

# Manual Arts High School

Los Angeles Unified School District

## Focus on Learning

April 22 - 25, 2001

### Report of the Visiting Committee

Western Association of Schools and Colleges

#### Visiting Committee:

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**CHAPTER I**  
**STUDENT / COMMUNITY PROFILE**

Manual Arts High School (MAHS) is a comprehensive high school, grades 9 - 12, in the Los Angeles Unified School District. Beginning with the 2000-2001 school year, the district restructured into 11 local districts; MAHS is now part of Local District G, which includes 55 schools, of which four are comprehensive high schools. Local District G had a K-12 student enrollment of 60, 253 in October 1999. MAHS is governed by School Based Management (SBM) under the terms cited in the LAUSD/UTLA bargaining agreement.

In the 2000-2001 school year, MAHS serves 3,918 students. Of that population, 79% are Hispanic, 20.7% are African-American, with the remaining 0.3% equally divided among Native American, Asian, and Filipino. More than half of all students list Spanish as their first language, with 38.8% designated as limited-English proficient. MAHS reports a student transience rate of 82.9% over the four years, which has remained unchanged for the past 8 years. The school also reports a significant decrease in the dropout rate, from 25.3% in 1995-96 to 0.3% in 1999-2000.

In 1994, MAHS reconfigured, adding the ninth grade, becoming a multi-track, year-round school, and adopting a year-round Concept 6 calendar. With this year-round schedule, two-thirds of the student body is in attendance at any given port of the year.

The school has also been on a block schedule since 1994. All classes meet on Monday for one hour each, and then odd numbered periods meet for two hours each on Tuesday and Thursday, with even numbered periods following the same schedule on Wednesday and Friday. Homeroom meets every day for 20 minutes. Each track has 163 days of instruction per year.

MAHS opened in 1910 and its ninety-year history reflects the dramatic social, cultural, and natural forces that have shaped the city of Los Angeles. Manual Arts has shared the trauma of three major earthquakes—occurring in 1933, 1971, and 1993. The two civil disturbances—occurring in 1965 and 1992—represented difficult times for the city, and especially the community served by Manual Arts.

The data gathered on MAHS's performance on California's State Testing and Reporting (STAR) program, administered to 9 - 11 graders in the spring of 2000, shows that though the students' scores increased slightly, the school failed to meet its Academic Performance Index (API) growth target. The school's Statewide Rank is "1" and its Similar Schools Rank is "2". It is important to note that in 2000, two of the three numerically significant subgroups (Hispanic or Latino, and Socio-economically Disadvantaged) met their growth targets.

Although the Student Survey revealed that 48% of the students "agreed" or "strongly agreed" that MAHS is "an efficient and orderly school," 63% indicated that they like

being a student at Manual Arts. The Parent survey (although only 65 were returned) revealed that the parents generally approve of the school's program and progress.

## CHAPTER II

### PROGRESS REPORT

MAHS received a six-year term of accreditation with a three-year review from WASC in May 1995. In June 1998, the school submitted its Three-Year Progress Report to the Los Angeles Unified School District. In the fall of 1999, two members of the original Visiting Committee visited the school for a one-day visit. WASC granted the school's accreditation for the remaining three years. The report details that the seven major recommendations were being addressed by the school and numerous examples were listed.

In the 2000-2001 Self-Study, the Summary of Progress on the major recommendations lists the steps taken and written in the Three-Year Progress Report, but only includes four examples of additional progress that have been made in the last three years.

Listed below are summaries of the seven major recommendations and the progress made as written in the Three-Year Progress Report:

1. To broaden the scope of articulation with the feeder middle schools, MAHS has participated in LA PASS, an organization whose purpose is to improve articulation efforts, K - 16, and hosted orientation assemblies for 8<sup>th</sup> grade

students. Representatives of the school's academies visit the feeder schools to inform incoming students of the special features of their academies.

2. To reduce the high failure rate in mathematics, the department members met to discuss methods for increasing student success in math. The district mandated curricular changes in mathematics and three of the lower level courses were eliminated. Teachers were trained and despite the fact that the new courses were more rigorous, the failure rate declined. In addition, the Math Lab was updated to include state of the art technology and software.
3. To provide improved access to specialized programs and elective offerings to students across all tracks, administrators, coordinators of specialized programs, and department chairpersons conducted a series of meetings to discuss, plan, and implement student access to all programs across all tracks. The number of small learning communities (i.e., programs and academies) increased from 5 to 9.
4. To increase students' awareness of the various options and curricular paths available to them, a College Awareness Night was implemented and courses in Education and Career Planning and Life Career Skills have been made available to the students. The College and Career centers arrange for speakers and the implementation of 80 hours of community service as a graduation requirement in 1995 enables students to gain exposure to a possible career path.

5. To reduce tardiness and improve attendance, a Pupil Services and Attendance counselor was hired. A new tardy policy was instituted and the reduction of tardiness has been a major focus of the school. Rewards for improved and perfect attendance are given at Academic Assemblies and the school has seen an improvement in this area.
  
6. To provide each parent an opportunity to be directly involved in the development of his or her student's 4-year education plan, parents were given a handout, which included a 4-year plan for graduation. This recommendation does not seem to have been fully addressed.
  
7. To review and revise the technological use plan (TUP) to prepare students for a technological society, a number of activities took place. The TUP was expanded with the Pac Bell Education First Demonstration Site plan, the Restructuring Plan, and the development and implementation of the Digital High School grant. A significant amount of progress appears to have been made on this recommendation.

Though progress on these recommendations was made from 1995-1998, 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. Among the most significant changes:

- The library has been fully automated and the number of books has increased from 8,000 to over 20,000.
- A Literacy Committee was formed in 1998 and in the 1999-2000 school year introduced voluntary Silent Sustained Reading in all classes.
- A revised 9<sup>th</sup> grade curriculum, which is aligned to both the district and state content standards, was implemented by the English Department for 2000-2001 school year.



### CHAPTER III

#### SELF-STUDY PROCESS

The school reported that the Leadership Team was composed of administrators, teachers, SBM members, classified staff, parents, and students. The Focus Groups gathered information, synthesized it, and presented it to the entire staff for additional input. It appears that there was not significant parent participation in the process.

The school, through the self-study process, has endeavored to achieve a better understanding about the impact of the school's programs and services on students and their academic achievement. The Focus Groups reported, both in the self-study and in the Focus Group meetings, that they clarified and measured what students should know and be able to do through expected schoolwide learning results and academic standards.

Data about students and student achievement has been consistently gathered by the various schoolwide committees and departments. This data has led to new course offerings, but it is unclear how this information is utilized to modify instruction and increase student achievement. The Leadership Team reported that the Schoolwide Action Plan was developed to address the critical need for increased student literacy.

## CHAPTER IV

### QUALITY OF THE SCHOOL'S PROGRAMS

#### A. Vision, Leadership and Culture

A1

- To what extent does the school have a clearly stated school vision or purpose based on its beliefs, student needs, and current educational research?
- To what extent does the governing board and the central administration support the school's vision?
- To what extent is the school's purpose defined by expected schoolwide learning results (ESLRs)?

