

# PURSUIING EXCELLENCE

CRENSHAW HIGH SCHOOL  
COUGARS

PROGRESS REPORT

May 3, 1995

YVONNE NOBLE, PRINCIPAL

YOLANDA ANDERSON, ASSISTANT PRINCIPAL AND SITE COORDINATOR

WE'RE  
NUMBER ONE

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WASC 27368

CRENSHAW HIGH SCHOOL  
WASC REVISIT  
WEDNESDAY, MAY 3, 1995

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GENERAL  
INFORMATION

WASC 27370

STEERING COMMITTEE

ADMINISTRATORS

Yvonne Noble, Principal

Yolanda Anderson, Assistant Principal

SCHOOL WIDE COMMITTEE CHAIRPERSONS

Lagatha Payton, Process Committee  
Luther Waters, Program Committee  
Juanita Walker, Resource Committee  
Brenda Smith, Parent/Community Committee  
Michael Santos, Student Committee.

DEPARTMENT CHAIRPERSONS

Craig Alessi, English as a Second Language  
Margrit Cheeseboro, Social Sciences  
Susan Curren, Art  
Robert Garrett, Physical Education  
Willis Johns, Industrial Education/Home Economics  
Giselle Edman, Foreign Language  
Odessa Washington, Mathematics  
David Knapp, Science/Health  
Rose Strong, Business  
Jerome Evans, Anita Luckie-Moultrie, Leah Taylor,  
English  
Luther Waters, Special Education

CRENSHAW HIGH SCHOOL  
WASC REVISITING COMMITTEE

Wednesday, May 3, 1995

DR. JOANN TORTAROLO  
DIRECTOR  
San Bernardino City Unified  
San Bernardino, California

MR. JOSEPH PALOMINO  
PRINCIPAL  
Valley View High School  
Moreno Valley, California

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

BOARD OF EDUCATION

Mark Slavkin, President  
Barbara Boudreaux  
Victoria Castro  
Warren Furutani  
Jeff Horton  
Julie Kornstein  
Leticia Quezada

DISTRICT SUPERINTENDENT  
Sidney Thompson

CLUSTER LEADER  
CLUSTER #15  
Daniel Lawson

STAFF BY DEPARTMENT

ADMINISTRATORS

Yvonne Noble, Princial  
Yolanda Anderson, Assistant Principal  
Gregory Lee, Assistant Principal  
Carrye Baker, Assistant Principal (Counseling Services)  
Douglass Pozzo, Assistant Principal (Student Services)

COORDINATORS

Craig Alessi - Bilingual  
Florence Avognon - Speech and Debate  
Harold Boger - Academic Decathlon; Assessment  
Moss Benmosche - Athletic Director  
Scott Braxton - Gifted/Highly Gifted Magnet  
Giselle Edman - Reading/Basic Skills  
Deidre Harris - Student Leadership  
Grace Jordan - Work Experience  
Ellen Mills - Testing  
Lagatha Payton - Title I  
Cassandra Roy - Advanced Placement  
Beverly Silverstein - Teacher Training Magnet  
Anthony Solomon - IMPACT  
George Tucker - PERKINS

COUNSELORS

Craig Alessi, English as a Second Language Counselor (ESL)  
Scott Braxton, Gifted Magnet Counselor  
Bettye Lawson, Secondary Counselor  
Doris Mims, Career Adviser  
Rise Norwood, Secondary Counselor  
Charles Oshiro, Secondary Counselor  
Cassandra Roy, College/Scholarship Counselor  
Beverly Silverstein, Teacher Training Counselor  
George Tucker, Perkins Program Counselor

DEANS

Major Dennis  
Anthony Solomon

INSTRUCTIONAL TRANSFORMATION TEAM (ITT)

Yolanda Anderson, Assistant Principal  
Harold Boger  
Maisha Cannon (Student)  
Margrit Cheeseboro, Union Representative  
Mary Cooley (Classified)  
Sharon Davis  
Mrs. Harper (Parent Alternate)  
Yvonne Noble, Principal  
Al Siger  
Mrs. Taylor (Parent)  
Jay Sloan (Parent)  
Janet Mitchell-Wagner  
Melva Washington (Parent)

LIBRARIAN

Juanita Walker

MENTOR TEACHERS

Florence Avognon  
Kim Bradley  
Fred Church (Special Education)  
Sharon Davis  
Giselle Edman  
Marilyn Washington  
Odessa Washington

SCHOOL PSYCHOLOGISTS

Evelyn Jones  
Tom Harris

SCHOOL NURSE

Deborah Cain

UTLA REPRESENTATIVE

Margrit Cheeseboro

ART

Murray Bowman  
Susan Curren

COMPUTER SCIENCE

Mary Covington

ENGLISH

Yvonne Daizadeh  
Dennis Danziger  
Jerome Evans, Co-Chairperson  
Joe Fulton  
Ruth Greene  
Gary Grzebien  
Cassandra Hawkins  
Ernestine Henning  
Robin Hernandez  
Millicent Hill  
Herbert Holland  
Murlene Johnson  
Michael Korich  
Philip Kuretski  
Paula Levine  
Toni Little  
Anita Luckie-Moultrie, Co-Chairperson  
Leah Taylor, Co-Chairperson  
Michelle Tinti



ENGLISH AS A SECOND LANGUAGE (ESL)

Craig Alessi, Coordinator  
Jan Gonder  
Mase Liu  
Janet Mitchell-Wagner

FOREIGN LANGUAGE

Arturdo Cerda  
Benito Cruz  
Giselle Edman, Chairperson, Mentor  
Lesly Lespinasse  
Simin Madjdi  
Marcelina Naranjo  
Deidre Osborn

HEALTH

David Frierson  
Mary Syas  
James West  
Leslie Wilson

MARINE CORP JUNIOR RESERVE OFFICERS TRAINING CORP

Lt. Col. William Hinds, Ret. USMC  
GySgt. Paul J. Madison

MATHEMATICS

Moss Benmosche  
Harold Boger  
Kim Bradley, Mentor  
Kay Briscoe  
Christopher Burton  
Luther Lovelace  
Patricia Lyons  
Otis McKinney  
Vicki Roach  
Mayme Sherley  
Meredith Smith  
Don Tarquin  
Alyson Thomas  
Odessa Washington, Chairperson, Mentor  
Daniel B. Williams

MUSIC

Iris Stevenson  
Al Tarver

PHYSICAL EDUCATION

Manuel Chachere  
Carolyn Cross  
Major Dennis  
Marian Flowers

Robert Garrett, Chairperson  
Ken Maxey  
Margot Tiff  
Willie West

SCIENCE

Tammy Bird  
Wendy Banner  
Vivian Corley  
Glen Darbeau  
Valerie Fullbright  
Lisa Harwood  
David Holmes  
David Knapp, Chairperson  
Robert Schafer  
Alvin Siger

SOCIAL STUDIES

Scott Allen  
Florence Avognon, Mentor  
Patricia Bayard  
Margrit Cheeseboro, Chairperson  
Sharon Davis, Mentor  
James Derrick  
Ann Holland  
Mase Liu  
Joseph Marshall  
Marilyn Washington, Mentor  
William Thomas

SPECIAL EDUCATION

Jeffery Barton  
Maynard Brown, Substitute  
Fred Church, Resource Specialist, Mentor Teacher  
Walter Hopkins, Substitute  
Joanna Jones-Reed, Resource Specialist  
Theodora Simpson  
Joseph Stephens  
Luther Waters, Chairperson

VOCATIONAL-TECHNICAL-CAREER-BUSINESS EDUCATION

BUSINESS

Grace Jordan  
Robert Goudlock  
Jewell McCann  
Rose Strong, Chairperson

COMPUTER SCIENCE

Mary Covington

DRIVER EDUCATION

Merle McGee

HOME ECONOMICS

Warrenita Clark

INDUSTRIAL EDUCATION

Willis Johns, Chairperson

Anthony Solomon

Daniel Vidaure

OPTIONS/CAREERS

Doris Mims

PERKINS PROGRAM

George Tucker

TITLE I STAFF

Calvin Abbott, Resource Educational Aide

Gerald Aubry, Resource Educational Aide

Darren Deckard, Resource Educational Aide

Kim Ervin, Teacher Assistant

Eula Hawthorne, Resource Educational Aide

Ann Holland, Community Representative

Jane Johnson, Office Assistant

Daryl Loper, Teacher Assistant

Raul Luviano, Teacher Assistant

Cecilia Mendez, Educational Aide III

Demetrio Mendoza, Resource Educational Aide

Lagatha Payton, Coordinator

Marcelyn Rideaux, Resource Educational Aide

Brenda Smith, Community Representative

Robert Thomas, Resource Educational Aide

CAFETERIA STAFF

Mary McGhee, Cafeteria Manager

Maria Alcayaga

Freddie Bonds

Lois Cannady

Arairie Clarke

Marian Massey

Judy May

Glenda McIntyre

Robert Wesley

CLERICAL STAFF

Maria Acosta

Mary Cooley, Office Manager

Raquel Fuller

Gregory Greaney

Jane Johnson

Frances Leake

Gina Lane

Jeanette Morris

Linda Pritchett

Ceola Proctor

Johnny Stevenson  
Alicia Thomas  
Marian Wauls

CUSTODIAL STAFF

Marcia Beamon  
Omar Bracy  
Eleanor Elliott  
Dennis Henderson  
Thurman Jackson  
Lamont Kidd  
Mary McGlory  
Mary Moore  
Danny Owens, Plant Manager, Days  
Vinnie Smith  
Kenneth Stampley  
Joyce Stevens  
Billy Turner, Assistant Plant Manager, Evenings  
Eleanor E. Wise

DISTRICT (SCHOOL POLICE FUND)

Homer Bradford  
Antoine Mitchell

FINANCIAL MANAGER

Benjamin Cardenas

SCHOOL POLICE

Gregory Cobbs  
Charles Jackson

## I. INTRODUCTION

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

The important social, economic, ethnic, cultural and unique factors at Crenshaw High School are:

Crenshaw High School, with grade reconfiguration having occurred at the beginning of the 1994 - 95 school year, is a public comprehensive high school serving grades 9 - 12. It is located in the Crenshaw District, a middle income segment, in south-west Los Angeles. Crenshaw High School is one of forty-nine comprehensive high schools in the Los Angeles Unified School District. Two magnet schools are located at the school: Gifted/Highly Gifted Magnet; Teacher Training Magnet.

Some of the grade 9 - 12 students who live in Crenshaw High's area of attendance choose to attend private schools 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 gravitated to Crenshaw High for many reasons, including but not limited to the reputation of the school's high percentage of students attending, and completing, nationally recognized four year colleges and universities. As a result, there was a waiting list for Open Enrollment Permits for the 1994 - 95 school year at Crenshaw High School.

At the beginning of the 1994 - 95 school year, the Los Angeles Unified School District was divided into 27, K - 12 clusters. Each cluster has an assigned leader and is composed of feeder elementary, middle and high schools.

B. A description of the follow-up process indicating the composition of the committee which prepared the report, how the members were selected, and how the committee meets the definition of being "representative."

