



CONFIDENTIAL

Manual Arts High School
228 E 2

Accrediting Commission For Schools

533 Airport Boulevard, Suite 200
Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
E-mail: mail@acs-wasc.org

DONALD G. HAUGHT, ED.D.
EXECUTIVE DIRECTOR

MARILYN S. GEORGE, ED.D.
ASSOCIATE EXECUTIVE
DIRECTOR

GEORGE BRONSON, ED.D.
ASSOCIATE EXECUTIVE
DIRECTOR OPERATIONS

Recommendation for a Term of Accreditation

Name of School Visited: Manual Arts High School
Address of School: 4131 S. Vermont Avenue
Vermont Square, CA 90037
Name of District: Los Angeles Unified School District
Form Used in Self-Study: Focus on Learning-WASC/CDE
Visit: 7th SS
Date of Visit: 3/26/01 through 3/28/01
Accredited Grade Span: 9 to 12
Enrollment: 3801

The Visiting Committee's CONFIDENTIAL recommendation to the Accrediting Commission:

	A Term Of Accreditation For Six Years: A term of six years with a written Progress Report to the School's governing board on the critical areas or major recommendations listed in the Visiting Committee Report. Upon review and formal acceptance by the board, the report will be filed with the WASC Office.
X	A Term Of Accreditation For Six Years With A Review: A term of six years with a complete Progress Report on critical areas or major recommendations and a one-day, on-site review by a two-member committee to be completed not later than the third year of the six year term.
	A Term Of Accreditation For Three Years: A term of three years with a Progress Report on critical areas of improvement and action plans, and a two-day visit as a requisite to continued accreditation.
	A Term Of Accreditation For One Or Two Years: A term of one or two years (circle one or two) with a complete Progress Report and revisit to serve as a warning that unless prompt attention is given to the critical areas or major recommendations, accreditation may be denied.
	Denial Of Accreditation: Denial of accreditation based on conditions detailed in the Visiting Committee Report.

NOTE: The Commission reserves the right to grant terms of accreditation other than those above, including a recommendation for a full self-study at any time. Such action will follow a Commission review of the Visiting Committee Report. In the event of a formal appeal, this document will be provided to the school principal.

VISITING COMMITTEE MEMBERS

Michael P. Hernandez	<i>Michael P. Hernandez</i>	Keith Reding	<i>Keith Reding</i>
Scott Mangrum	<i>Scott Mangrum</i>	Linda Westfall	<i>Linda Westfall</i>
Brad Manning	<i>Brad Manning</i>		
Frank A. Ramirez	<i>Frank A. Ramirez</i>		
Dr. Ron Raya	<i>Dr. Ron Raya</i>		

Type or print name

Signature

Fred F. Contreras
Committee CHAIRPERSON

Fred F. Contreras 4/25/01
Date

DOCUMENTATION AND JUSTIFICATION STATEMENT

For proper processing, please complete the information in box:

Fred Contreras	Manual Arts High School	Los Angeles, Ca.
Chair Name	Name and City of School Visited	
(909) 989-1600	(626) 332-1732	
Chair's Work Phone	Chair's Home Phone	Alt. number during end of June (if applicable)
contrerasfred@hotmail.com		
E-mail address (if applicable)		

Complete the narrative rationale for each factor. Circle the rating that best fits the results of the self-study and the visit that was selected through visiting committee dialogue and consensus. In addition, list by number the schoolwide areas of strength and the critical areas for follow-up, if any apply to that factor.

- ✓ **highly effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
- ✓ **effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- ✓ **somewhat effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- ✓ **ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

An accreditation term will be based upon a school demonstrating the following:

1. **Involvement and collaboration of stakeholders in doing the self-study that addresses the five self-study outcomes.**

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Supporting Area(s) of Strength: _____

Supporting Critical Area(s) for Follow-up: # 4, 5 _____

Narrative Rationale: Through reading and analyzing the Self Study and meeting with the various stakeholder groups, it appears that the school staff was involved in the development of the report and the opportunity to give input. There is evidence a few students were involved, but it appears that almost no parents participated in the development of the Self Study.