The school has adopted a clear vision statement that is supported by and consistent with the mission statement of the Los Angeles Unified School District and the newly organized Local District G.

The school adopted their ESLRs ("Toiler Tools") through a collaborative process whose members included School Based Management (SBM) members, administrators, classified staff, students, community members, and other stakeholders who assisted in the development of and approved the final draft through consensus. Factors considered in the development of the ESLRs included student/teacher identified course expectations, current and emerging student body needs, and input from trade advisory councils.

Student and parent surveys indicate that the area of effective communications and complex thinking as well as employability skills were weak and a greater emphasis was

needed. Surveys, interviews, and class observations indicate that the ESLRs are being addressed in most classrooms. Lesson plans and administrator observations have verified, on a limited basis, the implementation and integration of the vision statement and ESLRs within the school program. There is a need for the school staff to better articulate the vision and ESLRs of Manual Arts High School so that they are clearly understood by the entire educational community.

The administration has gained faculty support for increasing the availability of academies and special academic programs. These small communities allow students to target specific curricular paths and offer additional educational opportunities to those students in them. The academies become “families” that promote education on specific paths and allow students and teachers to interact on a more personal level, resulting in better student-teacher interaction and a higher comfort level that helps students succeed.

**A2**

- **To what extent does the school leadership make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results?**
- **To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?**

The responsibility for implementation of the policies established by the governing authority ultimately rests with the principal of the school. The Board delegates

implementation responsibility first to the Superintendent of Schools who in turn delegates this responsibility to the principal.

The principal works with the school community to promote the school's vision for learning results and instructional goals. The principal serves as a leader and facilitator, empowering the staff to participate as equals within the leadership team as evidenced by the SBM process. This shared decision making encourages continuing assessment and improvement in both teacher performance and student learning. The school administration provides avenues of communication to encourage participation and involvement by members of the community.

Consistent with the ESLRs, the school has taken action to expand the student access to technology and training, as well as increase the opportunities for students to develop English language skills. Support programs and activities such as the onsite Health Center, Manual Arts Support Team (MAST), Pregnant and Parenting Teen Program, a special two-hour combined 9<sup>th</sup> grade English/Reading class for students reading below the 3<sup>rd</sup> grade, Silent Sustained Reading, Language!, Accelerated Reader as well as an effective ESL/Bilingual Program address the literacy needs of Manual Arts students.

While the school leadership encourages participation, collaboration and shared responsibility for student learning by modeling these values for members of the school community at department meetings and faculty meetings, there is a need to implement alternative strategies to increase parent participation in all school activities.

A3

- **To what extent is staff supported, utilized, and monitored to facilitate achievement of the expected schoolwide learning results?**
- **To what extent are leadership and staff a part of an organized structure that is committed to professional development?**

The leadership and staff are committed to professional development. Collegiality is encouraged and evident through observation. Staff considers itself to be a community of learners supporting each other in professional development. Teachers are supported in their efforts to provide peer support. Procedures are in place to allow teachers to request and participate in various staff development opportunities and continuing education.

Certificated and classified staff feel empowered in a number of ways. Staff is provided release time to attend workshops, conferences, and in-services as well as job site visits. They are encouraged to approach administrators freely with concerns and are invited to participate in shared decision-making.

Formal evaluation procedures, based on the teacher evaluation system required by the District, are followed and remedial training and support are offered when a teacher's evaluation indicates a need for improvement. Generally, the faculty considers monitoring to be supportive and uses it as a vehicle for professional growth and development.

A4

- To what extent is the school a safe, clear, and orderly place that nurtures learning?
- To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students, and a focus on continuous school improvement?

Manual Arts High School has demonstrated a commitment to a safe, healthy, nurturing environment shown through uniformed district police and campus security, administrative presence on campus, parent patrols, emergency preparedness and the implementation of a closed campus policy.

The teaching staff is highly qualified and a large majority are teaching in their credential fields. (It appears that the culture of the school generally is characterized by professionalism, high expectations for all students, and a focus on continual school improvement.) The school culture values both effective past practices and proven new methodologies. Faculty and staff are provided opportunities to extend knowledge and acquire new innovative strategies, which are shared in both formal and informal ways.

Caring, concern and high expectations characterize the school's environment for each student. Codes of student conduct are clearly understood by students and parents. During registration, all students and parents are given packets that provide information regarding safety and security on campus. Professionalism and respect are demonstrated through communications and an effective open door policy.

WASC 29956

The school offers a wide variety of extra curricular activities for student participation. The school provides a safe, caring and nurturing environment that promotes student learning.

School improvement at Manual Arts High School 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. The action plan includes specific benchmarks for accountability. The school leadership guides the work of the school through the allocation of resources based on improvement plans and the ESLRs.

### Areas of Strength

- Dedicated, enthusiastic, committed staff and site administration.
- Site administration and staff efforts for participating in the Focus on Learning process.
- The school's leadership team, which works cooperatively with key stakeholders to ensure that the school's Vision and ESLRs are emerging as the central focus of the school's efforts.
- Clear and concise vision statement and collaborative development of the ESLRs.
- A safe, clean and positive learning environment for staff and students.
- Staff enthusiasm to continue with the Focus on Learning process for ongoing school-wide improvement.

### Key Issues

Refinement of the School-wide Action Plan to:

- Develop an assessment process that analyzes student outcomes and measures progress toward meeting the ESLRs.

- Plan for the annual review of the ESLRs,
- Evaluate how the school's distribution of resources supports student progress in achieving the ESLRs.
- Increase parent participation to support the educational program.
- Continue to address the learning needs of ALL students.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

Dialogue with the Parent Group

Self-study and discussions with the Leadership Team

Meeting with Vision, Culture, and Leadership Focus Group

Dialogues with both Ad Hoc Student Group and Student Committee

Classroom observations and informal discussions with students and staff during passing periods and lunch



## B. Curricular Paths

### General Statement

At Manual Arts High School, the year-round, multi-track system presents many challenges and opportunities for students. Some tracks need to have a better balance of course offerings but, for the most part, all students are prepared upon graduation to continue their academic and occupational goals to a high degree.

- At least 60% of all students are enrolled in a-g classes
- A variety of College and Career Center information that supports college and school-to-career opportunities are available
- Academic, vocational or technical academies, institutes and special programs are among the many options available to all students
- Community and business support is widespread and supplies valued resources for the school and its students
- Partnerships with many colleges: UCLA, USC, Santa Monica City College, Los Angeles Community College and others are available
- Tutoring is available in all core subjects
- Health and other effective services are available
- Co-curricular programs are readily available
- Computer assisted instruction and labs are accessible

A challenging core curriculum exists, which is inclusive of all students and supportive of multiple opportunities for students. Students are exposed to in-depth research, real world applications and increased opportunities, as demonstrated by their increased graduation rates over the past five years and their Senior Exit Survey. In 1999-2000, 82% of the students intended to pursue post-secondary education. The smaller learning communities have greatly assisted students, providing increased educational and career opportunities for all learners.