The follow-up process committee which prepared the report was composed of members of the Instructional Planning Committee, a group of department chairpersons, coordinators, parent/community member, administrators, and students. The individuals were participants because they are the elected, representative leaders of the instructional team at Crenshaw High School, and in most cases, present at the school at the time of the previous visit. The Instructional Planning Committee was established at the close of the last evaluation-accreditation, and took the place of the Curriculum Council.

The process included the distribution of the Visiting Committee Report to all faculty and staff members; an Accreditation Time Line; a memo dated December 6, 1993, addressing the decision making committees; Instructional Planning Committee meetings; reminders to department chairpersons to submit responses to the WASC recommendations.

C. Significant developments at the school since the last visit which have had an overall affect on the school are:

At the beginning of the 1994 - 95 school year, the site became a Los Angeles Educational Alliance for Restructuring Now (LEARN) school.

In October 1994, the school re-qualified as a Title I school.

As a result of these developments, the school is more committed to restructuring and developing outcome-based assessment procedures which reflect the overall instructional climate being built in collaboration with staff, students, parents, and community at large. An Instructional Transformation Team (ITT) has been formed and has, in association with faculty, staff, parents and community members, developed vision/mission statements as well as school wide expected student outcomes which reflect the developing culture of the school.

An additional significant development at Crenshaw High for the 1994 - 95 school year was the relocation of the Newcomer Center, the instructional facility designed to deliver extensive academic, lingual and social orientation for limited-English proficient (LEP) newly arrived immigrant students, from Crenshaw High School to Belmont High School. As a result, the school is not as culturally diverse as it was during the five years prior to the 1994 - 95 school year.

The curricular program emphasis is on the implementation of the State Frameworks and Second to None in all components of the instructional program at Crenshaw High School. As of March 3, 1995, six (6) pupil free days will have been scheduled to continue teacher training and staff development in the implementation of the components of the State Frameworks and Second to None in all departmental instructional planning. After March 3, 1995, all Tuesdays will be scheduled as shortened days to allow departments to meet to continue to develop instructional strategies in the implementation of the State Frameworks and Second to None.

For the 1994 - 95 school year, Crenshaw High School normed at 2,693 students with the following ethnic distribution: .1% Native American; 1% Asian; 79.6% African-American; 19.2% Hispanic. These students are distributed between the comprehensive high school and magnet programs as follows: 2,179 students in the comprehensive high school; 313 students in the teacher training Magnet; 201 students in the Gifted/Highly Gifted Magnet.

## LEARN INTRODUCTION

In the spring of 1994, all Crenshaw stakeholders voted to have Crenshaw become a LEARN (Los Angeles Alliance for Restructuring Now) school. Beginning in August 1994 and continuing through a fifteen month period, the principal and lead teacher received and continue to receive management training to bring back to the school to begin collaborative planning for change. LEARN is a process for accomplishing systemic change with improving/enhancing student achievement constituting the focus of that change. Additionally, a team of teachers is also being trained to lead the process of transforming the instructional process - including strategies and assessment.

The first year (1994 - 95, for Crenshaw) is the year to write the site action plan (SAP). The SAP consists of eight components as described below. [There is a committee for each component.]

### COMPONENT 1: MISSION, VISION, BELIEFS

In collaboration with all stakeholders, we have completed the mission/vision statements and a first pass at completion of school wide student outcomes which reflect the beliefs of all concerned groups. For school personnel this is being completed over the course of 10 months of professional development days. Members of other stake holder groups are invited. At each parent advisory meeting, the principal shares the results of these meetings. The completed mission and vision statements have been sent home to parents for additional comments and/or changes.

As we formulated out vision/mission statements, we kept reminding all teachers that the mission drives the instructional program, including assessment. [COMPLETED AND FOLLOWS AS ATTACHED]

### COMPONENT 2: GOVERNANCE

The LEARN governing board consists of representatives from all stake holder groups: certificated, classified, parent/community and student. There are committees to cover all areas of governance at the school and decisions are made by consensus. The committees are staff selection, professional development, school activities, budget, facilities and equipment, attendance and safety and instructional transformation.



COMPONENT 3: PERFORMANCE PLAN/ACCOUNTABILITY

This portion of the plan addresses those items/performances for which our school/community will be accountable. We must indicate those goals, bench marks, and activities for which we are to be held accountable. Goals stated must be clearly linked to student performance. Time targets to reach goals are to be clear and measurable with all actions based on goals to improve student achievement.

COMPONENT 4: MANDATE PLAN FOR SUPPLEMENTAL SERVICES

In this section, we must indicate how we will provide all services in compliance with applicable Federal and State mandates such as Title I, Bilingual, Gifted and Special Education. All services must be so provided to maximize student benefit so that none of the mandated services are administered in a fragmented manner.

COMPONENT 5: EXPENDITURE PLAN

We just gave a standardized format for presenting the budget for ease of understanding, including the manner/ basis of allocation and the policies and procedures governing same.

COMPONENT 6: PARENT AND COMMUNITY INVOLVEMENT PLAN

We must develop a plan detailing how parents and community will be involved to improve student achievement. [PLAN COMPLETED AND FOLLOWS AS ATTACHED]

COMPONENT 7: STAFF DEVELOPMENT

A description of what professionals at Crenshaw High School are working toward as lifelong learners to bring real change that will lead to improved student achievement. All professional development activities must be clearly linked to student achievement, performance goals and objectives must include all stakeholders: administrators, teachers, classified staff, paraprofessionals, parents.

COMPONENT 8: EVALUATION PLAN

This section describes the process stake holders will use to evaluate results achieved from implementing our school plan. We must state how the gleaned information will be used to measure our success and make changes in what we are doing.

RECOMMENDATIONS

MAJOR  
ADMINISTRATIVE

## MAJOR RECOMMENDATIONS RESPONSES 1986

### RECOMMENDATION 1:

That the administration continue to address the problem of declining enrollment by articulating the results of student progress to the community.

### RESPONSE:

Articles in the monthly newsletter detail "Good News From School" achievement by the Crenshaw students. Whenever possible, this letter is disseminated to the community. The newsletter is published more frequently than in past years.

Because of the establishment of two new district programs at Crenshaw High School, as well as imminent plans to reconfigure the grade levels served, enrollment has been fairly constant for the past three years. However, we plan to publicize student achievement more aggressively via the news media.

### RECOMMENDATION 2:

That the administration continue to seek ways to reduce student absenteeism.

### RESPONSE:

With the assistance of corporate funds, the attendance personnel has instituted an attendance incentive program which rewards students with perfect or improved attendance. The students are recognized at the end of each major marking period.

Teachers who participate in the District's Urban Classroom Teacher Program are mandated to call home four hours per month in order to qualify to receive 100% of the supplemental funds. These calls are made to inform parents of students' attendance, behavior and achievement problems.

### RECOMMENDATION 3:

That the administration, Curriculum Council and staff explore the feasibility of consolidating the many curriculum departments existing currently.

### RESPONSE:

Nine small curriculum departments were consolidated into three.

RECOMMENDATION 4:

That the certificated staff seek ways to create and foster an atmosphere of higher expectations as it relates to student capability and achievement.

RESPONSE:

During the past five years, the following student achievements evidence the fostering of an atmosphere of higher expectations: greater number of students attending summer college programs; greater number of graduates with grade point averages above 2.5 level; greater number of graduating seniors being accepted to four-year colleges and universities. Students who achieve highly are spotlighted at school, both over the public address system and in the publications sent to homes.

The various curricular departments continue to give awards to students who achieve in the various subject areas.

At the end of each major marking period, those students who achieve a grade point average at or above 2.6 have a showcase dedicated to them and their names are posted in that showcase.

Those students who achieve academically are spotlighted in the monthly newsletter.

RECOMMENDATION 5:

That the district reconsider its Magnet School policies in light of the outstanding Teacher Training Academy and Business Department at Crenshaw High School and as a means of increasing Crenshaw High School enrollment.

RESPONSE:

The Teacher Training Academy is now a regular District magnet program.

Enrollment in the Business department has steadily declined as a direct result of the District's increasing budget problems.

RECOMMENDATION 6:

That the district seek ways to improve the recruitment, eligibility and placement process to ensure qualified workers in the clerical area.

RESPONSE:

Clerical employees may take district-sponsored in-service workshops to improve their skills, and they are encouraged to do so. However, clerical employees too have seen a reduction in their ranks resulting from budget cuts.

RECOMMENDATION 7:

That the district consider the possibility of providing incentives in order to attract qualified clerical workers to this school.

RESPONSE:

As members of the clerical staff promote from Crenshaw High, their vacated positions are not likely to be filled because of a two-year freeze to this effect. Again, this situation resulted from our present budget crisis. As a consequence, our clerical staff is decreasing in size.

VISITING COMMITTEE REPORT  
MAJOR RECOMMENDATIONS  
1992 - 1993

RECOMMENDATION 1:

That the site administration develop a decision-making process which is clearly defined, widely known and delineates 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.

RESPONSE:

The LEARN School site Action Plan to Improve Student Achievement is ongoing at Crenshaw High School. Crenshaw High School has concentrated on fulfilling the guidelines of the nine Components included in the Learn Plan. Recommendation #1 correlates to Component #2, Governance, and Component #7, Staff Development.

Although Crenshaw High School has a process for decision making, it was apparently not well enough known. Therefore, by June 30, 1993, the staff had reviewed the decision making process via the following means:

1. The Instructional Planning Committee has identified the decision making bodies as:

Booster Club  
Compensatory Education Advisory Committee  
Gifted/Highly Gifted Magnet Advisory Council  
Instructional Planning/Curriculum Council  
LEARN Governing Board  
Student Government/Leadership  
Teacher Training Magnet Advisory Council

2. December 6, 1993, a request was made of each decision making body to submit "specific roles" to the Instructional Planning Committee which would list areas of responsibility of each group.

ACTION: A memo requesting areas of responsibility was distributed to each group December 6, 1993.

3. The Instructional Planning Committee will monitor the means of disseminating information about decisions made by each group.

ACTION: A request was made of each decision making body to submit minutes to the Instructional Planning Committee. The minutes would be inserted into a binder and placed on the counter in the Main Office for perusal of faculty, staff, parents and members of the community.

4. Based on information received from each group, the Instructional Planning Committee is to produce a flow chart outlining the duties of each group.

As of February 2, 1995, information is being gathered.

RECOMMENDATION 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.

RESPONSE:

State Frameworks and copies of Second to None were purchased SB1882 and distributed to each staff member by designated administrators and department chairpersons.

ACTION: A staff development outlining the State Frameworks was held May 20, 1993. At the staff development departments were introduced to Second to None. Department members were instructed to meet and address the tenants set forth in the State Frameworks and Second to None. In addition, the response correlates to the LEARN Site Action Plan Component #7, Staff Development.

As of June 30, 1993, the departments had met and were developing plans and time-lines for implementing the State Frameworks and Second to None.

RECOMMENDATION 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.

