	32	38	31	28	31	35	38	
* EO/IFEP	28	32	41	34	28	47	38	39	
LEP	**	**	**	**		**	**	**	
RFEP	**	**			**	**	**	**	
<b>MATHEMATICS</b>									
All students	35	35	41	42	41	47	44	41	
EO/IFEP	35	35	39	**	44	49	39	37	
LEP	**	**	**	**	**	**	**	**	
RFEP	**	**					**	**	
<b>LANGUAGE</b>									
All students	38	31	38	40	31	40	38	32	
EO/IFEP	37	30	40	**	34	42	41	35	
LEP	**	**	**	**		**	**	**	
RFEP	**	**			**			**	

\*\* Group data are not reported when 19 or less students were tested.

LEGEND

- \* IFEP = Initially identified Fluent-English Proficient
- LEP = Limited-English Proficient
- RFEP = Redesignated Fluent-English Proficient
- EO = English only

NUMBER OF REDESIGNATED LIMITED-ENGLISH PROFICIENT STUDENTS

	TOTAL LEP	TOTAL REDESIGNATED
1994-95	21	
1993-94	23	

PERFORMANCE IN ACADEMIC SUBJECTS

Subject	Grades Issued									
	(Spring 1995)	A	B	C	D	F				
Mathematics	77	22%	101	29%	90	26%	40	12%	38	11%
Science	31	13%	28	12%	78	33%	57	24%	45	19%
Social Studies	25	14%	31	18%	55	32%	41	24%	22	13%
	24	15%	43	27%	60	38%	17	11%	14	9%

2. STUDENT ATTENDANCE

School attendance is vital to students' achievement. The goal of our school is to continue improving attendance through a variety of programs which include: calling parents by the third day of absence, providing counseling for students, offering incentives for good and perfect attendance, establishing a bond between students and teachers, and recognizing the value and necessity of school attendance to student achievement.



AVERAGE DAILY ATTENDANCE - ADA (Cumulative Year-end)			
Grade range	1994-95	1993-94	1992-93
09-12	273	269	292
TOTAL	273	269	292

DROPOUTS (through the 10th month enrollment)			
Grade	1993-94	1992-93	1991-92
09	4		
10	14	17	5
11	14	12	2
12	10	4	3
TOTAL	42	33	10

### 3. EXPENDITURES AND SERVICES

Direct charges to schools primarily include the following:

Direct Expenditure Classification	1994 - 95 Total Direct Expenditures	Percent	Expenditures per ADA
Instruction	\$630,842	65%	\$2,310
Instructional support	\$26,535	3%	\$97
Pupil services	\$3,365	0%	\$12
School maintenance	\$475	0%	\$1
School operations	\$7,939	1%	\$29
Pupil transportation	\$302,886	31%	\$1,109
Total	\$972,042	100%	\$3,558

#### EXPLANATION OF DIRECT EXPENDITURE CLASSIFICATIONS

**INSTRUCTION:** Salaries and employee benefits of teachers and aides, textbooks, instructional materials.

**INSTRUCTIONAL SUPPORT:** Instructional and school administration, instructional media, educational television and computer assisted instruction.

**PUPIL SERVICES:** Attendance, welfare, guidance, counseling and health services.

**MAINTENANCE:** Repainting, resurfacing grounds, roof repair and equipment acquisitions and replacement.

**OPERATIONS:** Cleaning and utilities, gardening, trash disposal and services.

**PUPIL TRANSPORTATION:** Cost of conveying pupils to and from school activities and between home and school. Does not include field trips.

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#### 4. CLASS SIZE

---

Class sizes have consistently been at or below State guidelines at every grade level.

Department	Average Class Size
English	24
Mathematics	25
Social Studies	32
Science	32

#### COURSE CONTENT/PREPARATIONS FOR SECONDARY TEACHERS

# Courses/Preparations	Number of Teachers
01 - 02	5
03 - 04	8
05 - 06	0
Over 06	0

---

#### 5. TEACHER ASSIGNMENTS

---

The following number of teachers possessed bilingual certification or language development specialist certification:

	1994-95	1993-94	1992-93
Bilingual certification			1
District A-level fluency			
Language Development Specialist			

are \_\_\_\_\_ assigned to classes outside their credential authorization to provide required classes for all students.

---

#### 6. TEXTBOOKS AND MATERIALS

---

The Los Angeles Unified School District has set a priority on ensuring that a sufficient number of textbooks to support the school's instructional program is available. The instructional materials are chosen primarily from the textbook list adopted by the California Department of Education.

Acquisition of educational technology and access to current additional resources to support the instructional program for all students are priorities in determining the budget expenditures.

---

## 7. COUNSELING AND STUDENT SUPPORT SERVICES

---

Students at our school receive support services from a staff which includes the following:

Types of Support Services Provided	Staff Time Provided
. Nurse	
. Student Attendance and Adjustment Services Counselor	
. School Psychologist	
. Campus Aids	
. Parent Volunteers	

---

## 8. SUBSTITUTE TEACHERS

---

This school has experienced \_\_\_\_\_ difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year the approximate average yearly absence for teachers was 14 day(s).

---

## 9. SCHOOL FACILITIES AND SAFETY

---

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students.

A five-year school enrollment history indicates the following data regarding school enrollment and operating capacity:

Year	Norm Day Enrollment
4 - 95	313
3 - 94	319
2 - 93	332
1 - 92	267
0 - 91	152

---

## 10. TEACHER EVALUATIONS

---

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the 1994-95 school year 1 teachers were evaluated.

To ensure continued development of professional skills, staff participated in the following growth opportunities:

### Types of Activities

- . Faculty meetings
- . Staff development sessions
- . Grade level/departmental meetings
- . College level courses
- . Inservice classes from District/Unit/Division
- . Conferences and/or workshops
- . New teacher training

06-8595-0204

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## 11. DISCIPLINE AND CLIMATE FOR LEARNING

---

Our school provides a disciplined, stimulating learning climate for all students. The programs and practices to promote a positive learning environment include the following:

Types of Awards for Non-Athletic Activities	Frequency of Awards/ Number of Student Recipients
. Student Achievement	per semester 150
. Attendance	per semester 50
. Citizenship	per semester 200
. Improved Behavior	per semester 100
. Gang Free/Drug Free Awareness	per semester 275
. Student Leadership/Council	per semester 10

There were 8 suspensions and 0 student(s) were expelled from our school last year.