WASC 29959

**B1**

- **To what extent do all students participate in rigorous, relevant, and coherent curriculum that supports the achievement of the expected schoolwide learning results?**

The Manual Arts curriculum supports the achievement of expected schoolwide learning results by offering extensive opportunities for students to participate in a rigorous, relevant and coherent curriculum. While students experience a diverse spectrum of personal learning choices in course enrollments across departments and in curricular/vocational classes, guidance counselors work diligently to schedule students in classes which will offer students the greatest degree of challenge and opportunity.

Manual Arts High School has demonstrated significant progress toward including students in rigorous curricular programs by aligning the curriculum to the University of California a-g requirements and district guides and state frameworks. Through the use of small learning communities, approximately 30% of their students are members of an academy or special program. These small learning communities have grown from five to nine since their last accreditation. Enrollment is open to all students.

Increased student performance and outcomes have resulted from these small learning communities as well as from increased access for Advanced Placement and Honors opportunities for students on all tracks. The school needs to work on a better balance of AP and honors classes among the three tracks. The GATE program works assiduously to increase the number of students in that program.

Increased academic opportunities that further expand student access to curricular paths are the numerous academies, magnet and outreach programs that Manual Arts High School offers:

- Concurrent enrollment in college classes at local colleges:
  - Santa Monica City College
  - Los Angeles Community College
  - Los Angeles Trade Technical College
- College Preparatory Magnet School
- Academy of Finance
- Liberal Arts and Sciences Academy
- Neighborhood Academic Initiative (outreach program affiliated with USC)
- International Studies Academy
- Perkins Program
- Inner-City Graphic Communications Academy
- New Media Academy
- Humanitas

Although MAHS has placed a strong emphasis on such career paths that are challenging and rigorous, some students who have chosen not to enter academies have found it more difficult to access honors and AP courses.

Efforts are being made to mainstream special education students into academic, physical education and elective classes. English Language Learners are assessed initially and tested periodically for redesignation. The school is to be commended for their redesignation rate as recognized by the District. Various opportunities for students to explore and expand their vocational/school-to-career work capabilities are strongly supported and encouraged.

WASC 29961

Both student and parent surveys indicate the curricular programs at Manual Arts High School are serving students well in preparing them for post high school educational opportunities.

Students have a variety of support services to access for curricular assistance:

- PSAT/SAT Prep Classes
- Tutoring
- Library/Media Services
- Computer Labs for English / Language Arts; Bilingual / ESL; Math and Science
- APEX Learning system for on-line courses and support sponsored by the University of California College Prep Initiative through UC Santa Cruz

Computer assistance is not limited to labs as the Digital High School grant has enabled teachers to have computer-assisted instruction in the classrooms.

A variety of co-curricular activities and clubs, as well as health and affective services, are available for students even though the report and student survey indicate that a significant number of students did not feel they were sufficiently familiar with the services available to help them.

## **B2**

- **To what extent do all students have access to the school's curricular paths, assistance with development and ongoing adjustment of a personal learning plan and knowledge of post-secondary opportunities?**

Students at Manual Arts High School have ample access to the school's curricular paths, assistance with development and ongoing adjustment of a personal learning plan, and knowledge of post-secondary opportunities that include, but are not limited to:

- A student orientation for incoming 9<sup>th</sup> graders with guidance counselors, administrators, student leaders, program and academy coordinators to discuss

educational goals and to develop a four-year learning plan. These plans are revised on a yearly basis. In addition, all freshmen take a one semester Life Skills class.

- Yearly grade level orientations with encouragement to take classes that meet the a-g requirement
- Several Academy programs which integrate instruction in academic and technical courses with specific career and vocational interests
- The utilization of the College Center, Career Center, JROTC, academies and special programs to facilitate post high school transitions

### **B3**

- **To what extent are all students prepared upon graduation to continue their academic and occupational goals?**

Manual Arts High School begins the preparation process with pre-registration of incoming eighth grade students, whereby parents, counselors, and teachers help students to develop their personal learning goals. Throughout the students' four years at MAHS, an ongoing process of counselor-student visitations take place; individual and mid-year changes are considered and meetings are held with all students annually to set up class schedules, monitor progress and review goals.

The school provides students with nine academies and additional special programs that offer multi-disciplinary, college preparatory choices in both academic and career design programs.

MAHS requires all graduating seniors to construct a senior portfolio, enabling students to think critically and reflectively about their post secondary goals. The senior

portfolio program is facilitated through the College and Career Center, which also provide students with a variety of higher education and career planning options. Students are also expected to perform at least 80 hours of community service as a service learning component prior to graduation.

Additionally, the school affords students several opportunities to experience college first hand through concurrent enrollment at universities, community colleges and various academy courses.

Both parents and students are generally satisfied to a high degree with guidance services at the school according to the limited responses to the Parent Survey.

### **Areas of Strength**

- The academies and special programs across the three tracks
- The significant number of students taking either honors or advanced placement courses
- Increased graduation rates
- The general recognition among students and parents that the Manual Arts High School staff are preparing students for post high school success
- Support services provided for students by staff
- College affiliated and community program support for students

### **Key Issues**

- To address remaining gaps among tracks to achieve greater balanced opportunities for all students
- To improve communication to students and parents about the availability of academic and support programs

-To ensure that all students not in small learning communities have access to a challenging curriculum

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

The Curricular Paths Report

The Parent and Student Surveys

The Action Plans

Staff Observations

Committee Sessions

Site Visit / Interviews

### C. Powerful Teaching and Learning

C1

- To what extent are all students involved in challenging learning experiences to achieve the expected schoolwide learning results?
- To what extent do teachers use a variety of strategies and resources, including technology, to engage students actively and help them achieve at higher levels?

Most MAHS students experience challenging classroom curriculum grounded in measurable student achievement with complex thinkers and effective communicators learning results integrated with state and district standards. Ninth grade English classes have been aligned to state frameworks and district guidelines while other grade levels and departments are in the process of aligning their courses. Students can demonstrate the application of their learning through the creation of original projects. Through small learning communities, students demonstrate these learning results in a variety of media, styles and projects and have many opportunities to go beyond the walls of their classroom through multimedia and library experiences. Student survey responses indicate that 73% feel that “teachers provide challenging and creative learning experiences.” While all students have access to the small learning communities, space is limited. The integration of ESLRs into daily activities is just starting and benchmarks and rubrics have yet to be established to measure student achievement of them. Student surveys and visiting committee observations indicate that not all students are exposed to or involved in challenging learning experiences. Students report that obtaining advance placement and honors classes is easier if they are involved in a small learning community and more difficult if not.