RESPONSE:

In order to improve the instructional program at Crenshaw High School and align it with the State Framework, as well as the recommendations found in Second to None, the following was accomplished:



ACTION: April 13, 1993, each staff member received a copy of Second to None. As new teachers are assigned, they are given copies of Second to None. Again, the response correlates to the LEARN Site Action Plan Component #7, Staff Development.

Selected staff members were invited to a staff in-service held April 20, 1993, from 10:00 A.M. - 12 noon. It was conducted by Liz Giffin-Glad, Senior High Schools Division. The second phase of the modified staff in-service was conducted May 11, 1993. A long range plan is being developed.

To insure staff members were aware of the components of Second to None, staff development sessions have been conducted (see above), and staff members have received copies of their respective State Frameworks. (LEARN Component #7)

The mathematics department has a plan and time-line for the implementation of the State Framework. The responses were due by June 30, 1993. Alignment of the State Frameworks and Second to None is on-going. Department meetings will be held after March 3, 1995, for departments to develop department expected outcomes and methods to integrate the tenets of Second to None and the philosophy of the State Frameworks.

During the summer of 1994, teachers participated in a four day training session for mathematics. Future plans include training for both the Leadership for Urban Mathematics Reform (LUMER) and the KECK Curriculum for mathematics instruction. All of these workshops are designed to assist mathematics teachers in framework implementation.

Teachers expressed concerns that a staff development was needed for direction to implement Second to None. The District offered a Second to None Colloquium II workshop Monday, January 10, 1994. Each high school in the District was invited to send 4 representatives to the Second to None Colloquium II. Representatives from Crenshaw were selected from members of the Instructional Planning Committee. Teachers who were trained were asked to conduct staff development sessions at their respective sites. Mentor teachers in our cluster will be training the entire staff in Second to None.

Teachers will be able to gain information regarding the implementation of the State Frameworks by visiting schools which have incorporated the State Frameworks into their

instructional programs. SB1882 could provide funds for substitute coverage for teachers who wanted to visit schools. The mathematics department visited a high school in San Bernardino in April, 1993, and has begun implementation of the Mathematics State Framework.

RECOMMENDATION 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.

RESPONSE:

While graffiti is not a problem restricted to Crenshaw High School and its environment, the District assists school sites by providing paint to cover graffiti. District painters are assigned periodically to paint out graffiti on a rotating basis. In addition, students who have committed an infraction are routinely assigned campus beautification which may include graffiti abatement.

ACTION: Crenshaw has bought graffiti removing solvents to remove graffiti on an on-going basis. Site personnel is responsible for the removal of the graffiti unless it is in places too dangerous for safe removal. If this is the case, the District provides equipment and personnel.

District funds in the amount of \$8,000.00 were allocated to Crenshaw High Schools to use in the implementation of the recommendations of the Visiting Committee for the 1992 - 93 visit. In an attempt to provide a graffiti-free, clean learning and working environment, \$3,200.00 of that amount was used to purchase a steam cleaning machine to remove gum and graffiti from the cement, especially in the lunch areas.

In an attempt to instill pride and promote ownership, students have been encouraged to paint a mural on the wall in the Quad, with that wall going untouched by graffiti. In addition, student leadership has an on-going plan to clean classrooms and offices at the request of staff members. Request forms are available on the counter in the Main Office.

In addition, disciplinary action includes Saturday and after school clean-up as part of the progressive discipline procedures for students.

The Plant Manager has developed an efficient, effective plan for distancing the large trash bins from the student lunch area. The sight and stench of trash and/or garbage no longer exist.

RECOMMENDATION 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.

RESPONSE:

While absenteeism remains a problem, Crenshaw High School used a variety of innovative techniques to encourage all students, but particularly at-risk students, to attend school on a regular basis.

ACTION: The number of telephone calls home regarding absent students has increased dramatically because of an expanded teacher base due to the Educationally Impacted School program (E.I.S.). Letters are sent to the parents of students on the second day of an absence. United Teachers of Los Angeles (UTLA) has been working with Crenshaw High teachers to assist in developing instructional strategies which would make students eager to attend classes. The Adopt-A-School program provides funds for rewarding students who have good and/or improved attendance. The number of students classified as inactive (10+ days absent) has been lowered due to innovative, meaningful teaching strategies. In addition, the number of successful placements in the Options Program has increased.

An Attendance and Safety Committee (see exhibit), composed of parents, community members, teachers, students, and an administrator, has been formed and meets weekly. The major thrust of the committee is to develop attendance/safety programs and incentives to improve student attendance. To improve student achievement it is necessary to improve student attendance, which correlates to the LEARN Site Action Plan, Component #1: Mission, Vision, and beliefs, as well as the overall focus of the plan.

RECOMMENDATION 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.

RESPONSE:

This recommendation correlates to the LEARN Site Action Plan Component #3: Performance Plan/Accountability; and Component #8: Evaluation Plan.

ACTION: As of February, 1995, an individual who is responsible for collecting, centralizing and disseminating student assessment data to the staff has been assigned to the site. Additional personnel has been hired to input student assessment data into the SIS computer system in a timely efficient manner. Teachers have ready access to this information and are able to obtain a printed report within 24 hours of a request.

The Assistant Principal, Secondary Counseling Services, who is a member of the Instructional Planning Committee, made a presentation to the Instructional Planning Committee regarding which assessment data Crenshaw High receives from the District. It was learned that individual class scores are available if requested of the District. In the interim, assessment data will be processed by the individual so assigned (see above). This correlates to the LEARN Site Action Plan Component #3: Performance Plan/Accountability.

RECOMMENDATION 7:

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

RESPONSE:

This recommendation was addressed in the previous response. Additionally, we have invited experts in various types of authentic assessment to conduct workshops for teachers. In addition, the recommendation has been acted upon through the correlation to the LEARN Site Action Plan Component #3: Performance Plan/Accountability and Component #7: Staff Development, and through the joint efforts of the members of the Instructional Transformational Team composed of: the principal; four (4) assistant principals; Title I Coordinator; physics teacher; Data Collection Coordinator; UTLA representative; parent; social studies teacher; ESL teacher; community representative.

ACTION: A Data Collection Coordinator, in addition to department chairpersons and other staff members, is in the

process of developing a systematic school wide plan to provide authentic assessment of student achievement in all courses.

Furthermore, two guest speakers have made presentations on altering the traditional classroom so that students are able to construct meaning and portfolio assessment.

RECOMMENDATION 8:

That the administration and faculty 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:

Recommendation #8 correlates to the Learn Site Action Plan in Component 1: Mission, Vision, Beliefs; Component #3: Performance Plan/Accountability; and Component #7: Staff Development.

ACTION: In developing our LEARN Site Action Plan, faculty and staff members have been meeting on a regular basis to integrate skills in all instructional/content areas. Six (6) pupil free staff development days allowed the faculty and staff to develop department and school wide action plans to ensure that systematic and consistent application of integrated skills will occur within and across the curriculum so that students can master the content courses. Component #1: Mission, Vision, Beliefs, where we are now and where we are going to improve student achievement, are written, integrated and implemented.

## ADMINISTRATIVE RECOMMENDATIONS 1986

### RECOMMENDATION 1:

That the administration continue to emphasize the promotion of the instructional program and to enhance accountability.

### RESPONSE:

At every opportunity, all members of the administration stress the creation of a learning environment where instruction is the only business we're in. Currently, we are members of an Instructional Transformation Team (ITT) whose goal is to guide our efforts to reform and improve the instructional program. We have developed new vision and mission statements and are formulating school wide expected student outcomes. Additionally, we have charged each department to development departmental expected student outcomes that are being driven by the tenets of the frameworks, Second to None and the school mission.

Frequent classroom visits by members of the administrative staff and aggressive adherence to the stull evaluation process promote the expectation of instructional excellence and accountability.

Public advertising of student achievement and staff awards also promote the instructional program.

### RECOMMENDATION 2:

That the administration continue to improve the security of the campus and school discipline.

### RESPONSE:

This is an on-going and high priority issue for each member of the administrative staff. We deploy security personnel to maximize effectiveness, work with the Los Angeles Police Department in "watching" gang activity near the campus and are consistent in the application of discipline. Naturally, the degree to which we are able to maintain a secure campus is dependent on our level of staffing. We did adopt a no-nonsense policy of disciplining those students who are repeat disrupters of the instructional environment. This policy is made known to all students and their parents at the first general meeting, and it is published in the newsletter.

Campus security and school discipline are ongoing priorities among all staff members and we constantly remind staff, students and parents of this fact. Title I funding has allowed us to purchase 6 Educational Resource Aides, and their mere presence has affected the quality of our program to a significant degree.

RECOMMENDATION 3:

That the administration review its process of allocating personnel to meet school needs.

RESPONSE:

The administrative staff members work together in concert with faculty to determine areas of need and are devising a plan to allocate personnel to meet the identified need. They regularly review personnel needs and effectiveness, and make adjustments as needed. The staff is also responsive to parent and community needs in this area.

RECOMMENDATION 4:

That the administration continue to address the problem of declining enrollment by articulating the results of student progress to the community.

RESPONSE:

Addressed in Major Recommendation #1.

RECOMMENDATION 5:

That the administration continue to seek ways to reduce student absenteeism.

RESPONSE:

Addressed in Major Recommendation #2.

RECOMMENDATION 6:

That the administration clarify in paragraph form the job descriptions of administrators and the clerical positions.

RESPONSE:

This has not yet been done. However, we are in the process of revising job descriptions so that the duties and responsibilities reflect our vision/mission statements and our school wide expected outcomes. In the interim, District job descriptions, however, are used for the clerical staff, and flow charts detailing administrators' responsibilities are disseminated.

RECOMMENDATION 7:

That the administration, Curriculum Council and staff explore the feasibility of consolidating the many curriculum departments existing currently.

RESPONSE:

Addressed in Major Recommendation #3.

RECOMMENDATION 8:

That the administration emphasize the importance of two-way dialogue at various council meetings.

RESPONSE:

As we restructure our school governance, we make every attempt to allow two-way dialogue. For faculty meetings, the agenda is published and distributed in advance, and anyone may propose an agenda item and/or introduce one at the meetings. In other meetings, persons other than an administrator frequently conduct the meeting and all are encouraged to give input or comment on the process of the contents of the meetings. We are continuing to work in this area.

RECOMMENDATION 9:

That the administration consider additional modes of reducing class interruptions.

RESPONSE:

This continues to be a problem. However, the administration has held firmly to limited use of the public address system. The staff members who answer the telephone have been instructed not to put calls through to classrooms during class time unless an absolute emergency exists. They have been instructed to take messages.



RECOMMENDATION 10:

That the administration review the flexibility of its off-norm staff teaching ration in order to accommodate the addition of a PSA counselor.

RESPONSE:

There are no more off-norm positions allocated to schools. Occasionally, a pool substitute teacher may be assigned to a school, but that person is really to be used to cover the classes of an absent teacher.

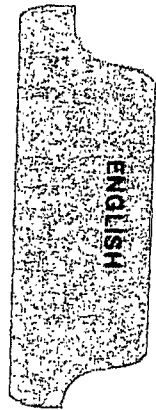
There is a possibility that a PSA counselor position can be purchased with the reinstated Title I funding.