WASC 29937

2. **The defining of the school's purpose through expected schoolwide learning results and academic standards.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Supporting Area(s) of Strength: #1, 3, 6

Supporting Critical Area(s) for Follow-up: #4, 6

Narrative Rationale: The school developed its ESLRs in 1995 and has found them, along with academic standards, to adequately define the school's purpose. For the Self Study, the school focused on two of the ESLRs—complex thinking and effective communicating—and detailed their incorporation into the curriculum and their development in the students. The school employs a variety of methods to assess the achievement of the ESLRs and academic standards, and is working to further integrate the Focus on Learning process into the school's culture.

3. **The use of a professionally acceptable assessment process to collect, disaggregate, and analyze student performance data.**

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Supporting Area(s) of Strength: #6

Supporting Critical Area(s) for Follow-up: #1, 2, 3, 6

Narrative Rationale: The school has utilized the schoolwide data in a broad-based examination of student achievement, but needs to move to more specific and detailed use at the classroom level. The staff acknowledges their need for training in this area and that there needs to be clarification on how to use the multiple measures and strategies in useful ways to make instructional decisions. While many informal and formal assessments are used by individual teachers, there needs to be improvement in programmatic regular use of data.

4. **Acceptable progress by all students toward clearly defined expected schoolwide learning results, academic standards, and other institutional and/or governing authority expectations.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Supporting Area(s) of Strength: #4, 5, 6

Supporting Critical Area(s) for Follow-up: #2, 4, 6

Narrative Rationale: There has been acceptable progress by all students toward clearly defined ESLRs, academic standards, and/or governing authority expectations. School leadership, instructional staff, and other stakeholders need to continue the development of clearly defined benchmarks for student attainment of the ESLRs and academic standards. Students in the Small Learning Communities (SLCs) are more advanced in this process.

WASC 29938

5. ***Vision, Leadership and Culture that supports high achievement for all students.***

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Supporting Area(s) of Strength: #1, 2, 3, 7

Supporting Critical Area(s) for Follow-up: # 3, 4, 6

Narrative Rationale: There exist an established district philosophy and goals and objectives, which are congruent with the school's vision statement. Its connotation is positive which allows for change. It strives to include educators, students, and other stakeholders in the learning process. The school has adopted ESLRs through a collaborative process. Factors in the development of the ESLRs include course expectations, current and emerging student needs, and input from advisory groups. The school is a safe, clean and orderly place that nurtures learning. School improvement is driven by an action plan to enhance quality learning for all students. The action plan is based on the results of the Focus on Learning process and includes specific benchmarks for accountability.

6. ***Curricular Paths that support high achievement for all students.***

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Supporting Area(s) of Strength: #1, 2, 3, 4

Supporting Critical Area(s) for Follow-up: #2, 3, 5

Narrative Rationale: The Manual Arts faculty and staff have proven themselves to be committed to providing high standards for their students as evidenced in the academies and in earning the position as an Advanced Placement Demonstration Site. While MAHS has made significant progress in raising standards through the academies and AP offerings, the school needs to develop common standards of expectation within departments. They should work toward commonly agreed upon assessments, based on the content standards.

7. ***Powerful Teaching and Learning that supports high achievement for all students.***

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Supporting Area(s) of Strength: #1, 3, 4, 5,6

Supporting Critical Area(s) for Follow-up: #1, 2, 3, 4, 6

Narrative Rationale: The Self Study identified five areas of growth in this section and the Visiting Committee found evidence to support this claim. Through observation and student interviews, powerful teaching was observed in approximately half of the classes visited. There needs to be a focus on the development of instructional strategies that address the multiple intelligences and different learning styles of the student population at all levels. The integration of transitional or multi-modal teaching is important in a block schedule. In addition, there is a need to implement the use of technology as a teaching tool across the curriculum. Students need to be empowered to use technology as a means to an end, even in classes not traditionally thought of as technology based. Student input into these processes is important in order to create opportunities for powerful learning for every student.

WASC 29939

8. **Support for Student Personal and Academic Growth that supports high achievement for all students.**

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Supporting Area(s) of Strength: #1, 3, 4, 5, 6

Supporting Critical Area(s) for Follow-up: #5

Narrative Rationale: The Visiting Committee found evidence that support systems for student personal and academic growth are in place. The staff and students know about programs, but sometimes hesitate to utilize them. Staff and site administration need to work on improving communication with parents to increase the knowledge and involvement in these services.