WASC 29966



A variety of teaching styles are utilized at Manual Arts and student surveys indicate that 62% of teachers use a variety of instructional strategies, while 27% teach in a "traditional style." Visiting committee observations, however, indicated a higher level of single mode/traditional instruction. The PTL focus group and leadership teams have recognized this concern and acknowledge its negative impact on the block scheduling and need for professional development indicated in the schoolwide action plan. The visiting committee observed little evidence that teachers are consistently using student achievement data to modify instruction and help all students achieve at higher levels.

Manual Arts offers a high number of honors advanced placement sections (63) and is recognized as an Advanced Placement Demonstration Site. Additional access is provided to students for online Advanced Placement courses. The Digital High School grant and plan place technology in the classrooms where students can use these new tools to interact, demonstrate and communicate with people within and beyond the campus. Some small learning communities provide internships which provide real world applications to students. Block scheduling, four days per week, extends learning times and allows for a greater variety of learning experiences. Title I funds a supplemental program for tutoring and Saturday instruction, as well as multicultural experiences, field trips and computer technology.

## C2

- **To what extent do all students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content?**
- **To what extent does collaboration occur 1) among staff, 2) between staff and students, 3) among students, and, 4) between school and community?**

Manual Arts classes are designed to engage students in a learning cycle that promotes higher order thinking skills. Examples include problem recognition, reflection and revision, formulation of theories and problem solutions that allow students to assume active responsibility for their own learning experiences. Student surveys indicate that this is not occurring in many classrooms, and the visiting committee only observed this in some classrooms. Eighty hours of community service is required for graduation and students have many opportunities through volunteering. The small learning communities provide a variety of opportunities for students to integrate their academic and applied knowledge through internships, community contact and other academy experiences. When the school recognized low success rates in tenth grade biology, a ninth grade science elective was added. Anecdotal responses indicate that this has increased the biology success rate. A ninth grade social science class has been added for the same reason. Mathematics classes were observed applying knowledge through measurements of the school campus. Video students were observed applying knowledge through on-campus video productions.

Contractually, three Tuesdays per month are devoted to meetings – departmental, chairpersons and faculty. School leadership Council (SBM) meets bi-monthly. Period by period faculty meetings are held “whenever necessary.” Departments have worked together to update curriculum towards standards based instruction and interactive teaching. Individual teachers who share conference periods also can work together. SBM ad-hoc staff committees are formed per the SBM model. Advanced Placement teachers provide off-track study sessions and students and teachers collaborate through Academic Decathlon, drama productions, and other academic and non-academic competitive teams and clubs. Smaller learning communities are in place to increase collaboration through a cadre of teachers working with the same students for up to four years. English, foreign language and ESL departments have collaborated to align their ninth and tenth grade programs to complement one another in terms of student literacy development.

Students report that 72% of teachers provide collaborative student learning experiences, but that 28% do not. The block schedule allows for team building and more collaborative opportunities in classes. Participation is up in co-curricular and extra-curricular activities.

Collaboration between school and community is most evident through the numerous partnerships and academies created at Manual Arts. Through the community service requirement, students have become involved in local elementary school tutoring, United Way campaigns, Walk-a-Thons, etc. Parents and the Leadership Team both indicated

that parent involvement and communications tend to be weak. Parents indicate that the school is responsive to their inquiries, but is limited in its outreach. Action plan #2, step 4 indicates that improved communication is a goal, but it only addresses parent volunteers, not the wider parent population. A high transience rate has been cited by the Leadership Team as a major obstacle to more collaboration with parents. The parents who attended the meeting with the visiting committee also indicated that most were unaware of the WASC process or even why the meeting had been called.

### C3

- **To what extent do students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom?**

The self-study indicates and visiting committee observations validate that Manual Arts students use a variety of resources to facilitate learning extension. Students experience non-textbook learning while in the classroom and the school uses supplemental funds to provide off-campus experiences. The English Department focuses on non-textbook learning experiences on campus while the Foreign Language Department infuses a variety of off-campus opportunities into its curriculum. In math, students use graphing calculators as well as field investigations on campus and academic extra-curricular competition teams to better connect to the school and subject matter. Social science students are exposed to non-traditional learning experiences that include but are not limited to mock trials and visits to Washington D.C. JROTC students experience learning on and off campus and have become integral in the functioning of school

activities. Athletic teams get teamwork and leadership experiences through interscholastic competition. Throughout different disciplines, teachers use a variety of instructional strategies and techniques to take their students beyond the classroom. Academic competitions and service clubs give students experiences that extend beyond the classroom. The Digital High School grant has increased the school's availability of technology and student access in the classrooms to the Internet, distance learning and communication beyond MAHS.

Articulation with post-secondary educational services is evident in the Career and College Centers. The library is used to extend learning for students in a variety of ways. The Perkins Program provides school-to-work and real life practice through practical application and the Work Experience Program provides jobs for the student. Extra-curricular activities engage students outside the classroom.

### **Areas of Strength**

- A healthy dialogue among faculty members in inter and intradisciplinary curricular areas leading to better curricular integration
- Rich learning experiences and support available through the small learning communities
- Integration of technology into classroom instruction
- Community service requirement

### **Key Issues**

- To adjust teaching strategies to effectively use instructional time

-To more consistently assess, reflect and modify lessons to better assist all students in achieving the ESLRs

-To ensure that all students not enrolled in the small learning communities have similar access to a challenging curriculum

**Important evidence about student learning from the self-study and visit that supports the strengths and key issues included the following:**

- The Powerful Teaching and Learning report
- Student surveys
- The Action Plans
- Staff interviews and observations
- Committee sessions
- Site visit/interviews
- Classroom observations

## D. Support for Student Personal and Academic Growth

### D1

- Do all students receive appropriate support to help ensure academic success?

Manual Arts offers a vast array of instructional options that allow all students access to support as they take on a challenging core curriculum. There are many alternatives for students who need to repeat a class or are interested in accelerated classes. Intersession, community college, the on-campus adult school, distance learning, correspondence courses, and after-school and Saturday tutoring are all available for Manual Arts students.

The master schedule is based on all students taking the a-g requirements of the University of California. MAHS' ESLRs require that all students become effective communicators and complex thinkers. A goal for Manual Arts High School is that all students who wish to continue their education are able to do so. The senior survey for the last three years indicates that more students are opting for post-secondary education.

Students have access to a newly expanded library where there are 25 student workstations. From observation, the library is being used by students throughout the day including nutrition, lunch and after school.

Reduced class sizes in all 9<sup>th</sup> and 11<sup>th</sup> grade English classes and some 9<sup>th</sup> grade math classes, has allowed a 20-1 student teacher ratio. Smaller class sizes promote a friendlier environment and more teacher-student dialogue.

English-as-a-Second Language classes are committed to assisting students in developing reading, writing, speaking, and listening skills that will allow them to be successful in all their classes.

Special needs students are expected to take core classes, to become effective communicators and complex thinkers, but adjustments based on IEP's are made to their coursework so they can be successful. Students are assigned to a resource teacher at a designated time to receive additional instruction in math, reading, and writing, as well as assistance with other core classes.