RECOMMENDATION 11:

That the administration seek ways of raising staff expectations of student behavior in the areas of self-direction and self-reliance.

RESPONSE:

This issue has not been formally addressed, but it is one of the newly developed student outcomes recently formulated by the entire staff. Consequently, it should be inculcated in each department's instructional plans. In the interim, we remind staff members that teaching students self-direction and self-reliance should be part of the regular instructional plan.



CRENSHAW HIGH SCHOOL  
ENGLISH DEPARTMENT

EILEEN BUSTOS  
YVONNE DAIZADEH, MAGNET TEACHER  
DENNIS DANZIGER  
JEROME EVANS, DEPARTMENT CO-CHAIR: SUPPLIES/ORDERING  
JOSEPH FULTON, MAGNET TEACHER  
RUTH GREENE  
GARY GREZBIEN  
CASSANDRA HAWKINS, MAGNET TEACHER  
ERNESTINE HENNING  
ROBIN HERNANDEZ  
MILLICENT HILL  
HERBERT HOLLAND, MAGNET TEACHER  
MURLENE JOHNSON  
MICHAEL KORICH  
PHILLIP KURETSKI  
PAULA LEVINE  
TONI LITTLE, MAGNET TEACHER  
ANITA LUCKIE-MOULTRIE, DEPARTMENT CO-CHAIR: BOOKS/CURRICULUM  
LEAH TAYLOR, DEPARTMENT CO-CHAIR: MEETINGS/MEMOS  
MICHELLE TINTI

PLEASE NOTE: THE ENGLISH HAS A TRIUMVIRATE CHAIR

## ENGLISH DEPARTMENT WASC RECOMMENDATIONS RESPONSES

### 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. A range of student assessment methods would include student portfolios and authentic assessment activities.

### RESPONSE:

This recommendation correlates to the LEARN Site Action Plan Component #3: Performance Plan/Accountability, and Component #7: Staff Development.

ACTION: To 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, the English department places special emphasis on designing instruction where students are required to make oral presentations. Oral presentations allow teachers to determine the level of the students' oral skills and to individualize instruction accordingly. Activities which build students' confidence and self-esteem include activities where students are successful. Included are debates, discussions, oral reports, poetry recitation, and video taping of student presentations. Cooperative learning takes place through group discussions, group research, and reading teams. Teachers are able to observe the elements needed for a successful presentation: posture, projection, authority, hand gestures, diction, etc.

Use of the portfolio has been implemented in some classrooms and should be used in all classrooms by the end of the first semester of the 1994-95 school year. At the beginning of the 1994-95 school year, department members will receive copies of the following brochures: Using Portfolios to Assess Student Performance; Alternative Assessment: Issues in Language, Culture, and Equity.

Through staff development, teachers will be trained in the utilization of alternative assessment and student portfolios. A staff development session outlining the use of portfolios will be held February 28, 1995. In addition, a staff development session outlining authentic assessment tools will be held March 3, 1995.

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.

RESPONSE:

This recommendation correlates to the LEARN Site Action Plan Component #7: Staff Development. Beginning Tuesday, March 7, 1995, students will be dismissed at 12:30 P.M. to allow departments time to evaluate and modify programs, integrate skills, ensure success of all students, and to continue to implement the State Framework and Second to None.

ACTION: English staff dialogue is on-going in that departmental staff development is planned and implemented on a regular basis throughout the school year. Staff dialogue is also on-going in that there is intra-department team teaching, teacher class visitations, and teacher class observations.

Department members attend conferences and workshops presented by the Los Angeles Unified School District and outside agencies. SB 1882 will generally pay any registration fees, thus allowing teachers free conference attendance.

Department members present their integrated core literature lessons as part of on-going department in-service to implement the framework as evidenced by agendas.

The English department has decided to develop concepts and/or skills to be covered in sequence for each subject area in accordance with the framework. The department has also decided to design and implement a system where peer evaluation exists.

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 or career goals.

RESPONSE:

This recommendation correlates to the LEARN Site Action Plan, Component #7: Staff Development.

ACTION:

Activities to provide for greater utilization of the library are:

A. Book lists: college book lists-reference books available to students. Daltons Books has the expected reading lists of many universities.

B. Library as reading area/pleasurable place: pleasure reading assignments, i.e. access old magazines, data of birth, etc.; use of libraries other than Crenshaw High's; acquisition of library cards from several libraries will be required of students

C. References most used list, including scope of media available, i.e., Who's Who; Reader's Guide.

D. Card Catalog and Index Card Exercises: In association with the librarian and English department staff members, instruction will be designed to increase student knowledge of the functions of the library. Instruction will include but not be limited to basic library use; references/ cross referencing; increasing writing skills.

E. Sustained Silent Reading (SSR) implementation: The Reading/Basic Skills Specialist will be the resource for the activity which includes selection of books, book summaries, an increase of interest in books/literature. Students will be encouraged to have, be responsible for, and read library books at all times.

F. Teachers are encouraged to attend conferences and develop staff development based on the information gleaned from the conference. Most conference registration fees are paid for by SB 1882 (See Response to Recommendation #2).

G. Interdepartmental Communication: The department will develop a file of assignments for library/research use. Included will be: the process for writing a research paper; book reports; developing analytical skills; developing the ability to compare/contrast, explain, describe, etc.

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.

RESPONSE: See response for Recommendation 1.

ACTION: See action for Recommendation 1.

RECOMMENDATION 5:

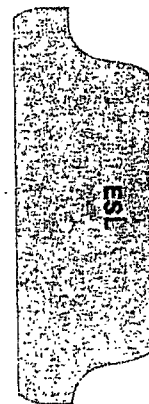
The site administration and the department develop ways to promote communication, articulation, and interaction between the special needs program and regular program.

RESPONSE:

Two teachers in the special needs program are teachers of English.

ACTION:

They have been invited to participate in team department meetings and staff development sessions. With suggestions from both departments, communication, articulation and interaction between the two will be developed. A viable program will need to be developed and implemented to enhance instructional planning for successful student achievement.



WASC 27407



CRENSHAW HIGH SCHOOL  
ESL DEPARTMENT

CRAIG ALESSI, COORDINATOR  
JAN GONDER  
MASE LIU  
JANET MITCHELL-WAGNER

ENGLISH AS A SECOND LANGUAGE (ESL)  
WASC RECOMMENDATION RESPONSES

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.

RESPONSE:

The District recruits and selects properly credentialed teachers. The District also offers instruction in Language Development to teachers and administrators.

ACTION: The site has implemented SB1969 funding to plan, develop and deliver 24 hours of in-service in sheltered instruction during the 1993 - 94 school year.

Since the last visit all teachers in the ESL program are properly credentialed or in a program to complete the appropriate credentialing requirements.

Teachers and administrators are encouraged to enroll and complete Language Development instruction offered by the District and/or through colleges and universities.

RECOMMENDATION 2:

That the site administration and 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.

RESPONSE:

Current assessment of data is produced with the use of District provided holistic evaluations using techniques such as rubrics, etc. 24 hours of staff development was conducted.

ACTION: During the 1993 - 94 school year under the auspices of SB1969, staff development, which outlined instruction and testing techniques for LEP students, was planned and implemented by Crenshaw High School faculty members.

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.

RESPONSE:

Once the District has an adequate number of qualified bilingual instructors, more course could be offered.

ACTION: In the interim, and to insure adequate access to the core curriculum, bilingual Teacher Assistants are assigned to the sheltered classes.

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.

RESPONSE:

One of the components of the LEARN (Los Angeles Educational Alliance for Restructuring Now) Site Action Plan is Component #7: Staff Development. The LEARN school calendar provides adequate time for staff development to include developing uniform objectives and expectations.

ACTION: Having access to pupil free days, minimum and shortened days provides time for staff development which has been going on since the last WASC visit. 24 hours of staff development outlining sheltered instruction and the Bilingual Master Plan have been 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 benefits of quality instruction and current methodologies.

RESPONSE:

The principal is the administrator in charge of STULL evaluations for ESL instructors. March 7, 1995, and every Tuesday thereafter has been designated as a minimum day for staff development by department.

ACTION: All ESL instructors are new and/or probationary and are evaluated every year until permanent. The ESL department will develop instruction and discuss/implement current methodologies to ensure students have access to a quality education.

During the 1993 - 94 school year, all staff members participated in and completed the 24 hour District mandated Bilingual Master Plan staff development.



WASC 27412

CRENSHAW HIGH SCHOOL  
FOREIGN LANGUAGE ROSTER

ARTURO CERDA  
BENITO CRUZ  
GISELLE EDMAN, MENTOR TEACHER  
LESLY LELSPINASSE  
SIMIN MADJDI  
MARCELINA NARANJO  
DEIDRE OSBORN

FOREIGN LANGUAGE DEPARTMENT WASC RECOMMENDATION  
RESPONSES

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.

RESPONSE:

Crenshaw High School reconfigured to grades 9 - 12 at the beginning of the 1994 - 94 school year. Foreign language classes are not generally offered in the 8th grade because 8th grade classes are not considered in meeting college A - F requirements.

ACTION: Future plans include articulation with feeder middle schools to inform the students of the importance of learning a foreign language.

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.

RESPONSE:

Student needs in foreign language classes are being addressed.

ACTION: The department has developed pretests and placement tests, and is in the process of revising the tests as the need arises. Tests for levels 1 and 2 are being modified. Standardized book tests for Spanish 3 are being used as guides, and to meet the needs of the students, are being modified where needed. AP courses have prescribed tests and are taken by AP students as a condition of being enrolled in the AP course.

Students with low pretest and placement test scores are advised to supplement their mastery of the subject by attending summer school or before/after school tutoring.

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.

RESPONSE:

This recommendation correlates to LEARN Component #3: Performance Plan/Accountability, and Component #7: Staff Development.

ACTION PLAN: With the implementation of LEARN, the regular department meetings will be supplemented with nine (9) minimum days (students dismissed at 12:30 P.M.) every Tuesday beginning March 7th.

Teachers have lunch together every day. They align the curriculum, develop teaching strategies, and analyze learning outcomes. Pacing is being planned and developed, and when implemented, there will be a greater consistency in student education and outcomes.

RECOMMENDATION 4:

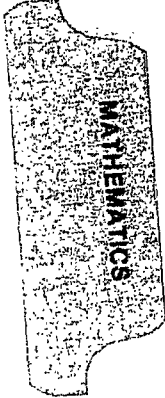
That the department develop a course flowchart for the department so that counselors, parents, and students can better understand the scope and sequence of courses.

RESPONSE:

Course offerings are being expanded to accommodate the diverse student population at Crenshaw High School.

ACTION PLAN: Input from counselors, parents and students is being elicited. Once the process for expanding course offerings has been accomplished, a course flowchart will be developed.