Major maintenance improvements in campus appearance to promote a positive learning environment included the following:

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### NG AND CURRICULUM IMPROVEMENT

---

Continuous process for staff development and curriculum improvement implemented by teachers and administrators at our school. Staff development activities were provided for staff:

- . Secondary Courses of Study
- . Master Plan for Limited-English Proficient Students
- . Language acquisition/development
- . Instructional strategies
- . Test data analysis
- . Grade level expectations
- . State frameworks
- . Writing process

---

### 13. INSTRUCTION AND LEADERSHIP

---

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

Types of Leadership Roles	Number of Staff/Community Involved
. Grade Level/Department Chairs	0
. School Advisory Council	18
. Bilingual/Bicultural Council	0
. Shared Decision Making Council	3

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

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#### ADDITIONAL MINUTES

---

School operates on the LEARN calendar offering instructional minutes equal to or exceeding the State's requirements:

Grades	District Requirements	State
9-12	66,800	64,800

The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

---

15. INSTRUCTIONAL DAYS

---

Our school calendar contains 180 days, 8 of which were designated for professional development. This provided for 172 instructional days of student attendance which met or exceeded State requirements.

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16. WORK FORCE PREPARATION (Senior High Schools only)

---

The senior high schools in Los Angeles Unified School District prepare students to enter the work force. The school:

- . provides instructional programs that foster the acquisition and growth of work-readiness skills on the part of the students
- . measures the success of its efforts to prepare students for the work force
- . meets the needs of special student populations in regard to their preparation to enter the work force.
- . Cal Serve Grant provides 10th grade students with service learning experiences in the community.
- . All Teacher Training Students must perform 20 hrs. of service learning per year.

Contact person: Beverly Silverstein (213) 296-5370 Ext. 3202

LOS ANGELES UNIFIED SCHOOL DISTRICT  
SCHOOL ACCOUNTABILITY REPORT

CRENSHAW TEACHER TRAINING ACADEMY MAGNET

(8595)

Address: 5010 11TH AVE N. LOS ANGELES CALIF 90043 Phone:(213) 296-5370

AN ANNUAL REPORT TO THE COMMUNITY

Data for 1993-1994 School Year  
1993-1994

MESSAGE FROM THE PRINCIPAL

The School Accountability Report Card has been established by Proposition 99, an initiative passed by California voters in November 1993. The Report Card, which must be issued annually for each elementary and secondary school in the State of California provides an assessment of thirteen conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card. For such information, call the school office.

Principal

SCHOOL PROFILE

The following school goals are achieved through the implementation of the District's curriculum:

- . Improve the academic achievement of all students
- . Improve students' self esteem
- . Improve language acquisition and development
- . Improve students' ability to apply comprehension skills across the curriculum
- . Improve students' ability to think critically and to solve problems
- . Involve students in daily speaking and writing activities across the curriculum
- . Improve test scores
- . Improve students' attendance
- . Reduce dropout rates

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with groups such as PTSA, School Advisory Councils, school volunteers and Adopt-A-School Partners.

GRADE CONFIGURATION: 9 -12

RACIAL/ETHNIC COMPOSITION

	Am Indian Alaskan	Asian	Black Not Hispanic	Not Filipino	Hispanic	Pacific Islander	White	Total Enrollment
1993-94	0.3%	2.0%	85.5%	0.0%	11.8%	0.0%	0.3%	346
1994-95	0.3%	2.9%	79.9%	0.0%	16.9%	0.0%	0.0%	313
1993-94	0.0%	2.5%	79.0%	0.0%	18.5%	0.0%	0.0%	319

01-8595-0207

SALARY AND BUDGET DATA FOR LAUSD SCHOOL ACCOUNTABILITY REPORT CARD  
1994-1995 School Year\*

	LAUSD 602,376 ADA (Average Daily Attendance)		STATE AVERAGE Large Unified Districts (Use 1994-95 ADA)	
	Annual -----	Daily -----	Annual -----	Daily -----
SALARY CATEGORY				
TEACHERS				
Minimum	\$28,704	\$159	\$27,337	\$149
Mid-range	43,824	243	42,801	234
Highest	52,076	289	49,804	276
Average	43,575	242	DATA NOT AVAILABLE	
SCHOOL ADMINISTRATORS**				
Minimum	\$38,374	\$169	D A T A N O T A V A I L A B L E	
Mid-range	65,653	316	\$67,179	\$315
Highest	91,742	405		
Average (PRINCIPAL)	73,103	335		
DISTRICT SUPERINTENDENT	\$152,585	\$681	\$111,308	\$493

BUDGET PERCENTAGES

ADMINISTRATORS' SALARIES	3.75%#	5.22%
TEACHERS' SALARIES	37.91%#	43.67%

\*Please note that these figures reflect salary and budget data for 1994-95 school year, as required by the State, and the figures do not include general fund expenditures for employee benefits.

\*\*Includes all school site administrators, principals, assistant principals, etc.

#Earthquake relief funds were included in the 1994-95 General Fund, resulting in lower budget percentages for administrators' and teachers' salaries.

02-8595-0208



1. STUDENT ACHIEVEMENT

COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS/U)  
School Median Percentiles

	1995-96 GR 9	1994-95			1993-94		
		GR 9	GR 10	GR 11	GR 9	GR 10	GR 11
<b>READING</b>							
All students	34	23	32	33	31	23	31
* EO/IFEP	35	28	22	41	14	23	47
LEP	**	**	**	**	**	**	**
RFEP	**	**	**	**	**	**	**
<b>MATHEMATICS</b>							
All students	33	35	35	41	42	41	47
EO/IFEP	33	35	35	39	**	44	49
LEP	**	**	**	**	**	**	**
RFEP	**	**	**	**	**	**	**
<b>LANGUAGE</b>							
All students	35	38	31	38	40	31	40
EO/IFEP	34	37	30	40	**	34	42
LEP	**	**	**	**	**	**	**
RFEP	**	**	**	**	**	**	**

\*\* Group data are not reported when 19 or less students were tested.

LEGEND

- \* IFEP = Initially identified Fluent-English Proficient
- LEP = Limited-English Proficient
- RFEP = Redesignated Fluent-English Proficient
- EO = English only

\*\*\* 1995-96 only grade 9 was tested with CTBS/U.

NUMBER OF REDESIGNATED LIMITED-ENGLISH PROFICIENT STUDENTS

	TOTAL LEP	TOTAL REDESIGNATED
1995-96	17	
1994-95	21	

STUDENT PERFORMANCE IN ACADEMIC SUBJECTS

Department	Grades Issued									
	(Spring 1996)	A	B	C	D	F				
English	88	24%	92	25%	91	25%	55	15%	41	11%
Mathematics	23	9%	35	14%	63	27%	51	20%	76	30%
Science	23	12%	52	27%	44	23%	39	20%	33	17%
Social Studies	43	17%	63	25%	82	32%	48	19%	19	7%

2. STUDENT ATTENDANCE

School attendance is vital to students' achievement. The goal of our school is to continue improving attendance through a variety of programs which include: calling parents by the third day of absence, providing counseling for students, offering incentives for good and perfect attendance, establishing a bond between students and teachers, and recognizing the value and necessity of school attendance to student achievement.