All students have the opportunity to join any of the nine academies or the College Prep Magnet school program with the support of their teachers and counselors.

After meeting with the Leadership Team, it was revealed that the Science Department had restructured their course offering with the addition of a 9<sup>th</sup> grade Science Fundamentals class. This has improved grades as well as increased the number of students enrolling in Honors Biology earlier in the science sequence.



**D2**

- **To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?**

Many opportunities are available for students through their participation in the academic program, extra-curricular activities, counseling and health services.

There are many programs to assist students with particular learning, behavioral, or personal problems. Such programs are the MAST and the Dropout Prevention program, which have significantly reduced the dropout rate.

There is a Pupil Services and Attendance (PSA) counselor who monitors student attendance through phone calls, home visits, and parent conferences to encourage all students to attend school daily.

Counselors support students by meeting with them annually to do an evaluation of their credits and class requirements. The transcripts of each student are provided to students and parents at the beginning of each school year.

Manual Arts High School offers the Mac Manual Health Clinic staffed by personnel from Children's Hospital for special psychological and health services—about 1300 students are signed up to use this service. A district nurse is also on campus.

Manual Arts offers interventions that address health issues, parenthood, grief, interpersonal relations, substance abuse, low self-esteem and other personal problems using the Impact program. A district social worker is available on campus.

State funds from TUPE are used to provide special assemblies, speakers, and support activities to discourage the use of tobacco among students.

School sponsored activities and clubs are tied to the school-wide vision of success for all students.

Community groups provide volunteer opportunities for Manual Arts students:

International Red Cross, Museum of Natural History, African Refugee Center, Amnesty International, Los Angeles Museum of Fine Arts, Los Angeles World Affairs Council, and local community colleges.

Manual Arts has strong connections with community college and Trade Tech.

When in need, students and families can easily access special, psychological, and health services through Mac Manual Health Clinic.

### **D3**

- **To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement?**

Within the School Based Management team (SBM), the school is developing a system for involving parents and community members in problem solving and active decision-making.

**WASC 29976**

Manual Arts has several key stakeholders which meet regularly and to which parents and community members (Compensatory Education Advisory Council & Bilingual Parent Night) come and discuss school problems and solutions. To encourage more participation by parents, Manual Arts has a parent center and offers English Language Learning classes. The Parent Institute has been contracted for the past three years. The self-study found and the visiting team's investigations confirmed evidence that the communications between the school and parents should be the focus of continuing efforts in the future.

#### **D4**

- **To what extent are the human, material, and financial resources as well as facilities available to the school?**
- **To what extent are these resources sufficient and effectively used to support all students in accomplishing the expected schoolwide learning results?**

The school's leadership clearly understands what resources are available both within and outside the school community. The plan to use these resources is based on student needs and supports achievement of the expected schoolwide learning results (ESLRs).

There are 192 certificated staff members, which include a full-time College Advisor, Librarian, Nurse, Title I, Bilingual, College Prep Magnet, PSA, Dropout Prevention and Impact/TUPE Coordinators. One hundred twenty-six teachers have completed the CLAD/LDS or SB1969 training and 34 paraprofessionals serve the needs of the LEP students. There are also 19 clerical staff, 16 cafeteria workers and 17 custodial staff.

IMA funds are distributed among departments to purchase materials appropriate to each subject. (Books, magazines, art, videos, laboratory, and other classroom supplies.)

The campus houses computer labs for the Math, English, ESL/Bilingual and Social Studies departments, and three academies house their own computer labs. The Business Computer Department runs two computer labs for classroom instruction. The Manual Arts library has been fully automated. There has also been an addition of 25 research computers and the library has increased the number of books from 5,000 to 26,000.

In addition to student attendance, state textbook funds and district operational funds, Manual Arts receives categorical funding from Perkins, Title I, ESL/Bilingual, Special Education, SB1882, mentor and special allotted library funds from the District and the state. The library used \$100,000.00 to purchase both circulating and reference books and one million dollars provided networked computers, tables, printers and security devices for every classroom.

Within the nine academies, funding is supported through Fannie Mae and Perkins Tech Prep and 450 students were awarded a CA Partnership Grant. A three million-dollar grant has just been awarded to MAHS to implement and maintain a Pregnant Teen program.

The school is used day and night. Special efforts are made to keep the grounds clean and attractive and functional at all times. The school is in session year round with teachers moving classrooms every sixteen weeks.

Staff members have had the opportunity to attend content area state conferences, subject matter projects, workshops, and seminars to improve instruction in the classroom, thus giving students the opportunity to practice collaborative strategies, project-based presentations, and discovery learning. Through the DHS plan, over twelve computer staff development classes were offered.

### **Areas of Strength**

- Nine academies are offered to students throughout the three tracks
- Extensive tutoring is available for students in both formal and informal manners
- Students whose primary language is not English receive a rigorous core curriculum
- The school offers a wide variety of extra-curricular activities for student participation
- The school responds quickly to parent's requests, inquiries, and concerns
- The staff's ability to be flexible in regards to room utilization and tracks
- Technology is integrated throughout the school
- The automation and renovation of the library
- The social, mental, and physical health center and its supports for the students

### **Key Issues**

- The lack of textbooks in some classes in the school
- The district office not viewed as an essential partner in accomplishing the school goals

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- The shortage of classroom space
- The lack of photocopier machines
- The lack of communication amongst all stakeholders
- The lack of parental involvement
- The lack of discussion of what's being done for 70% of the students not involved in the small learning communities
- The process for applying for AP courses by non-academy students needs to be clarified to the students and parents

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

Meetings and discussions with the Focus Groups and the Leadership Team

Classroom observations and discussions with staff and students regarding the small learning communities

Dialogue with the Parent Group

Analysis of the Digital High School Grant and discussions with staff and students regarding the school's technology resources

Meeting and discussion with the Support Staff

## E. Assessment and Accountability

### E1

- To what extent do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices?
- Do students use assessment results to modify their learning in order to enhance their educational progress?

Manual Arts receives assessment data from the state and District including SAT9, the District Proficiency Tests (SHARP, WRITE, and TOPICS), and the district Standards Test to Evaluate Performance of Students (STEPS) examination which is now called the Performance Assignment.. In addition to these tests they also receive data on PSAT, SAT, ACT, Golden State and AP exams. Based upon these results, the school has made changes to curriculum, programs, and teacher instructional strategies. The school has added an additional year of social science and science to better prepare their students for the High School Exit Exam and SAT9. It has also incorporated programs such as Language! and Accelerated Math and Accelerated Reader to address individual student needs. Test prep materials have been purchased this year through Title I funds to address low SAT9 scores and the ESLRs.

Traditional methods of assessment are primarily being practiced at the school, but movement is being made towards standards based assessment. The English Department has incorporated a writing final for each core class. The final is assessed holistically against a department-scoring rubric. The staff has been inserviced on standards based

assessment and gradual movement is being made towards this goal. Staff development to address this is included in the action plans.