CRENSHAW HIGH SCHOOL MATHEMATICS ROSTER 1994-95 WASC

MOSS BENMOSCHE  
HAROLD BOGER  
KIM BRADLEY, MENTOR TEACHER  
KAY BRISCOE  
CHRISTOPHER BURTON  
JESSIE LANE, MAGNET SCHOOL TEACHER  
LUTHER LOVELACE  
PATRICIA LYONS  
OTIS MC KINNEY  
VICKI ROACH  
MAYME SHERLEY, MAGNET SCHOOL TEACHER  
MEREDITH SMITH, MAGNET SCHOOL TEACHER  
DON TARQUIN  
ALYSON THOMAS  
ODESSA WASHINGTON, ACTING CHAIRPERSON, MENTOR TEACHER  
DANIEL B. WILLIAMS

MATHEMATICS DEPARTMENT WASC RECOMMENDATIONS RESPONSES

RECOMMENDATION 1:

The department reexamine existing mathematics courses in light of the philosophy of instruction expressed in the 1992 State Framework in Mathematics and revise the content, sequence and methodology employed to align with the sequence specified in the framework, so that all students, even those presently in basic math and high school math, develop understanding and mathematical power.

RESPONSE:

Immediately after the last WASC Committee visit, members of the Mathematics Department began the task of re-examining existing mathematics courses in regards to the 1992 Mathematics State Frameworks.

ACTION: To comply with the recommendation, members of the Mathematics Department planned and implemented the following:

SB-1882 funds were utilized for teachers' release days to visit two San Bernardino schools which had implemented concepts from the Mathematics State Framework.

SB-1882 funds were utilized to allow for department members' to attend a three day staff development at the Los Angeles County Office of Education.

Visited schools within the Los Angeles Unified School District which had implemented Math A and other elements outlined in the State Framework.

Networked with mathematics teachers from various schools through the Los Angeles Educational Partnership's +PLUS+ program to find out what strategies they have implemented to enhance the math curriculum as it relates to the framework.

Conducted departmental staff development outlining the process of implementation of the framework.

Sponsored two teachers' attending a graphing calculator class during the summer of 1993.

A mathematics teacher attended a one day workshop which outlined the components of Second to None where a group of peers addressed teaching across the curriculum as outlined in Second to None.

Sponsored two teachers attending the NCTM Western Regional Math Conference in San Francisco in the spring of 1994. Sponsored three teachers attending the National Council for Teachers of Mathematics (NCTM) Conference in Indiana in the spring of 1994 with the aid of the Mathematics and Science: Transition Reshape Reform (MSDTRR) Grant written by members of the mathematics department.

Sponsored eight teachers attending a four day Math A workshop in August 1994.

Two department members shared their Math A workshop knowledge and experiences with members of the department at various meetings throughout the school year.

Six teachers are currently enrolled in various classes offered by the +MATH+ Workshop Series at Venice High, Wilson High, and Reseda High.

Based on personal observations, networking and extensive staff development, members of the department, in association with the counseling staff, have agreed to implement the Math Framework as follows:

Offering Math A for the school year 1993 - 94. One Math A class was offered in both the regular and the Teacher Training Magnet programs.

Elimination of all basic math and high school math courses for the school year 1994 - 95. Math A was offered as the only option for students who would normally take these courses.

Elimination of Algebra I from the course offerings for the 1995 - 96 school year. Course One will be offered to those students who normally would have taken Algebra I.

The Eisenhower Grant provided limited funds (\$15,000) for instructional materials. A MASTER Grant written by a team of teachers from the math department was funded \$7,500. It provided staff development for the 1993 - 94 school year. Department members were concerned that if the State Department and/or school district does not provide additional funds for textbooks and other instructional materials, full implementation of the Math Framework will not be possible.

#### 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.

RESPONSE:

Members of the Mathematics Department agreed that all teachers will have at least one class completing journals with the intent of expanding the number of classes involved by the end of the 1994 school year.

ACTION: For the 1994 - 95 school year, teaching across the curriculum will be incorporated. Inter disciplinary 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 co-operative 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 manipulative by teachers has increased. Members of the department will continue to seek out opportunities to expand their horizons in regards to the co-operative learning approach to teaching.

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.

RESPONSE:

This recommendation correlates to the LEARN Site Action Plan Component #3: Performance Plan/Accountability. As of February, 1995, a teacher has been selected to collect, interpret and distribute assessment data to faculty members.

ACTION: Members of the mathematics department met by subject taught and developed objectives for each subject. 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 students' 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 of 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, departmental tests and some standardized tests..

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.

RESPONSE:

Mathematics classes are offered in sequential order. This enables the students to see each class as a foundation for the subsequent higher level courses. The sequence in which the courses are offered has the advantage of reinforcing and extending previously learned concepts.

ACTION: Grades from the different colleges and universities are not always available to the department, therefore, we must rely on personal conversations with our graduates and college professors as to the degree of success in their college mathematics classes. This information has been used by department members to re-evaluate which class objectives should be emphasized. Members have attempted to strengthen the sequence for success in higher math courses and the AP Exam by looking at the failure rate of the students in all math courses and recommending to the counselors that students with grades of "D" and below not be allowed to enroll in the "B" sequence for the second semester. This has resulted in the offering of "A" classes for first and second semester. This recommendation was made because data showed that students failing the "A" section subsequently failed the "B" section. The consensus of the department members was that important skills needed for success will be strengthened by repeating. In addition, a special class that will teach selected topics during the summer 1994 will be offered to those students who plan to enroll in the AP Calculus class for the fall semester. Through a specially funded program, one college student has been assigned to tutor Algebra 2A students. Currently, there are five students taking Calculus BC and will be taking the AP Calculus BC exam in May. Ten Calculus students took the AP Calculus test in the spring of 1994. We are pleased to state that eight out of ten passed with a score of three or better.

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.

RESPONSE:

The Mathematics Department would like to challenge the WASC Committee's interpretation of the Student Interview conducted in the spring of 1992. The survey clearly indicated that student perception of their teachers and curriculum was very positive, thus the recommendation of the committee was based upon an invalid assessment of the student interviews.

ACTION: We certainly recognize that continued enthusiasm on our part is essential and will endeavor to project this at every opportunity.

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.

RESPONSE:

The Mathematics Department investigated various financial resources to purchase calculators. Most of the students have a calculator to use during class time.

ACTION: The Gifted Magnet purchased TI-82 graphing calculators to be used by all Math Analysis and Calculus classes on a daily basis. Fifty TI-81 calculators were donated to the school for use in Algebra classes. \$1,000 in funds was received from Los Angeles Unified School District as part of monies to schools being accredited, and was used to purchase calculators. One teacher has been trained in the use of the TI-82 calculator, and two are presently enrolled in TI-82 classes. During January, 1995, the department will be offering staff development in the use of the TI-82 to all department members using SB1882 funds. The department is currently seeking funds to purchase calculators. Classroom sets are available for use.

RECOMMENDATION 7:

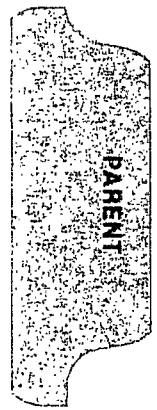
The department find ways to spend more time on developing analysis, synthesis, and evaluation among all mathematics classes so that the curriculum better meets the needs of all students.

RESPONSE:

Department members teaching similar courses have met to discuss curriculum and to develop departmental finals. Presently, all high school math and basic math classes have been replaced by Math A classes. At least eleven out of sixteen department members are teaching Math A.

ACTION: The teachers meet to plan and organize materials used in these classes. Second year Math A teachers are good resource persons for new Math A teachers. Teachers develop and share techniques in the use of manipulatives. Two teachers are using course one materials in their classes on an experimental basis to prepare for the elimination of Algebra 1 in the 1995 - 96 school year. The department has teamed teachers teaching similar subjects to develop objectives and departmental tests. The department will assess all students' skills in January, 1995, before the beginning of the Spring semester to evaluate the program. A post test will follow at the end of the spring semester.





CRENSHAW HIGH SCHOOL  
PARENT ROSTER

GERALD AUBRY  
SANDRA GARDNER  
NELLE IVORY  
JAY SLOAN, CHAIRPERSON  
BRENDA SMITH

PARENT RESPONSES TO WASC RECOMMENDATIONS

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.

RESPONSE:

At the beginning of the 1994-94 school year, Crenshaw High School became a LEARN school.

Avenues for creating/improving communication, school discipline policies, and an orderly learning environment are being developed and improvement ongoing.

ACTION: An Instructional Transformation Team (ITT), which includes teachers, parents and community members, was formed at the beginning of the 1994 - 95 school year. School wide vision and mission statements have been developed.

The principal writes a monthly informational newsletter which outlines educational plans and lists school activities. The newsletter, which is sent to all students' homes, highlights students and staff members who have assisted and achieved in various community, academic and extra-curricular activities.

To give teachers time and assistance to develop student goals and outcomes, arrangements were made to schedule six (6) pupil free staff development days and nine (9) minimum days (student dismissal at 12:30 p.m.). Parents and community members were included in the staff development sessions.

To assist in maintaining school discipline and safety, the following committees have been formed:

- Attendance and Safety
- Computer
- Dress Code
- Non-Violent
- Public Health

RECOMMENDATION 2:

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

RESPONSE:

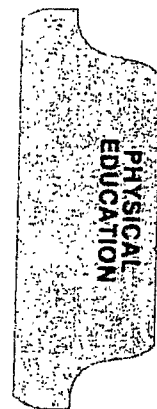
A school-wide Booster Club was established at the beginning of the 1993 - 94 school year.

ACTION: The Booster Club, which has approximately 20 active members from the parent group, community and staff, meets regularly on 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. They recently held a ceremony dedicating the Cougars Den to Crenshaw's basketball coach Willie West and presented Coach West with a bronze plaque which will be affixed to the front gymnasium wall.



CRENSHAW HIGH SCHOOL  
PHYSICAL EDUCATION ROSTER

MANUEL CHACHERE  
CAROLYN CROSS  
MAJOR DENNIS  
MARIAN FLOWERS  
ROBERT GARRETT, CHAIRPERSON  
KEN MAXEY  
MARGOT TIFF  
T.J. TROUP, CORRECTIVE PHYSICAL EDUCATION  
WILLIE WEST

JUNIOR RESERVE OFFICERS CORP

LTCOL WILLIAM HINDS  
MGYSGT PAUL J. MADISON

PHYSICAL EDUCATION RECOMMENDATION RESPONSES WASC 1994-95

RECOMMENDATION 1:

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

RESPONSE:

The administration, custodial-maintenance staff and physical education teachers have begun to coordinate their efforts to perform routine maintenance.

ACTION: As was stated in Major Recommendation #4, Crenshaw High used \$3,200 in district funds to purchase a steam cleaning machine to remove dirt and grime and maintain a clean learning and working environment. The steam machine has been used to sanitize the dressing area of the locker room since December, 1994.

While there is not a locker area attendant per se, a Resource Educational Aide position has been purchased with Title I funds and the person hired assists in the Physical Education class (please see Response #3).

All lockers in need of sheet metal repair and/or locking mechanisms were repaired in December, 1994.

The area has been painted once since the last WASC visit.