9. **Assessment and Accountability that supports high achievement for all students.**

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Supporting Area(s) of Strength: #1, 6

Supporting Critical Area(s) for Follow-up: #1, 2, 3, 4, 6

Narrative Rationale: There is evidence of some collaboration among teachers and performance-based evaluation is being used in some classrooms. A comprehensive staff development plan needs to be produced regarding assessment strategies and collaborative techniques. There is a critical need for a systematic process to analyze performance and other data for the purpose of improving programs, services, instruction, and placement for all students. The leadership and staff need to develop multiple assessment strategies to include performance and other authentic measures of student progress toward attaining the ESLRs. These should include clearly stated benchmarks, standards, and exit outcomes that are known to the students to provide staff with clear information regarding the progress of every student.

10. **The alignment of a long-range schoolwide action plan to the school=s areas of greatest need to support high achievement of all students.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Supporting Area(s) of Strength: #2, 3, 4, 5, 6

Supporting Critical Area(s) for Follow-up: #2, 3, 4, 6

Narrative Rationale: The three major themes of the action plan match the needs and key issues identified in the Focus Group work. The central theme is improving student achievement by clarifying the ESLRs and developing ways of measuring student progress toward their attainment. The proposed staff development is focused on increasing teacher capacity to better address the wide span of student needs as linked to the ESLRs and perceived gaps in meeting those needs.

11. **The capacity to implement and monitor the schoolwide action plan.**

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Supporting Area(s) of Strength: #1, 3, 4, 6

Supporting Critical Area(s) for Follow-up: #1, 2, 4, 6

Narrative Rationale: The Visiting Committee thoroughly reviewed the Action Plan and all stakeholders are committed to focusing on the stated growth targets. The staff recognizes that the Focus on Learning process is on going and collaborative. This recognition by the staff, supported by a strong leadership and administrative team, will help ensure the schoolwide improvements set forth in the Action Plan. One of the key elements for MAHS will be to further develop the utilization of data to strengthen its capacity for a quality schoolwide program.

12. **The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Supporting Area(s) of Strength: #4, 5, 6

Supporting Critical Area(s) for Follow-up: #2, 4, 6

Narrative Rationale: The school addressed the seven major recommendations made by the on-site Visiting Committee in 1995, although of the improvements cited almost all of them were made from 1995 through 1998. Significant progress was made in the first three years but it appears that either little additional progress has been made since 1998 or it has not been documented. The recommendations to schoolwide and department committees have been addressed, some in much more depth than others.

Provide a brief narrative which summarizes the Visiting Committee's rationale for the recommended term: (If there is an unresolved minority opinion please indicate and explain.)

- **term options seriously considered**
- **reasons for the *term recommended***

In the comments reflect upon the following:

- the degree to which students are learning
- the strength of the school in all areas of the program and the operation
- the capacity of the school to implement and monitor the action plan

The Visiting Committee reviewed the accreditation term determination factors and eliminated all of the term recommendations but two. The Committee discussed at great length the six-year term with review (6R) and the three-year term. The Committee reviewed and discussed the statements in the Justification Statement and after much reflection and additional discussion came to consensus on a recommendation. The recommendation of the Committee is that the school be given an accreditation term of six-years with a mid-term(three-year) on-site review.

The reasons for the term recommended are listed below:

1. The three major themes of the Action Plan match the needs and key issues found in the Self Study and in meetings with the Focus Groups.
2. The school's responses to the recommendations of the previous Visiting Committee have been found to be adequate, but recent progress has not been fully documented.
3. There is a need for the teaching staff to develop multiple assessment strategies to include performance and other authentic measures of student progress toward attaining the ESLRs.
4. Support programs for student personal and academic growth are in place and are effective, but there is a need to improve communication between the school and the parent group.
5. The school staff was involved in the development of the Self Study, but it appears there were only a few students and almost no parents involved in the process.
6. There has been acceptable progress by all students toward achieving the clearly defined ESLRs.
7. The staff recognizes that the Focus on Learning process is on going and collaborative and all stakeholder groups are committed to focusing on the growth targets as stated in the school's Action Plan.