A variety of assessments are used in the classroom including visual presentations, kinesthetic presentations, oral presentations, written products, cumulative products, and traditional examinations. Manual Arts teachers modify curricular content and instructional practices as a direct result of assessment analysis to help improve student understanding and learning in the classroom. Teachers provide positive and corrective feedback, return exams, and review test results, offer active feedback of student presentations, re-teach and re-test after corrective instruction. It is unclear if standards and ESLRs are addressed in this process.

The evidence indicates that teachers work to encourage students to interpret, understand, and utilize assessment results and data to modify their learning. Manual Arts High School provides students with information in a timely manner with regards to their grades and their work. However, students have not been shown how to use these results in improving their achievement.

Student understanding of "where they stand" is a critical component for academic success. Review of student work samples indicate that all teachers routinely mark student work with notes, annotations, critiques and/or corrections. Teachers encourage students to grow from each individual learning experience. Most teachers review test



items with students, using the test results as indicators of depth of student understanding and concept mastery.

Students are given feedback in regards to assessments including personalized scores in conjunction with schoolwide standardized tests. Formal academic reports are distributed at the 8<sup>th</sup>, 12<sup>th</sup>, and 16<sup>th</sup> week of each semester and for those students who are not performing at an acceptable rate, they are provided with a preliminary report at the end of the 4<sup>th</sup> week. These reports are considered “wake up calls.” Students use a variety of non-standardized assessments including recording and video, self-critiquing assessments, live productions, newsletters, and commercial computer-based assessments, specifically Accelerated Reader and Accelerated Math.

Designing an evaluative method able to verify whether a significant number of students utilize data information and to direct and/or modify learning has been a challenge. It also appears that students are not effectively utilizing provided feedback to read, write and listen critically. Just making students aware, the first step in understanding, is not enough. It takes a plan to go over this information, time to reflect and make changes, and teachers to assist them.

More students are taking the AP tests indicating a willingness to attempt a more rigorous curriculum. Also, the number of students taking the SAT is increasing and scores are improving. Further, there is an increase of the number of students taking a-g requirements and in increased graduation rates.

**WASC 29983**

**E2**

- **To what extent do the school, district, and community regularly review student progress toward accomplishing the expected schoolwide learning results?**
- **To what extent are assessment results reported regularly to the entire school community?**

There appears to be adequate but basic information disseminated to the parents and community in regards to how well the school and students are doing academically. Dissemination of assessment results occurs in all aspects of school life. This is done through teacher-parent contacts, published assessment results by the state and district as well as the school, conversation with the School Based Management Team, and by phone, mail or conferences.

The School Advisory Council (Title I and ESL/Bilingual) meets on a monthly basis to discuss schoolwide student progress as related to the ESLRs. During these meetings, council members receive relevant information including standardized test scores, test taking time lines and tentative dates.

A valuable asset exists in the form of the on-site Parent Center that provides a direct communication link to the parents and community. The center uses information from the various school offices to assist parents by providing parent informational workshops focusing on understanding and interpreting academic grade reports and standardized test scores. The School Advisory Council meets on a monthly basis to discuss schoolwide

student progress as related to the ESLRS. The lack of parental involvement is seen as an area of need by the staff and is a goal in their school-wide action plan.

The school has hired an outside agency, The Parent Institute, to conduct parent training to assist parents in understanding student assessment data and increase parental involvement. Although this program was being used throughout the district, the number of parents participating and graduating in this program appear to be higher than most other schools in the district.

The school's ESLRs, also known as Toiler Tools, have yet to be fully implemented and promoted within the classroom by teachers demonstrating their connections to student work. No formal assessment process or benchmarks have been established to assess the implementation of the ESLRs. While some departments have incorporated the ESLRs, many are still in the process of doing so. It should be noted that for the sake of WASC, the school has limited its ESLR focus to effective communicators and complex thinkers because they are linked directly to their literacy goal.

The district assists the school by providing disaggregated data to compare Manual Arts High School to other schools in the district including SAT9 and API scores. Two of the three numerically significant sub groups reached their API goals and it is unclear how the school is addressing the academic needs of the unreached sub group. Since the reconfiguration of the school district into smaller local districts, some of this data has been more difficult to obtain. The school's SAT9, Golden State, Advanced Placement,

and SABE test results are published on the district website and in the district newsletter. In addition, many of the academies send out information to parents via newsletters and parent meetings.

Teachers are attempting to address and review the ESLRs in lesson planning and curricular delivery. They are making a conscious effort to link student assessment to district and state learning standards as well as the school vision statement and ESLRs.

Other than at typical parent conferences where the parent meets with the teachers, it isn't clear where student performance data is communicated to the community as it relates to the ESLRs. Each year students attend an academic pep rally where they are publicly recognized for achieving marked ESLR-delineated academic improvement, good citizenship, and academic excellence. Parents are invited to attend this rally in order to share in their student success. This program of public recognition communicates to all stakeholders that Manual Arts students are succeeding.

The increased importance of electronic data collection and distribution at Manual Arts High School has significantly impacted the assessment reporting process. Facilitated by a previous upgrading of the campus, the Digital High School Plan has made it possible for the school to increase the dissemination of data and information via websites and e-mail. Students are also increasing the use of graphic presentations, research reports, webquests, key pal projects, and individual webpages because of the high level of technology available to students.

The impact from the Digital High School Grant will be significant in the future where teachers will post grades and other assessments on web pages, students will have Internet access and presentations will be done via technology. The school has a significant number of supplemental efforts underway to assist this communication through NAI, CBOP, and ISA academies to meet with parents and community on a more regular basis.

All academies are required to demonstrate a plan to provide supplemental communication efforts for parents regarding assessment results. Newsletters and publications remain an important vehicle for dissemination.

### E3

- **To what extent does the assessment of the ESLRs drive the school's program development and resource allocation?**

Manual Arts uses its expected schoolwide learning results and standardized assessment results to effectively coordinate available school resource allocations and program development. Staff development is provided for Manual Arts teachers in providing teaching strategies for increasing student achievement. Staff development is addressed as one of their action plans. Programs have been implemented based upon their assessment analysis and the school has been creative in finding resources to implement these changes.

Allocations are made to ensure that all Manual Arts students are good communicators and complex thinkers. The school aligns available resources including district per student allocation, SBM, Title I, Bilingual, and SSC to ensure improvement in student literacy and math skills. ESLRs are used as guideposts for allocated supplemental budgets to best address these needs. These monies collectively have been used for instructional supplies, teacher assistants, supplemental counseling support, field trips, professional development, English and math programs including Language!, Accelerated Reader and Accelerated Math. The Digital High School Grant monies will be expended to supplement this instruction with computers and technology. Each of the academies and other special programs offered at Manual Arts further supports the ESLRs of effective communicators and complex thinkers.