AVERAGE DAILY ATTENDANCE - ADA (Cumulative Year-end)			
Grade range	1995-96	1994-95	1993-94
09-12	304	273	269
TOTAL	304	273	269

DROPOUTS (through the 10th month enrollment)			
Grade	1994-95	1993-94	1992-93
09	5	4	..
10	..	..	..
11	19	14	12
12	7	10	4
TOTAL	43	42	33

### 3. EXPENDITURES AND SERVICES

Direct charges to schools primarily include the following:

Direct Expenditure Classification	1995 - 96		Expenditures per ADA
	Total Direct Expenditures	Percent	
Instruction	\$633,754	65%	\$2,084
Instructional support	\$24,846	3%	\$81
Pupil services	\$3,817	0%	\$12
School maintenance	\$4,177	0%	\$13
School operations	\$6,233	1%	\$20
Pupil transportation	\$306,020	31%	\$1,006
Total	\$978,847	100%	\$3,216

#### EXPLANATION OF DIRECT EXPENDITURE CLASSIFICATIONS

**INSTRUCTION:** Salaries and employee benefits of teachers and aides, textbooks, instructional materials.

**INSTRUCTIONAL SUPPORT:** Instructional and school administration, instructional media, educational television and computer assisted instruction.

**PUPIL SERVICES:** Attendance, welfare, guidance, counseling and health activities.

**SCHOOL MAINTENANCE:** Repainting, resurfacing grounds, roof repair and related equipment acquisitions and replacement.

**SCHOOL OPERATIONS:** Cleaning and utilities, gardening, trash disposal and laundry services.

**PUPIL TRANSPORTATION:** Cost of conveying pupils to and from school activities and between home and school. Does not include field trips.

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#### 4. CLASS SIZE

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Class sizes have consistently been at or below State guidelines at every grade level.

Department	Average Class Size
English	25
Mathematics	29
Social Studies	21
Science	23

#### COURSE CONTENT/PREPARATIONS FOR SECONDARY TEACHERS

# Courses/Preparations	Number of Teachers
01 - 02	3
03 - 04	7
05 - 06	0
Over 06	0

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#### 5. TEACHER ASSIGNMENTS

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The following number of teachers possessed bilingual certification or language development specialist certification:

	1995-96	1994-95	1993-94
Bilingual certification			
District A-level fluency			
Language Development Specialist			

There were \_\_\_\_\_ assigned to classes outside their credential authorization to provide required classes for all students.

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#### 6. TEXTBOOKS AND MATERIALS

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The Los Angeles Unified School District has set a priority on ensuring that a sufficient number of textbooks to support the school's instructional program is available. The instructional materials are chosen primarily from the textbook list adopted by the California Department of Education.

Acquisition of educational technology and access to current additional resources to support the instructional program for all students are priorities in determining the budget expenditures.

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## 7. COUNSELING AND STUDENT SUPPORT SERVICES

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Students at our school receive support services from a staff which includes the following:

Types of Support Services Provided	Staff Time Provided
• Nurse	
• Student Attendance and Adjustment Services Counselor	
• School Psychologist	

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## 8. SUBSTITUTE TEACHERS

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This school has experienced \_\_\_\_\_ difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year the approximate average yearly absence for teachers was 6 day(s).

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## 9. SCHOOL FACILITIES AND SAFETY

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Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students.

A five-year school enrollment history indicates the following data regarding school enrollment and operating capacity:

Year	Norm Day Enrollment*
1995 - 96	346
1994 - 95	313
1993 - 94	319
1992 - 93	332
1991 - 92	267

\*Note: Our school is on a year round calendar. At any given time only a portion of our total enrollment (Norm day) is attending school.

---

## 10. TEACHER EVALUATIONS

---

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the 1995-96 school year 11 teachers were evaluated.

06-8595-0212

To ensure continued development of professional skills, staff participated in the following growth opportunities:

Types of Activities

- . Faculty meetings
- . Staff development sessions
- . Grade level/departmental meetings
- . College level courses
- . Inservice classes from District/Unit/Division
- . Conferences and/or workshops
- . New teacher training

---

11. DISCIPLINE AND CLIMATE FOR LEARNING

---

Our school provides a disciplined, stimulating learning climate for all students. The programs and practices to promote a positive learning environment include the following:

Types of Awards for  
Non-Athletic Activities

Frequency of Awards/  
Number of Student Recipients

- . Student Achievement
- . Attendance
- . Citizenship
- . Improved Behavior
- . Gang Free/Drug Free Awareness
- . Student Leadership/Council

There were 6 suspensions and \_\_\_\_\_ student(s) were expelled from our school last year.

Major maintenance improvements in campus appearance to promote a positive learning environment included the following:

---

## 12. TRAINING AND CURRICULUM IMPROVEMENT

---

A continuous process for staff development and curriculum improvement is implemented by teachers and administrators at our school. Staff development activities were provided for staff:

- . Secondary Courses of Study
- . Master Plan for Limited-English Proficient Students
- . Language acquisition/development
- . Instructional strategies
- . Test data analysis
- . Grade level expectations
- . State frameworks
- . Writing process

---

## 13. INSTRUCTION AND LEADERSHIP

---

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

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. Shared Decision Making Council	

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

---

14. INSTRUCTIONAL MINUTES

---

Our school operates on the LEARN calendar offering instructional minutes equal to or exceeding the State's requirements:

Grades	District	Requirements	State
9-12	66,600		64,800

The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

---

15. INSTRUCTIONAL DAYS

---

Our school calendar contains 180 days, \_\_\_\_\_ of which were designated for professional development. This provided for \_\_\_\_\_ instructional days of student attendance which met or exceeded State requirements.

---

16. WORK FORCE PREPARATION (Senior High Schools only).

---

The senior high schools in Los Angeles Unified School District prepare students to enter the work force. The school:

- provides instructional programs that foster the acquisition and growth of work-readiness skills on the part of the students
- measures the success of its efforts to prepare students for the work force
- meets the needs of special student populations in regard to their preparation to enter the work force.