The entire school's water pipe system is scheduled for refitting pending receipt by the District of federal funding which has been designated for this purpose. When completed, showers will work more reliably and will not leak. All the water mains are being repaired and/or replaced. The broken water fountain has been repaired.

The carpeting in the men's office was removed in December, 1994. Asbestos abatement was performed and then new blue and yellow linoleum tile was laid throughout the entire office area.

Plant repairs and concerns are submitted to the plant manager on a regular basis.

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.

RESPONSE:

Communication has been improved between the administration, counseling staff and physical education department through meetings and memos.

ACTION: Administration is making an attempt to obtain names of students for all athletic teams and swimming before the registration process begins. A memo from the Assistant Principal, Secondary Counseling Services was sent to the physical education teachers who coach period six requesting rosters for spring classes. It is hoped this action will avoid having non-team students programmed into team sports and/or the wrong physical education class.

Counselors have been provided with course descriptions for all physical education classes offered.

The administration and teachers have agreed to have non-suits walk the edge of the basketball court.

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.

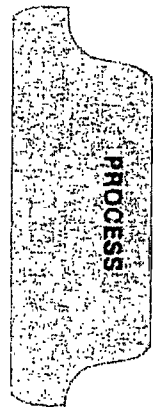
RESPONSE:

As of January, 1995, Educational Resource Aide positions were purchased with Title I funds.

ACTION: An Educational Resource Aide with a walkie-talkie has been assigned full time to monitor the P.E. "blacktop" area, during class, particularly to deter students from leaving campus and intruders from entering the site. The security aides wear highly visible identification badges which make it easy to identify them. The fact that the aide has a two-way radio, and his presence, has led to a virtual cessation of "inappropriate traffic."

Holes are still being cut in the fence during non-school hours. District response time to repair calls is still very slow (weeks). At any rate, the fence is inevitably cut again. A request has been made to install a stronger, cut resistant "grill-type" fence, which was installed, and not yet cut, at another part of the campus in November, 1994.





CRENSHAW HIGH SCHOOL  
PROCESS COMMITTEE

YVONNE NOBLE, PRINCIPAL  
LAGATHA PAYTON  
BEVERLY SILVERSTEIN

PROCESS COMMITTEE RECOMMENDATION RESPONSES

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.

RESPONSE:

One of the components of the LEARN (Los Angeles Educational Alliance for Restructuring Now) Site Action Plan is parental involvement (component #6).

ACTION: We have begun the process by converting one of the offices in the main building into a parent/community center, helping to organize a parent booster club, conducting parent surveys designed to assess their needs, designing activities in response to the survey results. We have addressed parents' requests by planning Saturday mid-morning meetings and conducting workshops for parents centered around topics suggested by the parents.

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.

RESPONSE:

The Newcomer Center and its entire staff were relocated to another site because Crenshaw High school was reconfigured to enroll ninth grade students. We no longer had sufficient space to accommodate the Center. The ESL department teachers are part of the regular staff.

ACTION: We address meeting the needs of all students in our professional development workshops. [So far this semester we have conducted five pupil-free professional development workshops.] We continue to stress that we are designing an instructional program to meet the needs of all students. Additionally, the ESL coordinator addresses the specific needs of LEP students as part of these workshops.

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.

RESPONSE: See the response to MAJOR RECOMMENDATION #5.

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.

RESPONSE: Currently in progress.

ACTION: The first component of the LEARN site action plan specifies the collaborative development of the mission and vision statements as well as school wide outcomes. These must be reviewed annually as we evaluate whether we are achieving our mission and whether our mission is achievable as stated or must be modified. In the course of five professional development sessions, we completed the major portion of this component and shared the mission/vision statements with parents and asked for their suggestions.

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.

RESPONSE:

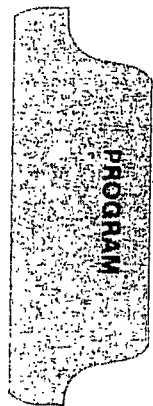
See the response to MAJOR RECOMMENDATION #4.

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.

RESPONSE:

See the response to MAJOR RECOMMENDATION #1.



CRENSHAW HIGH SCHOOL  
PROGRAM COMMITTEE

Craig Alessi, Bilingual Coordinator  
Yolanda Anderson, Assistant Principal, Chairperson  
Carrye Baker, Assistant Principal (SCS)  
Jane Johnson, Senior Office Assistant  
Rise Norwood, Secondary Counselor  
Charles Oshiro, Secondary Counselor  
Luther Waters, Teacher, Special Education

PROGRAM COMMITTEE WASC RECOMMENDATION RESPONSES

RECOMMENDATION 1:

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

RESPONSE:

The suggestions in the recommendation are in progress.

ACTION: Notice was given by the leadership class that guidelines for forming clubs and writing constitutions were available for all interested parties. Copies of Responsibilities of Student Government were circulated to the faculty and staff. (Please see exhibits.)

Following is a small sample of some of the services provided by the Leadership Class:

Offering their services for assisting at school sponsored events;

Offering to clean rooms/offices on request;

Sponsoring a Lucky Market Receipts in Exchange for School Equipment program, and offering a pizza party to the homeroom contributing the most receipts;

Sponsoring a teacher recognition program;

Sponsoring intercultural activities, more specifically, International Week.

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.

RESPONSE:

As of the 1993 - 94 school year, a band and orchestra class has been established.

ACTION: A music/band teacher was hired. He proceeded to locate the instruments and uniforms which had been purchased in the past, and cleaned/repared as many as possible. Of the \$8,000.00 in funds received from the District for

Schools Accredited in 1992 - 93, approximately \$1,800 was spent on clarinets, trombones and repairs on trumpets and miscellaneous accessories. The school's budget committee allocated an additional \$16,000.00 to the instrumental music program for the purchase of additional instruments. In addition, a Pep Squad/Drill Team was formed to perform with the band.

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.

RESPONSE:

This recommendation is ongoing and updated on a regular basis. A process was designed to develop and implement more parental participation in the selection of students' classes.

ACTION: Student programs are sent home by their counselors. The parents are asked to review the programs, sign them, and send them back to the counselors.

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.

RESPONSE:

Addressed in Major Recommendation #2.

ACTION: Please see Major Recommendation #2.

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.

RESPONSE: Please see Program Committee Recommendation #1.

ACTION: Please see Program Committee 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.

RESPONSE:

Please see Major Recommendation #2.

ACTION: Please see Major Recommendation #2. The Career Adviser has had training in Second to None and is in the process of defining career paths as described in that document.

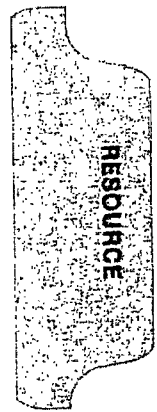
RECOMMENDATION 7:

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 curricula help to ensure that each special education student has a successful experience.

RESPONSE:

Currently under study by the counseling office.

ACTION: Progress is slowly but consistently being made by the counseling office.



WASC 27441

CRENSHAW HIGH SCHOOL  
RESOURCE COMMITTEE ROSTER

Gregory Lee, Assistant Principal, Chairperson  
Jeanette Morris, Office Assistant  
Danny Owens, Plant Manager  
Cassandra Roy, College Advisor  
Juanita Walker-Deckard, Librarian

RESOURCE COMMITTEE WASC RECOMMENDATION RESPONSES

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.

RESPONSE: The Title I Program was reinstated at the beginning of the 1994 - 95 school year..

ACTION: Needs Assessments were distributed to teachers, students, parents and community members to determine items/supplies/materials to purchase with Title I funds.

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.

RESPONSE:

In addition to the reinstatement of Title I funding, through the concerted efforts of many individuals, the school has cultivated other sources of funding.

ACTION: Corporate sponsorships and/or "adoptions" have been made by the following:

- Avery Label (equipment, supplies)
- Golden State Mutual (scholarships, student incentive awards)
- Good Humor/Bryers Ice Cream (products, funding, copy services)
- Household Finance Corporation (computer equipment)
- Shell Oil Company (scholarships, funding)
- University of Southern California (funding for computer services)

Sponsorship of the District's Athletic Program by the Food 4 Less Grocery Chain. A commitment of \$3 million dollars was made. Crenshaw High School's portion of that funding was about \$4,000, and this amount was distributed among the school's teams using a formula of fixed dollars per athletes in a given sport. Unfortunately, this program was not renewed for 1995.

For the purpose of supporting all campus extracurricular programs, the school's boosters' club was reinstated. The Booster Club volunteers provide support and monies through various fund raising activities.

A Textbook User fee, which requires students, upon registration, to pay a \$50.00 per family deposit on textbooks, is in the process of being implemented. Provided the students return all issued materials/textbooks and owe no school debts, the amount is refunded, in full, when the students either check out or graduate from school.

Programs that support themselves and help generate revenue for the school are:

- Food From the Hood, a student owned and managed horticulture project/business wherein student entrepreneurs raise and sell produce, and market a salad dressing which is sold conventionally in grocery stores. Profits are "plowed" back into the business and the students are using the profits to build a college fund.

- Crenshaw Elite Choir which, through its performances, "generates" donations that help fund annual trips abroad, and to the Caribbean.

#### 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.

#### RESPONSE:

The District allocated nearly \$13,000.00 for the maintenance, beautification and upgrading of the school plant.

ACTION: Major overhaul of the restrooms, including tiling of the walls and possibly the reinstallation of stall partitions in boys' lavatories, will be possible using this funding. In the meantime, district workers completed repainting the lavatories in early February, 1995.

#### 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.

RESPONSE:

School personnel are attacking the graffiti problem on several fronts. As previously mentioned, the District has established a cleaning and maintenance fund. This will afford overtime services for custodians to work on weekends to eradicate graffiti inside the buildings where it is hard to work (especially with harsh chemicals) during the school day.

ACTION: The Leadership Class has played a major role in curtailing the amount of graffiti in the halls. By assigning leadership students to the doors to the building in the morning before the first bell, and particularly during lunchtime, the leadership students have helped drastically reduce the number of unsupervised students who are in the halls. Last year, most of the graffiti went up during lunchtime. This program has also been very effective in altering student behavior because it is students, not adults only, who are modeling and vocalizing an intolerance for graffiti and other inappropriate behavior.

Recent requalification for Title I funding has allocated funding for the purchase of several adult campus aide positions. The aides are instrumental in supervising the halls, and thereby help prevent graffiti. They also help identify "taggers" and other culprits responsible for graffiti. When known, these miscreants are required to perform graffiti removal chores. School police and the Deans maintain an anecdotal record of which campus cliques and individuals are most likely to place graffiti on the buildings.

In Spring 1995, it is anticipated that the long dormant Letterman's Club will be revived, this time as a campus athletes' association (including young men and women). One of the charges to this group will be to help foster pride and respect for the campus and all its institutions, including maintenance of specific areas of the school.

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.

RESPONSE:

With site restructuring came a realignment of District service locations. The District has committed to faster, more thorough responses to calls for assistance.

ACTION: At this point, District logistics are being developed and implemented, and assistance/service has not been any more expedient than in recent years.

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.

RESPONSE:

A textbook user fee is in the process of being implemented.