### Areas of Strength

- Teachers are using a variety of assessment methods
- The writing rubric and departmental final developed by the English Department to better assess its students
- Use of the Parent Center as a means of communicating with the community
- The hiring of the Parent Institute to train parents to understand assessment data and student test scores
- The altering of the master schedule to better meet the needs of their students based upon assessment results
- Increasing the number of Advanced Placement courses and encouraging students to challenge themselves academically
- Providing students with new programs such as Accelerated Math and Accelerated Reader and the Language! to better meet the needs of the individual students

-For providing test preparation materials for all students based upon their SAT-9 preparation plan

### **Key Issues**

-Limited evidence of students actively using assessment results to modify their learning and enhance their educational program

-Address the academic needs of low performing students based upon SAT9 data and academic success indicators

-Comprehensive staff development plan regarding the use of the assessment results to structure professional development activities

-A more structured process for reporting and assessing data

-Design and implement a plan which improves/enhances parent participation in the educational process of their children

-A schoolwide staff monitoring system needs to be developed and implemented to not only ensure the achievement of the ESLRs but to revise and update the ESLRs where necessary and set measurable indicators that the ESLRs are being achieved

-Student involvement in the creation of rubrics and standards is an area that needs attention and development. Any time a student can be involved and truly understand how they will be assessed will improve the likelihood that the student will meet that standard.

### **Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

Extended dialogue with the Leadership Team

Meeting and dialogue with the Parent Group

Analysis of the school's STAR results and Academic Performance Index rankings, including growth targets and results

Meetings and discussions with both the Ad Hoc Student Group and the Student Committee

Dialogues with the school's administrative staff

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Meetings and discussions with the five Focus Groups

Self-study and follow-up discussions with students and staff



## SYNTHESIS OF SCHOOLWIDE AREAS OF STRENGTH AND SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

The school is to be commended for its dedicated, enthusiastic, committed staff and site administration. As a result of this self-study and the three-day visit of the Visiting Committee, it appears that staff members feel that they have a stronger focus on instruction, learning, and assessment.

The important evidence that supports the schoolwide areas of strength and the critical areas for follow-up include: the school's self-study; conferences with members of all Schoolwide Focus Groups, discipline/stakeholder groups, and district office staff; observation of classrooms and support areas (library, computer labs, counseling, deans' office, quad/open areas, attendance, Career and College centers); examination of student work samples, interviews with students and parents; and discussions with the Leadership Team.

### Schoolwide Areas of Strength

1. Dedicated, enthusiastic, caring and committed certificated and classified staff and site administration
2. The increased number of Advanced Placement course offerings
3. The academies, college-affiliated and community based programs which support students, including the Mac Manual Health Center
4. The integration of technology into the classroom instruction

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5. The extensive tutoring which is available to students in both an informal and formal manner for core curriculum courses
6. Providing students with new appropriate interventions such as ninth grade electives in science and social science as well as Accelerated Math, Accelerated Reader, and Language!
7. A positive school climate, characterized by a clean campus and well behaved and courteous students

#### **Schoolwide Critical Areas for Follow-up**

1. The school and district administration work with the teaching staff to increase the variety of instructional and assessment strategies utilized in the classroom to better meet the academic needs of the students and more efficiently utilize instructional time.
2. Teachers must utilize data available to them by a variety of sources, including multiple measures in the classroom to better assess the needs of their students. The classroom assessments should be standards based and be aligned to the school's ESLRs and district and state frameworks.
3. The school needs to continue to address the academic needs of the low performing student to better prepare them for state and schoolwide assessments, graduation, and post secondary goals.
4. The school needs to continue to embrace the Focus On Learning process and maintain the evaluation of all schoolwide programs and practices based on the school's ESLRs.
5. The school should create and implement a plan to attain greater parental involvement in the school as well as in their own student's educational experience.
6. A schoolwide monitoring system needs to be developed and implemented to not only ensure the achievement of the ESLRs but to revise and update the ESLRs and set measurable indicators that the ESLRs are being achieved by all students.

## CHAPTER V

### ONGOING SCHOOL IMPROVEMENT

#### Summary: The Schoolwide Action Plan

The leadership team of Manual Arts High School considered all reports from the five focus groups and identified the three major areas for action. These are:

Growth Target: All students will increase their reading total by at least 5% on SAT9 tests.

1. Improving Students' Literacy Skills
2. Increase communication and collaboration between and among all stakeholder groups
3. Develop and implement a comprehensive professional development plan

The Visiting Committee, in considering the Self-Study, interviews, observations and other evidence and in discussion with the leadership team, has identified the following areas requiring action. The Manual Arts High school community should consider the following:

1. In support of goals one and two above, the staff and other stakeholders should establish a comprehensive staff development plan to ensure that there is an increased use of a wide variety of teaching and learning strategies used by ALL teaching staff for ALL students, especially in collaboration on assessment practices and the further development of interdisciplinary instruction.

2. To further strengthen goal one above, the staff should explore ways to implement a systematic process of analyzing student performance and other data for the purpose of improving programs, services, resource allocations, and instruction for ALL students. The leadership team and staff should develop in this process ways to use multiple assessment strategies including norm and criterion referenced tests, as well as performance and other authentic measures of the progress of all students toward the ESLRs. These should include clearly stated benchmarks, exit outcomes and standards to provide staff with clear information regarding the progress of every student.
  
3. The school leadership team should continue refinement of the Schoolwide Action Plan to include:
  - A plan for the annual review of the ESLRs-
  - Development of an assessment process that analyzes student outcomes and measures progress towards meeting the ESLRs
  
4. The school leadership team should explore ways to significantly improve connections with parents and the community regarding the education of Manual Arts High School students. While current efforts through the Parent Center are significant, alternative ways are needed to connect with all parents to assist in focusing attention on improving student performance.

General timelines and responsibility assignments have been given in more detailed parts of the Self-Study with reference to resources needed and persons responsible.

### **Schoolwide Action Plan**

The Visiting Committee concurs with the school in all areas of their action plans; however, there needs to be careful monitoring to ensure integration of the following critical areas into the plans:

- Staff development plans must focus on ESLR attainment rather than individual desires for improvement. Although personal improvement still needs to be supported, the emerging critical issues around assessment, teaching strategies and planning at the school level need to be a priority. Resources need to be aimed at addressing these more critical schoolwide level issues so that sound decisions about improving student progress towards the ESLRs can be made.
- Systemic issues of student career and four-year planning need to be addressed to ensure that all students' progress towards both the accomplishment of the ESLRs and graduation requirements.
- Systematic use of data and other information about student performance and needs should be part of the process of implementing the action plans. The use of data needs to become habitual at all levels of the school, from the classroom and student level to the school's leadership level.

- Given the collaborative spirit of the staff, the positive direction of the leadership team, and the demonstrated innovation of the staff, these changes can be accomplished with the resources available over time. A strong schoolwide cohesiveness with positive support from the district makes these goals possible.