**SUPERINTENDENT'S  
CALL TO ACTION  
FOR IMPROVING  
STUDENT ACHIEVEMENT  
1995-2000**

**Student Achievement**

GOALS	TARGET
Establish districtwide learning standards in order to measure achievement in grades 3, 7, 9 and 12 in language arts, math, science and history/social science.	June 30, 1996
This year's pre-K and K students will meet district reading standards by the end of the third grade.	June 1999
All schools will establish target goals for next five years.	Begin 1995-96
Students in targeted grades within elementary, middle and senior highs schools will meet or exceed the national average in reading, language, math, science, history/social science.	Within five years
80% of LEP students in this year's grades 6 and 9 will move into all-English instruction.	Within three years
95% of LEP students in this year's grade 1 will move into all-English instruction by the end of grade 5.	Within five years
Increase actual student attendance to at least 95%.	Within five years
Every high school student will be enrolled annually in four or more a-f requirements (college preparatory courses).	Within five years
Increase Advance Placement (AP) enrollment by 25%. Increase by 25% students taking AP exams. Meet or exceed national average of students receiving scores 3, 4 and 5 on AP exams.	Within five years
All K-12 students will be enrolled in a comprehensive mathematics program, including algebra or college preparatory mathematics at the middle school level.	Within five years
All K-12 students will be enrolled in a comprehensive science program, with all secondary students enrolled in two laboratory science courses.	Within five years
All students will be expected to graduate from high school.	Within five years
All students will graduate with an individual career portfolio	June 30, 1996
High schools will track their graduates and also improve transition rates from school to post-secondary education or employment.	June 30, 1996

**Student Achievement (Cont'd)**

GOALS	TARGET
All remedial courses for 9th-grade students will be eliminated.	July 1, 1996
All remedial courses for 10th- through 12th grade students will be eliminated. Alternative strategies will be developed.	By 2000
Superintendent will present districtwide plan regarding professional development for all employees.	June 30, 1996
Superintendent will present recommendations to the Board of Education regarding increased graduation requirements.	June 30, 1996
Golden State exams phased in & administered to 10 percent of secondary students.	Jan. 1, 1996
Exact percentage of students to take proposed pilot test determined.	Jan. 1, 1996
Target goal for the California State Proficiency Examination of students determined.	Jan. 1, 1996
All racial, ethnic and language groups, as well as male and female students, shall meet the Call To Action goals.	Begin 1995-96

**Performance Benchmarks/Accountability**

GOALS	TARGET
Evaluate senior management based on performance, consistent with level of accountability applied to Superintendent by Board, with clear consequences for poor performance.	June (each year)
Progress report on new frameworks for employee evaluation.	April 1, 1996
With bargaining units, establish system to intervene in schools that fail to meet standards and performance.	April 1, 1996
Cluster leaders held accountable for evaluating principals, using the Annual Progress Report composite.	During 1995-96
Evaluate principals and cluster leaders on parent involvement satisfaction, per LEARN and Cluster Leader Satisfaction Surveys.	June 30, 1996
95% of staff and parents will indicate satisfaction with central offices, per LEARN Satisfaction Survey.	Within five years

**LEARN Four-Year Plan**

GOALS	TARGET
Distribute time task strategic "planner" to all non-LEARN schools, which is to be used to submit timeline and strategies schools will follow to implement LEARN principles.	Nov. 11, 1995
Transfer to cluster leaders accountability for support and implementation of LEARN principles and practices within their clusters.	Begin 1995-96



## LEARN (Cont'd)

GOALS	TARGET
Expand LEARN Satisfaction Survey to all Pre K-12 schools and children's centers.	March 1996
Pilot District Comprehensive Assessment System in LEARN schools.	1996-97
Expand implementation of Per Pupil Budget Allocation System to all Pre K-12 schools and children's centers. <ul style="list-style-type: none"> <li>• allocate at least 80% of general revenue funds to schools based on ADA.</li> <li>• hold schools accountable for operating within pupil allocation.</li> <li>• schools to manage resources within bargaining unit agreements, district policies and state laws.</li> <li>• all school on-line with Integrated Financial System for purchasing as they become LEARN schools.</li> </ul>	June 30, 1998
Accelerate pace of new LEARN schools and "school families." Focus on Goals 2000 schools for Phase 4 implementation:	
Add 100 LEARN schools and 16 LEARN school families.	1996-97
Add 100 LEARN schools and 32 LEARN school families.	1997-98
Add remaining Pre K-12 schools to LEARN and 49 LEARN school families.	1998-99
Identify "Families of Schools" eligible for 1995-96 Los Angeles Annenberg Metropolitan Project (LAMP) family grants.	Dec. 1, 1995
Superintendent presents Memorandum of Understanding for district participation in LAMP Challenge Grant.	Nov. 30, 1995
Present to Board 1995-96 Evaluation Training Institute (ETI) report on LEARN implementation.	April 30, 1996
ETI evaluation expanded to central offices.	During 1996-97

## Student Health and Human Services

GOALS	TARGET
All high school complexes will establish Resource Coordinating Councils, to identify major barriers to student achievement and to determine how to provide health and human services to students. Approximately 15 complexes per year will establish the councils; beginning this year.	June 30, 1999
Each high school complex will establish a family resource center.	June 30, 1999
Coordinated services model will improve student attendance, student and mental health and family functioning.	By 2000

## School Safety and Intergroup Relations

GOALS	TARGET
Reduce school related crimes in all categories by 5% or more.	June 30, 1996
95% of all parents and staff will indicate their schools are safe, per LEARN Satisfaction Survey.	Within five years
Identify and report on programs and initiatives implemented in 1995-96 which followed Educating for Diversity policies.	June 30, 1996
Office of Intergroup Relations will report on hate crimes and bias motivated incidents during 1995-96. Information to be used as baseline data for strategies to reduce such incidents in 1996-97.	August 31, 1996

## Parent Involvement

GOALS	TARGET
All schools will have written frameworks and provisions for parent involvement, covering (but not limited to): <ul style="list-style-type: none"> <li>• Strategies to help parents support and reinforce student learning at home.</li> <li>• Techniques for effective parenting skills.</li> <li>• Access to community support services.</li> <li>• Clear, two-way communications between school and family as to school programs, achievement standards, students' progress.</li> <li>• Parental involvement in instructional and support roles at schools.</li> <li>• Parental involvement as decision makers and equal partners in governance, advisory and advocacy roles.</li> </ul>	June 30, 1997
95% of parents will indicate satisfaction with parent involvement, as indicated on the LEARN Satisfaction Survey, Cluster Leaders' Survey and evaluations.	Within five years
The Parent Community Services Branch will assist schools and families in meeting parent involvement goals by: <ul style="list-style-type: none"> <li>• Providing incentive programs in support of parent involvement efforts.</li> <li>• Coordinate resources for parent involvement.</li> <li>• Provide access to resources and training which support student learning.</li> <li>• Provide recognition of exemplary parent involvement activities.</li> <li>• Provide resources to support school staff in outreach efforts to parents of diverse cultural and ethnic backgrounds.</li> <li>• Provide support to LEARN with resources to expand parental involvement in school reform</li> <li>• Develop model student-school-parent compacts and encourage development of individual school compacts.</li> </ul>	Begin 1995-96
Results of above reported.	June 30, 1996
100 new school parent centers will be established.	June 30, 1996