ACTION: At the suggestion of the parent group, the LEARN Council, teachers and students, a \$50.00 per family textbook user fee will be in place for the 1995 - 96 school year. The one time fee will be collected or waived at the time a student registers for class. Provided the student has no school associated debts, the fee will be refunded when the student checks out or graduates.

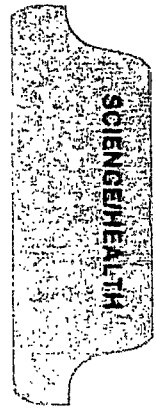
RECOMMENDATION 7:

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.

RESPONSE:

As of Spring 1994, the District provided newer dumpsters.

ACTION: The District provided dumpsters with lids that lock and operable wheels.





CRENSHAW HIGH SCHOOL

SCIENCE ROSTER

WENDY BANNER  
TAMMY BIRD (MAGNET)  
VIVIAN CORLEY  
GLEN DARBEAU  
LISA HARWOOD  
DAVID HOLMES  
DAVID KNAPP, CHAIRPERSON (MAGNET)  
ROBERT SCHAFFER (MAGNET)  
ANITA SHAPIRO  
ALVIN SIGER

CRENSHAW HIGH SCHOOL HEALTH ROSTER

DAVID FRIERSON  
MARY SYAS  
JAMES WEST  
LESLIE WILSON

SCIENCE RECOMMENDATION RESPONSES WASC 1994-95

RECOMMENDATION 1:

The department work toward a thematic approach of integrating life and physical sciences so that students receive enhanced opportunities in science education.

RESPONSE:

The department continues to expand its efforts toward integration of the sciences and toward developing thematic approaches.

ACTION: Two thematic areas chosen for 9th and 10th grade emphasis are marine science and space science. We continue to assess our curriculum especially with respect to college entrance requirements and expectations. We seek to establish project-oriented laboratory programs for 11th and 12th grades. Our textbook needs for these programs are discussed under (3).

RECOMMENDATION 2:

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 scientific understanding.

RESPONSE:

The department continues to incorporate alternative assessment instruments into its evaluation procedures. Portfolios are accumulated to provide a subjective basis for grading.

ACTION: We plan to expand the availability of open-ended investigative opportunities for students, and use their progress in these endeavors as an evaluative instrument. Our innovative "Zoo on Wheels" program permits an alternative evaluation of future teachers in our teacher-training magnet program.

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.

RESPONSE:

The department continues to seek funding from a variety of sources toward supporting our programs.

ACTION: The following contributions have been obtained in the last year:

- a. \$123,000 plus a van and materials from a combination of the Weingard Foundation, the city of Los Angeles, Rebuild Los Angeles, and the Community Bridges Program for our "Food from the Hood" program.
- b. \$30,000 (in collaboration with the Mathematics Department) from the Mathematics, Science, and Engineering Enhancement Model Program for the purchase of audio-visual equipment and materials.
- c. \$6,000 from the school district's Gifted Programs Office for the purchase of physical science teaching equipment.

In addition, the department receives its share of school funds for the purchase of additional equipment, materials, and textbooks.

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.

RESPONSE:

The department continues to reinforce the skills of reading, writing, and calculating. Reading silently and reading aloud are regular activities. Both written and oral presentations are assigned (see 2).

ACTION: Through Title I funding, the department should be able to obtain classroom sets of calculators to enhance/expand student capabilities.

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.

RESPONSE:

The department continues to seek methods to establish and develop an AP Biology class.

ACTION: Five classes of ESL Physical Sciences are presently in place.

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 examinations.

RESPONSE:

The department has worked very closely with the site administration and counseling department to assist students in passing the AP examinations.

ACTION: In order to strengthen our students for the AP exams, the department is requiring chemistry as a prerequisite for AP Chemistry and physics as a prerequisite as well as calculus as a co-requisite for AP Physics. The sequential aspects of the integrated science curriculum will enhance these efforts.

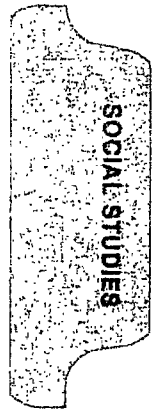
RECOMMENDATION 7:

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.

RESPONSE:

This recommendation correlates with the LEARN Site Action Plan Component #7: Staff Development. As of March 10, 1995, when shortened days will be held every Tuesday (students dismissed at 1:50 P.M.), the department will be able to collectively develop teaching strategies to enhance each students' learning style.

ACTION: In order to match the individual styles of students, the department augments customary teaching practices through the use of outside speakers; team teaching, both intra- and inter-departmental; multi-media lessons; etc. Assessment tools will be developed to effectively assess the students' mastery of skills associated with science across the curriculum.



CRENSHAW HIGH SCHOOL  
SOCIAL STUDIES ROSTER

SCOTT ALLEN  
FLORENCE AVOGNON, MENTOR TEACHER; MAGNET SCHOOL TEACHER  
PATRICIA BAYARD  
MARGRIT CHEESEBORO, CHAIRPERSON  
SHARON DAVIS, MENTOR TEACHER  
JAMES DERRICK  
JOSEPH MARSHALL  
ANDREA MIMS  
MARILYN WASHINGTON, MENTOR TEACHER  
WILLIAM THOMAS  
OTU UBOM

SOCIAL STUDIES DEPARTMENT WASC RECOMMENDATION RESPONSES

RECOMMENDATION 1:

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

RESPONSE:

The members of the department have agreed that each teacher would develop an assessment instrument, such as a portfolio, and work with teachers from the English Department to coordinate a program that lends itself to writing across the curriculum.

ACTION: Ideally, when a history teacher covers the twenties era, the English teacher would read the book Great Gatsby or show and discuss the movie, or when the Great Depression is covered, the book or movie of Grapes of Wrath is simultaneously covered in the 11th grade English class, so that a writing assignment covering both subject areas can be used for an assessment. Every Tuesday after March 3, 1995, will be a shortened day with students being dismissed at 12:30 P.M. This will allow the teachers to develop assessment instruments and coordinate a program that lends itself to writing across the curriculum.

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.

RESPONSE:

As of February, 1995, an out-of-classroom teacher has assumed the responsibility for collecting, centralizing and disseminating student assessment data to the staff.

ACTION: Once the logistics of the testing coordinator are in place, the department will be able to receive the results of standardized test data, and be assisted in developing assessment tools. In addition, every teacher observes the students more closely by conducting oral reviews and evaluation, student displays, simulations and presentations. Teachers use a variety of teaching methods: one teacher uses community service as student project; another one uses multi-media projects; another one has students write across

the curriculum with an architectural slant producing a report; another reports on a visit to a mental hospital or the Jungian Institute and writing observations.

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.

RESPONSE:

This year the members of the department have streamlined the social studies curriculum so that it is more closely aligned with the State History-Social Science Framework.

ACTION: As the school reconfigured to include the 9th grade students, the school administration with the cooperation of the Social Studies Department implemented Studies Skills and Education Career Planning (ECP) classes for 9th grade students, and designated World History as a class for 10th grade students. This revision includes all department members and enhances the student learning environment. Fine-tuning the curriculum development and evaluation is an on-going task to which the department members have made a commitment. Department members also visit each other to obtain new ideas in new teaching techniques learned at conferences and in-services. Members also visit classes of other teachers to learn new methods in teaching techniques obtained from teacher conferences, professional development seminars and in-services.

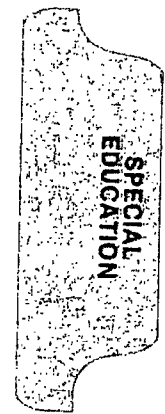
RECOMMENDATION 4:

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.

RESPONSE:

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.



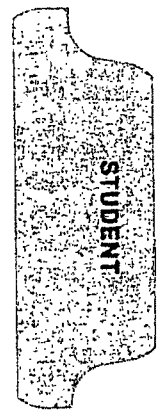


CRENSHAW HIGH SCHOOL  
SPECIAL EDUCATION ROSTER

JEFFERY BARTON  
MAYNARD BROWN  
FRED CHRUCH, RESOURCE SPECIALIST; MENTOR TEACHER  
WALTER HOPKINS  
JOANNA JONES-REED, RESOURCE SPECIALIST  
THEODORIA SIMPSON  
JOSEPH STEPHENS  
LUTHER WATERS, CHAIRPERSON

SPECIAL EDUCATION DEPARTMENT WASC RECOMMENDATIONS  
RESPONSES

Members of the Special Education Department chose to work within the content area classes and attend department meetings accordingly.



CRENSHAW HIGH SCHOOL  
STUDENT COMMITTEE

MAISHA CANNON,           STUDENT BODY VICE-PRESIDENT  
TARNISHA MAYFIELD  
TAWANA ROBINSON  
MICHAEL SANTOS,       STUDENT BODY PRESIDENT  
MAURICE SHIELD  
WILLIE VASHER

THE STUDENT COMMITTEE  
RESPONSES TO WASC 1986 RECOMMENDATIONS

A narrative response to each recommendation of the previous WASC Visiting Committee Report follows:

RECOMMENDATION 1:

That the administration investigate methods to involve students in the assessment and development of curriculum.

RESPONSE:

Student Leadership representatives are encouraged to attend monthly Curriculum Council meetings. There are student representatives at the weekly calendar meetings. There are also six student representatives on the LEARN governing board. The students are encouraged to provide suggestions and input for the various school activities.

RECOMMENDATION 2:

That the student council and administration continue to develop methods for promoting pride and positive attitudes.

RESPONSE:

The student council and administration continue to encourage good attendance by awarding prizes to students with perfect attendance; by publicizing student achievement in articles in the local newspapers (the Wave, Los Angeles Times, Los Angeles Sentinel, the Los Angeles Youth), the Cougar News, and the Cry of the Cougar; by continuing to present certificates to achieving students; by making public address announcements regarding student achievement.

RECOMMENDATION 3:

That the administration develop and implement an alcohol/drug awareness program.

RESPONSE:

IMPACT, a preventative program involving students, staff, and community, focuses on drug, narcotics and alcohol abuse, has been introduced and implemented at Crenshaw High School. The program is offered at the school through the Health Education Program, science classes, and a core team, a team of teachers, counselors, deans, and administrators who have received appropriate training to function as facilitators and group leaders.

RECOMMENDATION 4:

That the student council develop ways of promoting good citizenship in the student body.

RESPONSE:

The student council, now meeting during 4th period instead of 1st period, is representative of the entire student body. Methods developed for promoting good citizenship include but are not limited to: planning activities which promote student morale and pride; actively involved in various retreats emphasizing sensitivity to those who are culturally diverse; assistance in the school wide "paint-out."

The Student Questionnaire was administered to 339 students in Spring of 1992. The narratives below are based on that survey. It provided an opportunity for students to assess the overall quality of the school. Results of the questionnaire indicate that the students generally feel the school is trying to meet their needs.

INSTRUCTION

Most students are enrolled in English, foreign language, history, mathematics, physical education and science classes.

39% of the students are given 1 - 2 hours of homework daily (question 3) and 48% of the students actually do the amount given (question 4).