SUPERINTENDENT'S CALL TO ACTION ANNUAL SCHOOL PROGRESS REPORT (COMPOSITE)

BRUCE CHENSHAW, SUI

GRADE CONFIGURATION FALL (NORM DAY ENROLLMENT)	SCH GOAL *				DISTRICT TARGET
	1993-94 ( 9-12 ) ( 1502 )	1994-95 ( 9-12 ) ( 2179 )	1995-96 ( 9-12 ) ( 2187 )	1996-97 ( 9-12 ) ( 2243 )	
<b>NORM-REFERENCED TEST RESULTS (CTOS/U)</b>					
<b>GRADE 9 PERCENTAGE OF STUDENTS</b>					
<b>NAT'L PERCENTILE READING</b>					
4TH QUARTER (76-99)	0%	2%	2%	2%	MIN 25%
3RD QUARTER (51-75)	13%	11%	10%	10%	MIN 25%
2ND QUARTER (26-50)	23%	27%	20%	20%	MAX 25%
1ST QUARTER (1-25)	64%	60%	59%	59%	MAX 25%
<b>NAT'L PERCENTILE MATHEMATICS</b>					
4TH QUARTER (76-99)	2%	3%	3%	3%	MIN 25%
3RD QUARTER (51-75)	12%	12%	12%	12%	MIN 25%
2ND QUARTER (26-50)	31%	29%	29%	29%	MAX 25%
1ST QUARTER (1-25)	55%	57%	56%	56%	MAX 25%
<b>NAT'L PERCENTILE LANGUAGE</b>					
4TH QUARTER (76-99)	2%	3%	2%	2%	MIN 25%
3RD QUARTER (51-75)	17%	9%	11%	11%	MIN 25%
2ND QUARTER (26-50)	20%	27%	26%	26%	MAX 25%
1ST QUARTER (1-25)	61%	61%	61%	61%	MAX 25%

THE NEW NORM-REFERENCED TEST RESULTS FOR 1996-97 WILL BE USED AS BASELINE DATA.

\* School goals to be completed annually. Goals set by school shown in parentheses.

LIU/MDS:MDJ511.B  
25 NOV 1996

LOS ANGELES UNIFIED SCHOOL DISTRICT  
INFORMATION TECHNOLOGY DIVISION

SENIOR HIGH

SUPERINTENDENT'S CALL TO ACTION ANNUAL SCHOOL PROGRESS REPORT (COMPOSITE)

MS06 CHERSIAW SII

1993-94 ( 9-12 ) ( 1582 )  
1994-95 ( 9-12 ) ( 2178 )  
1995-96 ( 9-12 ) ( 2187 )  
1996-97 ( 9-12 ) ( 2243 )  
1997-98  
1998-99  
1999-2000  
DISTRICT TARGET

LEP DEMONSTRATING COMPLIANCE IN ENGLISH

	1993-94 ( 9-12 ) ( 1582 )	1994-95 ( 9-12 ) ( 2178 )	1995-96 ( 9-12 ) ( 2187 )	1996-97 ( 9-12 ) ( 2243 )	DISTRICT TARGET
TOTAL LEP	256	240	200		
NUMBER REDESIGNATED	24	32	0		
% REDESIGNATED	9.4%	13.0%	0.0% ( 0.0% )		
# 95-96 GR 9 LEP			70		
# 95-96 LEP COHORT CONTINUING				TO BE PROVIDED LATER	
% REDESIGNATED					80%

ACTUAL ATTENDANCE RATE 75.64% 79.91% 84.35% ( 0.00% ) 95%

SAFETY (SCHOOL-RELATED CRIMES)

# OF INCIDENTS PER 100 3.0 2.7 4.2 DECREASE

GRADUATIONS

GRADE 10 - (3 YRS PRIOR)	759	730	682		
DIPLOMAS GRANTED	255	234	10 BE PROVIDED		
GRADUATION RATE	31.9%	32.1%	LATER ( 0.0% )		100%

\* School goals to be completed annually.

110/MOS/500511.C  
25 NOV 1996

LOS ANGELES UNIFIED SCHOOL DISTRICT  
INFORMATION TECHNOLOGY DIVISION

S E N I O R H I G H

SUPERINTENDENT'S CALL TO ACTION ANNUAL SCHOOL PROGRESS REPORT (COMPOSITE)

0596 CRENshaw SH

GRADE CONFIGURATION FALL THRU DAY ENROLLMENT	1993-94 ( 9-12 ) ( 1582 )	1994-95 ( 9-12 ) ( 2179 )	1995-96 ( 9-12 ) ( 2187 )	1996-97 ( 9-12 ) ( 2243 )	1997-98	1998-99	1999-2000	DISTRICT TARGET
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COLLEGE PREPARATORY COURSES (A-F)

9-12 ENROLLMENT (END OF FALL)	1446	2033	2117					
# ENROLLED - 4+ CLASSES	670	754	915					
% ENROLLED - 4+ CLASSES	46.3%	37.1%	43.2%	( 0.0% )				100%
# COMPLETED - 4+ W/ A, B, C	231	305	363					
% COMPLETED - 4+ W/ A, B, C	34.5%	40.5%	39.7%					

ADVANCED PLACEMENT

AP COURSE ENROLLMENT	50	62	30					
% ANNUAL CHANGE		24.0%	-3.9%	( 0.0% )				INCR 25%
# AP COMPLETED WITH A, B, C	35	46	27					
% AP COMPLETED WITH A, B, C	70.0%	74.2%	71.1%					
# EXAMS TAKEN	6	14	17					
% ANNUAL CHANGE		133.3%	21.4%					INCR 25%
# AP SCORES WITH 3+	4	11	1					
% ANNUAL CHANGE		175.0%	-90.0%					NAT'L AVG

COMPREHENSIVE SCIENCE COURSES

GRADE 12 ENROLLMENT	325	348						
# ENROLLED 2+ YRS LAB SCIENCE	172	203						
% ENROLLED 2+ YRS LAB SCIENCE	52.9%	58.3%						100%
# COMPLETE 2+ YRS SCI W/ A, B, C	48	73						
% COMPLETE 2+ YRS SCI W/ A, B, C	27.9%	36.0%						

\* School goals to be completed annually.  
Goals set by school shown in parentheses.

WASC 27338

SUPERINTENDENT'S CALL TO ACTION DISAGGREGATED DATA  
1995-96

B556 CRENSHAW SH

FALL 1995 STUDENT RACIAL, ETHNIC AND GENDER DATA

TOTAL	MALE	FEMALE	AT/ALAS	ASIAN	BLACK	FILIPINO	HISPANIC	PAC ISL	WHITE
2107	1103	1004	1	0	1707	1	308	0	2
TOTAL									
2117	1070	1047	1	0	1719	1	307	0	1
COLLEGE PREP COURSES (A-F)									
9-12 END OF SEM ENR									
# COMPLETED - A, A-F COURSES	915	503	0	4	777	0	134	0	0
# COMPLETED - W/ A, B OR C	363	234	0	2	295	0	66	0	0

ADVANCED PLACEMENT (AP)

AP COURSE ENROLLMENT	38	14	0	4	25	0	9	0	0
# COMPLETED - W/ A, B OR C	27	8	0	2	20	0	5	0	0
# EXAMS TAKEN	17	2	0	1	11	0	5	0	0
# OF 3+ SCORES	1	1	0	1	0	0	0	0	0

COMPREHENSIVE SCIENCE COURSES

GRADE 12 ENROLLMENT	348	169	0	4	283	0	61	0	0
# COMPLETED - 2+ YRS LAB SCI	203	86	0	2	166	0	35	0	0
# COMPLETED - W/ A, B OR C	73	22	0	1	50	0	16	0	0

LEP DEMONSTRATING COMPETENCY IN ENGLISH

TOTAL LEP	ARMENIAN	CANTONESE	KOREAN	FARSI	PILIPINO	RUSSIAN	SPANISH	VIETNAMESE	OTHER
200	0	3	0	0	0	0	195	0	2
TOTAL LEP ENROLLMENT									

11D/MS3550SH.A  
14 OCT 1990

LOS ANGELES UNIFIED SCHOOL DISTRICT  
INFORMATION TECHNOLOGY DIVISION

SENIOR HIGH

8596 CRENSHAW SH

FALL 1995 STUDENT RACIAL, ETHNIC AND GENDER DATA

TOTAL	MALE	FEMALE	AI/ALAS	ASIAN	BLACK	FILIPINO	HISPANIC	PAC ISL	WHITE
2187	1103	1084	1	8	1787	1	308	0	2

SUPERINTENDENT'S CALL TO ACTION DISAGGREGATED DATA  
1995-96

NORM-REFERENCED TEST RESULTS (CTBS/U)-GRADE 9, SPRING 1996

	TOTAL	MALE	FEMALE	UNKNOWN	AI/ALAS	ASIAN	BLACK	FILIPINO	HISPANIC	PAC ISL	WHITE	UNKNOWN
READING												
4TH QUARTER	11	5	6	0	0	0	11	0	0	0	0	0
3RD QUARTER	49	24	25	0	0	0	45	1	2	0	0	1
2ND QUARTER	145	71	74	0	0	0	124	0	20	0	0	1
1ST QUARTER	289	140	141	0	0	0	219	0	61	0	0	9
MATHEMATICS												
4TH QUARTER	15	9	6	0	0	0	12	0	2	0	0	1
3RD QUARTER	60	33	25	0	0	0	58	0	11	0	0	1
2ND QUARTER	163	69	94	0	0	0	132	1	29	0	0	1
1ST QUARTER	317	170	147	0	0	1	259	0	45	0	0	11
LANGUAGE												
4TH QUARTER	10	5	5	0	0	0	11	0	0	0	0	2
3RD QUARTER	52	19	33	0	0	0	42	0	4	0	0	6
2ND QUARTER	125	50	74	1	0	0	85	1	16	0	0	23
1ST QUARTER	296	171	124	1	0	0	181	0	43	0	0	72
READING												
IFEP	3											
LEP	45											
RFEP	1											
ENG-ONLY	430											
UNKN	10											
MATHEMATICS												
IFEP	3											
LEP	46											
RFEP	7											
ENG-ONLY	495											
UNKN	12											
LANGUAGE												
IFEP	4											
LEP	27											
RFEP	5											
ENG-ONLY	341											
UNKN	106											

A-72

**Crenshaw High School  
Student Survey**

1. I am able to enroll in all the classes I want to take  
(total responding 1407)  
650 agree    506 disagree    251 unsure
2. Teachers grade my work fairly  
(total responding 1295)  
585 agree    545 disagree    271 unsure
3. The Career Center and ECP classes serve my needs  
(total responding 1395)  
677 agree    293 disagree    425 unsure
4. The Health Office serves my needs  
(total responding 1387)  
650 agree    358 disagree    379 unsure
5. The College Office serves my needs  
(total responding 1379)  
546 agree    109 disagree    644 unsure
6. I can influence school decisions that affect me (tardy policy, dress code, parking, block scheduling, etc.)  
(total responding 1374)  
282 agree    835 disagree    257 unsure
7. Student discipline is handled effectively and school rules are enforced for everyone  
(total responding 1389)  
446 agree    718 disagree    225 unsure
8. Teachers know their subject matter and how to teach it  
(total responding 1296)  
420 agree    623 disagree    252 unsure
9. There are a variety of after school activities available  
(total responding 1381)  
703 agree    349 disagree    329 unsure
10. The Library serves my needs  
(total responding 1379)  
683 agree    369 disagree    327 unsure
11. There are enough clean (i.e. well-stocked and open) bathrooms available  
(total responding 1219)  
126 agree    989 disagree    104 unsure
12. The school building and grounds are clean  
(total responding 1211)  
430 agree    617 disagree    164 unsure
13. The school is well equipped with instructional materials  
(total responding 1208)  
279 agree    680 disagree    249 unsure
14. The principal exhibits guidance and leadership  
(total responding 1207)  
732 agree    235 disagree    240 unsure

15. The Counseling Office serves my needs  
(total responding 1220)  
595 agree 404 disagree 221 unsure
16. I'm satisfied with the service I receive from the Attendance Office  
(total responding 1264)  
291 agree 787 disagree 186 unsure
17. I'm satisfied with the service I receive at the Cafeteria  
(total responding 1267)  
300 agree 493 disagree 474 unsure
18. I like the cafeteria food  
(total responding 940)  
172 agree 310 disagree 458 unsure
19. I'm satisfied with the goods offered for sale in the Student Store  
(total responding 1358)  
749 agree 335 disagree 274 unsure
20. My school receives support from the community and parents  
(total responding 1429)  
565 agree 433 disagree 431 unsure
21. Our campus is safe and orderly  
(total responding 1227)  
357 agree 626 disagree 244 unsure
22. I am treated with courtesy and respect by adults  
(total responding 1229)  
426 agree 650 disagree 153 unsure
23. I am treated with courtesy and respect by my peers  
(total responding 1503)  
568 agree 747 disagree 188 unsure
24. Teachers academic standards for their classes are clearly stated  
(total responding 1214)  
474 agree 446 disagree 292 unsure
25. A Crenshaw High School diploma means having the skills necessary for college or a good job  
(total responding 1210)  
743 agree 243 disagree 224 unsure