54% of the students agreed the assignments given are interesting and challenging (question 20), and that most students are well-behaved.

26% of the students questioned disagreed that the discipline policy (question 24) was known, fair and consistently applied.

30% of the students were assigned at least 1 essay per week (question 26) with 51% agreeing compositions were returned with comments constructive and helpful and the grading fair (question 27).

MAJOR STRENGTHS

Students feel the instructional materials used in their classes are helpful and interesting.

Students are able to take additional classes that will help them prepare for college and careers.

A large number of students felt teachers usually returned papers corrected within a short time.

#### THE HIGHEST PRIORITY NEEDS FOR IMPROVEMENT

The students feel the discipline policy needs to be applied consistently and enforced equally.

#### INTEGRATED SKILLS

Based on the results of the questionnaire, students agree the opportunity exists for them to practice and improve reading, writing, speaking and listening, problem solving and creative thinking skills, arithmetic and calculating skills, and study skills.

#### THE MAJOR STRENGTHS

Students agree they have the opportunity to improve their study and "how to learn" skills.

The students are pleased a forensic team has been formed and is competing city wide.

#### THE HIGHEST PRIORITY NEEDS FOR IMPROVEMENT

Speaking and listening skills need more reinforcement in all classes.

#### STUDENT PATHS AND STUDENT SERVICES

At least 60% of Crenshaw's students are satisfied with the path of courses they are taking, and 62% feel they are being prepared for college and/or a career.

39% of the students feel required courses should be offered during the summer break.

34% of the students feel the orientation they received when they entered Crenshaw has helped them become familiar with the campus, select courses that are best for them, and become familiar with the staff.

#### THE MAJOR STRENGTHS OF THE SCHOOL:

29% of the students strongly agreed they feel free to talk with an adult at school about a personal problem.

27% of the students felt the school staff had given them good help in choosing the right college or career.



40% of the students felt they can get timely and adequate advice about their classes.

THE HIGHEST PRIORITY NEEDS FOR IMPROVEMENT:

20% of the students strongly disagreed that they could quickly get help with a health problem from the school staff.

Counselors often lack adequate time to counsel due to large case loads.

LIBRARY AND CO-CURRICULAR PROGRAM

Crenshaw's library does offer information on a variety of subjects, thereby facilitating the classroom's ability to expand learning. Students agree by 43% that the library needs more books to meet current demands, while 38% feel the school library helps expand the classroom learning in a wide variety of subjects.

Many of the students at Crenshaw High agree that Student Government is an important part of the school.

49% of the students strongly agreed or agreed that the assemblies are interesting and worthwhile.

THE MAJOR STRENGTHS OF THE SCHOOL:

Student Government plans and executes a variety of activities to interest students.

Students can participate in after-school sports activities, special interest groups, and/or clubs.

THE HIGHEST PRIORITY NEEDS FOR IMPROVEMENT

A comment made by students on the questionnaire was junk food (soda, cake, cookies, chips) should not be served on campus.

More co-curricular programs are needed to offer experiences to which our students have not been exposed.

THE SCHOOL AS A WHOLE

Crenshaw High students, by 66%, feel it is important to get a good education, while 57% strongly agree or agree that Crenshaw is doing a good job of preparing its students for work or college. This is important because 88% plan to attend a college or a technical school.

Students felt the best things about Crenshaw are: the teachers, sports, the mathematics department, and that all educators are supportive.

THE MAJOR STRENGTHS OF THE SCHOOL

Many students agreed the school is doing a good job of preparing them for work or college.

Some students commented it is important that the Crenshaw is close to their homes.

THE HIGHEST PRIORITY NEEDS FOR IMPROVEMENT

Despite major efforts to keep the school clean, graffiti has begun to become a problem.

Students commented the restrooms are not as clean as they should be.

STUDENT COMMITTEE WASC RECOMMENDATION RESPONSES

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.

RESPONSE:

Addressed in Major Recommendation #4.

ACTION: Students are actively involved in the Discipline Committee, and the Attendance and Safety Committee. They monitor the hallways before school and during lunch and require a pass of students wanting to enter the halls before school or during lunch. In addition, 10 students are actively involved in the Dress Code Committee and 5 are on the advisory council. They are involved in the weekly Calendar Committee meetings and assist in screening and approving activities for the school.

Student Government is actively involved in planning activities during the lunch period and after school. They have developed an activity form which must be completed for school activities to be approved.

RECOMMENDATION 2:

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

RESPONSE:

Addressed in Major Recommendation #4.

ACTION: The Student House of Representatives meets 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 restrooms clean and the campus graffiti free.

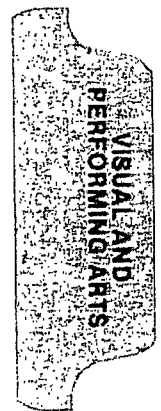
RECOMMENDATION 3:

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.

RESPONSE:

Addressed in Major Recommendation #5.

ACTION: During the 1993 - 94 school year, students, in association with the Attendance and Safety Committee, developed the Tolerate No Tardies (TNT) program. In addition, members of Student Government obtain lists of students who are chronically tardy and give these tardy students early wake-up calls. They report incorrect telephone numbers and those which are disconnected. Students are not allowed to loiter in halls because of the pass policy which is enforced by members of Student Government.



CRENSHAW HIGH SCHOOL  
VISUAL AND PERFORMING ARTS ROSTER

ART

SUSAN CURREN, MAGNET TEACHER  
MURRAY BOWMAN

DRAMA

HERBERT HOLLAND (ENGLISH DEPARTMENT)

MUSIC

IRIS STEVENSON  
AL TARVER

VISUAL AND PERFORMING ARTS WASC RECOMMENDATION RESPONSES

RECOMMENDATION 1:

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

RESPONSE:

As of the 1993 - 94 school year, a full time instrumental music teacher was hired. An inventory of band uniforms and instruments was taken and a needs assessment developed.

ACTION: The uniforms and instruments were cleaned, and within a matter of a few month, a full marching band evolved to play at the 1993 - 94 homecoming. The band plays for drama productions, assemblies, and any number of school and community activities.

The District allocated \$8,000.00 to Crenshaw High for having been accredited in 1992 - 93. Of that amount, the band teacher received approximately \$1,800.00 for clarinets, trombones, repair of 5 trumpets and miscellaneous accessories for instruments.

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.

RESPONSE:

The visual arts department has a chairperson. However, due to the internal scheduling of extra-curricular activities of the teachers within the separate disciplines (vocal and instrumental music, drama, art), scheduling meetings where all representatives attend has not always been successful.

ACTION: It has been suggested that drama, music and art have triumvirate chairs representing each discipline. They would be instrumental in planning and integrating activities among the four disciplines.

RECOMMENDATION 3:

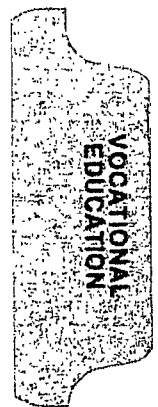
The administration and department work together to develop a plan of action to acquire necessary textbooks, audio visual aids and related resource materials for the extension of the students' art education skills.

RESPONSE:

With the advent of the 1994 - 95 school year, Crenshaw High School received Title I funding.

ACTION: Each staff member was asked to submit a "wish list" to the her/his department chairperson who would then submit department requests to the Title I Coordinator. There are funds available for audio visual aids, supplemental instructional materials and textbooks. Textbooks were purchased with reconfiguration monies provided by the District.





WASC 27472

CRENSHAW HIGH SCHOOL  
VOCATIONAL EDUCATION ROSTER

BUSINESS

ROBERT GOUDLOCK  
GRACE JORDAN  
JEWELL MC CANN  
ROSE STRONG, CHAIRPERSON

COMPUTER SCIENCE

MARY COVINGTON, MAGNET SCHOOL TEACHER

DRIVERS' EDUCATION

MERLE MC GEE

HOME ECONOMICS

WARRENITA CLARK, CHAIRPERSON

INDUSTRIAL EDUCATION

WILLIS JOHNS, CHAIRPERSON  
ANTHONY SOLOMON  
DANIEL VIDAURE

OPTIONS

DORIS MIMS

PERKINS PROGRAM

GEORGE TUCKER, COORDINATOR

CAREER VOCATIONAL, HOME ECONOMICS AND  
INDUSTRIAL TECHNOLOGY EDUCATION DEPARTMENTS  
RESPONSES TO THE WASC VISITING RECOMMENDATIONS

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.

RESPONSE:

This recommendation is aligned to the Los Angeles Educational Alliance for Restructuring Now (LEARN) Site Action Plan Component #4: Mandate Plan for Supplemental Services. Crenshaw High School requalified for Title I funding and services have been requested. The Academy for Career Excellence (A.C.E.) program also provides additional funding for facilities, materials, equipment and supplies for the department.

Students who participate in the A.C.E. program follow a sequence of academic and vocational courses starting in the 10th grade that lead to occupational competency and/or entry to post secondary training.

ACTION: The technology department has established mentors through business that have made provisions for in-services, field trips, and articulation with the administration and teachers of selected disciplines (English, U.S. History, Fashion, Graphic Arts, Office Technology and Telecommunications).

The Career Advisor teamed with the A.C.E. Program Coordinator and staff with various companies who participate in the "School-To-Work Program," "Adopt-A-School Program." Assistance is provided the department with relevant and current themes in both the academic and technological curriculum.

Selected companies have made contributions of supplies, related materials, and 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.

RESPONSE:

This recommendation is also aligned to the LEARN Site Action Plan Component #6 Parent and Community Involvement Plan, and Component #7: Staff Development.

ACTION: In an attempt to promote program awareness, the administration and technology department have developed a newsletter which is distributed to the student body and, to insure parents read it, mailed home. The newsletter describes the various components of the programs and describes the up-to-date technological equipment which the students are using. Additionally, the A.C.E. program coordinator holds mini-assemblies in the Library on a regular basis.

The A.C.E. Coordinator distributes a newsletter three times a year to inform the Crenshaw community and staff of the activities of the A.C.E. program.

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.

RESPONSE:

This recommendation is aligned to the LEARN Site Action Plan Component #7: Staff Development. Teachers in the A.C.E. Program are involved in instructional planning and implementing across the curriculum, which would allow students to earn cross credit in core curricular areas.

ACTION: Teachers hold frequent after-school staff meetings to plan and discuss the A.C.E. program, and the possibility of designing and implementing cross curricular credit. Cross credit curriculum is in the planning stage for vocational education and the Perkins Clusters (Fashion, Telecommunications, Graphic Arts, and Office Technology).

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.

RESPONSE:

Recommendation #4 is aligned to the LEARN Site Action Plan, Component #3: Performance Plan/Accountability. The department is in the process of developing time lines to reach the goal of instituting flexible scheduling.

ACTION: All vocational education department staff members agree two (2) hour time blocks in classes would be ideal, and are not impossible to schedule.

Once the department develops time lines for instituting flexible scheduling, they would meet with the counselors and plan a process to monitor student academic and vocational progress to allow students to take a 2 hour block classes in the 12th grade.

Future plans include opening more vocational education electives.