### Comments

#### Compliments

1. Crenshaw has great academic programs. (1)
2. Teachers are very helpful in class and accessible outside of the classroom. (5)
3. Mrs. Noble loves the students and tries her best to help them all. (1)
4. The Dress Code is cool. (2)
5. People in the Main Office are very helpful. (1)



## Complaints

1. There should be no Dress Code. (60)
2. The women in the Attendance Office are extremely rude. (41)
3. The teachers are unfair and/or can't teacher. (16)
4. Mrs. Noble is unconcerned with students and their problems. (2)
5. People in the Dean's Office are rude and don't listen to students. (2)
6. The Cafeteria food is nasty. (3)
7. The counselors don't do their jobs. (7)
8. The school is dirty - especially the bathrooms. (11)
9. A Crenshaw high diploma isn't worth anything. (4)
10. The Parent Volunteers are rude. (3)
11. The Security does not do their job. (5)
12. The Tardy Policy is dumb. (6)
13. The Security is racist to Latinos. (1)

## Student Survey Results Student/Teacher Discussion Summary

During the week of February 10, 1997, students and teachers dialogued about the Student Survey conducted last school year. The discussion was guided by the following format:

### Discussion of Student Survey Results:

#### 1. Overall, students' responses indicate negative feelings about Crenshaw High School. Students explained why they believed so many responded as they did:

##### Responses:

- o The administration does not listen to the opinion of the students and most students believe they have no influence because when they complain, no changes are made (reference made to the dress code and the lack of adequate rest rooms).
- o Only a few students felt teachers had not mastered their subject (Teachers may know their subjects but they don't successfully get across the lesson to students).
- o Teachers let feelings come into play when grading.
- o Teachers grade based on work habits and cooperation.
- o Rules are not enforced by everyone.
- o Rules are not applied evenly (including the principal).
- o Policy meetings are held when its not convenient for students and parents.
- o Adults need to respect students more.
- o Students don't keep the bathroom clean.
- o Parent volunteers harass the students.
- o Every teacher grades differently.
- o Students feel even though they are invited to meetings, decisions are handed down.
- o Sports players and certain students get special privileges.
- o Lack of discipline hinders growth of students education.
- o The cafeteria staff throws your food.
- o Some teachers are not prepared for the Block Schedule.
- o Students feel they are not informed about the things that affect them.

- There are too many students in classes.
- Teachers allow their personal lives to interfere with their teaching.
- Tests don't match what was taught.
- Some students could not enroll in the classes they needed or wanted.

**2. Ask students for suggestions on how we can all work together to improve the situation at our school.**

**Responses:**

- I felt the survey was accurate in some areas and not accurate in others, such as, I can influence the tardy policy and the dress code.
- I can influence school policy through student leadership.
- We need smoke detectors in the rest rooms.
- We need the same standards for classes with similar instructional programs.
- Teachers need to communicate with students on a regular basis about grades.
- The dress code inhibits freedom of style (no dress code).
- There should be a 5 minute grace period when it comes to the tardy policy.
- Rest rooms need soap, locks on stalls, new mirrors, new toilets, softer tissue.
- There is a need for rest room monitors (ask parent volunteers to monitor rest rooms).
- Custodians should come several times during the course of a day to replace paper towels, tissue and other rest room necessities.
- Some classes do not have enough books and books are handed out too late in the semester, we need to buy more books, instead of hiring more Aides.
- Students need to read the signs in the Attendance Office to avoid problems.
- We need a larger Attendance Office to accommodate students.
- We need new up-to-date library books and technology.
- Teachers need to improve their tutoring skills.
- Dance class needs bars and mirrors.
- We need a longer lunch period.
- The cafeteria needs to give change.

- Open rest rooms during passing periods and after school.
- Teachers need to make a connection with the Standards.
- We need to know the members of our LEARN Governing Board.
- We need new desks, more calculators, Kleenex, and bigger lockers.
- We need Wood Shop.

**3. Identify those students who are willing to take personal responsibility for and make a commitment to improve the school environment.**

**Responses:**

- Tona Shanee Phillips
- Sarita E. Williams
- Dulce M. Garcia
- Azul Fernandez
- Jaime Conway
- Sharee Robeson

IT PAYS FOR PARENTS TO GET INVOLVED



OCTOBER 8, 1996

CRENSHAW HIGH SCHOOL  
5010-11TH AVENUE  
LOS ANGELES, CA 90043  
(213)296-5370

THE ACCREDITATION/SELF-STUDY PROCESS  
PARENT/COMMUNITY QUESTIONNAIRE

DIRECTIONS: The purpose of this questionnaire is to learn how parents and the community feel about this school. We hope you will give your honest opinion; you do not have to write your name on this form. Please read each item and answer the questions by placing an "X" in the space which best describes your opinion. Please print when writing comments.

Return the completed questionnaire to the school by October 17, 1996, Back-to-School Night.

I. INSTRUCTIONAL COMPONENT

AGREE

DISAGREE

UNSURE

*Do you believe your child:*

- |   |       |       |       |
|---|-------|-------|-------|
| 1. is making satisfactory progress in reading?  | _____ | _____ | _____ |
| 2. is making satisfactory progress in math?   | _____ | _____ | _____ |
| 3. is given assignments that are interesting and challenging?                           | _____ | _____ | _____ |
| 4. should accept more responsibility for his/her education?                             | _____ | _____ | _____ |
| 5. is developing good study habits?   | _____ | _____ | _____ |
| 6. is given meaningful educational goals which are shared and communicated effectively? | _____ | _____ | _____ |

II. AUXILIARY SERVICES

*Do you feel that:*

- |   |       |       |       |
|---|-------|-------|-------|
| 1. there is a need for more health services?                  | _____ | _____ | _____ |
| 2. an individual tutoring program is provided for your child? | _____ | _____ | _____ |

(over)

II. AUXILIARY SERVICES (cont.)

- 3. the school has a clear code of conduct the students must follow? \_\_\_\_\_
- 4. our school is safe for students and staff? \_\_\_\_\_
- 5. our school buildings and grounds are usually clean? \_\_\_\_\_
- 6. counseling for special problems is needed? \_\_\_\_\_
- 7. you are adequately informed of excessive absences or tardies? \_\_\_\_\_
- 8. students and parents receive accurate, clear and timely advice from the school staff regarding choosing the right path of courses? \_\_\_\_\_
- 9. parents are informed about what children are expected to learn? \_\_\_\_\_
- 10. the school's testing program is clearly defined? \_\_\_\_\_


III. PARENT INVOLVEMENT:

*Do you believe that:*

- 1. you are welcome to visit the school and classroom at any time? \_\_\_\_\_
- 2. parent education classes should be available? \_\_\_\_\_
- 3. your concerns are given proper attention? \_\_\_\_\_
- 4. more school programs and/or open house/parent conferencing meetings should be held? \_\_\_\_\_

COMMENTS AND OTHER CONCERNS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Approved: 

Crenshaw High school  
Parent Survey

I. INSTRUCTIONAL COMPONENT

Do you believe your child:

1. is making satisfactory progress in reading?  
136 agree 27 disagree 13 unsure
2. is making satisfactory progress in math?  
101 agree 61 disagree 18 unsure
3. is given assignments that are interesting and challenging?  
106 agree 24 disagree 36 unsure
4. should accept more responsibility for his/her education?  
140 agree 25 disagree 09 unsure
5. is developing good study habits?  
106 agree 40 disagree 24 unsure
6. is given meaningful educational goals which are shared and communicated effectively?  
93 agree 37 disagree 33 unsure

II. AUXILIARY SERVICES

Do you feel that:

1. there is a need for more health services?  
109 agree 27 disagree 29 unsure
2. an individual tutoring program is provided for your child?  
88 agree 35 disagree 46 unsure
3. the school has a clear code of conduct the students must follow?  
104 agree 24 disagree 15 unsure
4. our school is safe for students and staff?  
65 agree 47 disagree 31 unsure
5. our school buildings and grounds are usually clean?  
81 agree 33 disagree 27 unsure
6. counseling for special problems is needed?  
94 agree 22 disagree 24 unsure
7. you are adequately informed of excessive absences or tardies?  
101 agree 28 disagree 13 unsure
8. students and parents receive accurate, clear and timely advice from the school staff regarding choosing the right path of courses?  
81 agree 38 disagree 25 unsure
9. parents are informed about what children are expected to learn?  
85 agree 36 disagree 18 unsure
10. the school's testing program is clearly defined?  
76 agree 29 disagree 28 unsure

### III. PARENT INVOLVEMENT

Do you believe that:

1. you are welcome to visit the school and classroom at any time?  
168 agree    19 disagree    31 unsure
2. parent education classes should be available?  
167 agree    29 disagree    20 unsure
3. your concerns are given proper attention?  
118 agree    52 disagree    40 unsure
4. more school programs and/or open house/parent conferencing meetings should be held?  
155 agree    35 disagree    18 unsure



## CURRICULAR PATHS TEACHERS SURVEY

Courses taught: \_\_\_\_\_

Program/Department Affiliations: \_\_\_\_\_

1. Do you think that students are placed in your classes according to their abilities? YES NO(Circle One)

COMMENTS FOR #3: \_\_\_\_\_

2. Do you feel that the students can choose a curricular path that leads to a basic, a general, or a college preparatory education? YES NO

3. What percentage of classroom time do you spend on textbook oriented learning emphasizing the accumulation of facts and concepts? Circle one of the percentages below:

10% 20% 30% 40% 50% 60% 70% 80% 90% 100% COMMENTS: \_\_\_\_\_

4. What percentage of classroom time do you spend on the memorization of facts?

10% 20% 30% 40% 50% 60% 70% 80% 90% 100% COMMENTS: \_\_\_\_\_

5. Do you feel that electives are available for all students who want to explore applications of academics to real-world learning? YES NO

6. Do you feel that students have an opportunity to pursue some subjects in depth? YES NO

7. Do you think that your teaching is aligned with:

State frameworks: YES NO

National standards: YES NO

Department ESLRS: YES NO

GENERAL COMMENTS: \_\_\_\_\_

8. Do you feel that students are enrolled in academic courses that prepare them for college? YES NO

9. Have you had the opportunity to work collaboratively with teachers from other disciplines to develop cross-curricular instruction? YES NO

COMMENTS: \_\_\_\_\_

10. Do you feel that with your instruction students gain new knowledge for application in meaningful, real-world settings? YES NO

COMMENTS: \_\_\_\_\_

THANK YOU FOR TAKING THE TIME TO COMPLETE THE SURVEY!

CRENSHAW HIGH SCHOOL: A COMMUNITY OF LEARNERS  
ACCREDITATION 1996-97

FOCUS GROUP C: POWERFUL TEACHING AND LEARNING

**SURVEY:** TO DETERMINE WHETHER ALL STUDENTS ARE OFFERED THE OPPORTUNITY TO ENGAGE IN CHALLENGING LEARNING EXPERIENCES TO ACHIEVE THE ESLR'S

NAME: \_\_\_\_\_ SUBJECT: \_\_\_\_\_ RM# \_\_\_\_\_

**DIRECTIONS:** Please answer each of the following questions and attach documents as requested. To date, we have not determined in any organized or usable fashion, the degree to which the referenced criteria is true.

1. In what type of activities are your students engaged? [If there are written directions/instructions, please attach a copy of each, or at least one.]

2. Have you assigned projects to your students? What type? What were the projects supposed to evidence? [copy of instructions/directions]

3. How do these activities/projects challenge the students to stretch their minds and engage in critical thinking and/or creative problem solving?

4. How do these activities/projects support the school wide ESLR's. [Cite ESLR number for the sake of clarity]

RETURN TO ALFEE ENCISO'S MAILBOX BY 4:00 PM, THURSDAY, JANUARY 30, 1997

December 20, 1996

TO: Faculty and Staff  
FROM: Assessment and Accountability Focus Group  
SUBJ: Assessment and Accountability Survey

In order to provide Focus Group E with a better idea of the various strategies used to assess instruction, please check the following areas (methods) you are currently using.

- Departmental Final Exams
- Oral Presentations
- Quizzes
- Discussion Questions
- Projects
- Students at board
- Hands on activities
- Student prepared lessons
- Portfolios
- Pre and Post Assessments
- IEP's
- Journals
- Student writings
- Research Reports
- Class Presentations

If there are additional strategies you are currently using that were not listed above, please list them below:

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Thank you for your attention and cooperation.

Sincerely,  
 Anthony Solomon, Focus Group  
Chairperson



To: All Faculty

From: Y. Garrison,  
Asst. Principal

Re: Computer Survey

Date: December 19, 1996

1. Do you have a computer in your classroom?
2. If yes, what kind and what type of software do you have?
3. What kind of software would you like to have?
4. What is your skill level in using computer technology?
5. Would you participate in a site level computer training session?
6. What type of computer training do you prefer?
7. Once trained, how do you plan to integrate computer technology in the instructional program?

Teacher's Name \_\_\_\_\_

Everyone is required to return this survey to Mrs. Garrison before leaving school on Friday, December 20, 1996.

# Crenshaw