Using the Focus on Learning strategies, the school has a developing infrastructure for decision making to deal with all emerging issues. This is supported by:

- A staff that has clearly recognized and embraced the need to develop authentic, usable strategies for implementing and assessing the progress of students towards the expected schoolwide learning results
- A school staff and stakeholders who mutually support one another
- A strong sense of empowerment by all segments of the school community
- A warm caring relationship among members of the school community actively supported by the leadership of the school
- Adequate resources for change

The committee has identified the following possible impediments to change;

- The increased complexity of providing time for staff to have in-depth planning and discussion sessions to implement the action plan

- The increasing demands from the district and state level for implementation of plans and programs not directly related to or supportive of attainment of the ESLRs.
- Planning for multiple directions for improvement. Plans should be monitored frequently to keep the focus on achievable goals within reasonable time frames
- A need for increased understanding of ways to deal with the unique needs of the students of Manual Arts High School. While social conditions within the community and home clearly affect student success, the entire school community should focus on improving the processes and resources within their control to increase student achievement.

The committee finds that the follow-up process and action plans as written in this report, while containing all necessary elements, lack sufficient detail in some elements to ensure clear assessment of progress and accomplishment of the plan. More definition needs to be given to timelines and benchmarks against which to measure progress. The committee has conferred with the Leadership Team to further clarify the additional components for the action plans as listed above. As a result of the planning already in place, the modified plans will have a much greater possibility of being accomplished in a timely and effective manner.

# APPENDIX



## Expected Schoolwide Learning Results – ESLRs

Manual Arts High School will prepare its graduates to be:

1. Effective Communicators who...
  - 1.1 Read, write, speak, and listen reflectively and critically.
  - 1.2 Gather, interpret, and synthesize information from a variety of sources.
  - 1.3 Present information in an orderly and comprehensible manner.
  - 1.4 Demonstrate proficiency in the use of computers and other technological equipment.
  
2. Complex Thinkers who...
  - 2.1 Use logical decision-making processes
  - 2.2 Apply complex problem-solving processes and critical thinking to real-life scenarios.
  - 2.3 Develop solutions to problems and formulate recommendations based on justifiable rationale
  
3. Quality Producers who...
  - 3.1 Create practical, artistic, intellectual, and physical products.
  - 3.2 Recognize and take pride in producing quality work.
  - 3.3 Organize, analyze, combine, and assess essential data to create and construct models.
  
4. Life-long Learners who...
  - 4.1 Make informed choices, understanding the meaning of their choices.
  - 4.2 Demonstrate knowledge of diverse cultures that fosters tolerance for individual differences.

**Manual Arts Toilers are effective communicators  
who use complex thinking to produce quality work, thus  
developing into life-long learners.**

## Manual Arts High School *Community/School Profile*

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Manual Arts High School was established in 1910, and is the third oldest school in the Los Angeles Unified School District, which includes fifty comprehensive high schools. The College Preparatory Magnet School was added in 1981. Physical renovation of the site began in 1993, and was completed three years later. Installation of a new computer network along with electrical upgrades began in 1998 and is near completion.

Most students come to Manual Arts from John Adams, Berendo, Foshay, and John Muir middle schools. Manual Arts also attracts students from all over the city for our specialized programs.

In 1994 Manual Arts reconfigured, adding the ninth grade, becoming a multi-track, year-round school, and adopting a year-round Concept 6 calendar. With this year-round schedule, two-thirds of the student body is in attendance any given part of the year.

The school day begins at 7:30 a.m. and ends at 3:04 p.m. with a 15-minute break for nutrition and 30 minutes for lunch. By necessity, the year-round school day is longer than the traditional year school day in order to accommodate the shorter school year for each track.

Manual Arts has been on a block schedule since 1994. All classes meet on Monday for one hour each, and then odd numbered periods meet for two hours each on Tuesday and Thursday, with even numbered periods following the same schedule on Wednesday and Friday. Homeroom meets every day for 20 minutes. Each track has 163 days of instruction per year.

Beginning with the 2000-2001 school year, the Los Angeles Unified School District restructured into 11 local districts; Manual Arts is now part of Local District G, whose vision statement is:

All District G schools will demonstrate improved student achievement through equitable access to effective standards-based instruction, focused learning opportunities, and appropriate use of all resources.

### LOCAL DISTRICT G

K-12 Enrollment (10/99)	Locations	Schools	Comprehensive High Schools
60,253	70	55	4

Ethnicity	Am Ind/ Alaska	Asian	Filipino	Pacific Isl.	Hispanic	Black	White	Major Ethnicity
Total	94	199	96	49	31,302	28,175	261	Hispanic

## BRIEF HISTORY

Manual Arts High School's ninety-year history reflects the dramatic social, cultural and natural forces that have shaped the city of Los Angeles. Manual Arts has shared the trauma of three major earthquakes—occurring in 1933, 1971 and most recently in 1993. The two civil disturbances—occurring in 1965 and 1992—represented difficult times for the city, and especially for the community served by Manual Arts.

Manual Arts High School students and alumni have distinguished themselves throughout the school's illustrious history making sacrifices and contributions to the city, state and nation. Shortly after its founding in 1910, students, and teachers joined to serve in World War I.

The school was recognized in the thirties for academic excellence. In the forties students and alumni served in World War II, most notably, James Doolittle. During the Korean Conflict students adopted an orphanage. Many students became actively involved in the movement for social change in the sixties. Manual Arts was also selected as the Ambassador High School for the 1984 Summer Olympics.

The school's population reflects current immigration trends highlighting Los Angeles' role as the center for immigration in the United States. Manual Arts was a school with middle-class origins. In the year 2000, students attending Manual Arts come from a community characterized by concentrated poverty and under-employment.

Almost 80% of the students are of Hispanic descent, and 20% are African American. Some students are immigrants who are becoming accustomed to a new culture. More than half of all students list Spanish as their first language, with 38.8% designated as limited-English proficient.

## LOCATION

The campus is located on 42nd Street and Vermont Avenue, within walking distance of the Los Angeles Sports Arena, the Coliseum, and the University of Southern California. It is conveniently located three miles south of the Santa Monica and one mile west of the Harbor freeways.

## GOVERNANCE

Manual Arts is currently governed by School Based Management (SBM) under the terms cited in the LAUSD/UTLA bargaining agreement. The first SBM plan was submitted in 1989 and was in effect for five years. The plan was renewed for three years, and again in 1998 with updates and revisions. The current three-year plan will be up in 2001. The School Leadership Council is chaired by the principal and the UTLA site representative. In 1998 the Council was expanded to twenty members.

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Meetings are held on the second and fourth Monday of each month. Elections are held every two years for faculty, student, classified staff, and parent/community representatives. Restructuring goals focus on improving student achievement. Schoolwide goals are based on the beliefs that:

...students must attend school to learn, that *all* students are capable of success, that self-esteem is a by-product of achievement, that becoming fluent and literate in English is essential to future success, and that the ability to think critically and solve problems are skills students will use the rest of their lives.

A complete copy of the current SBM plan is included in the Appendix.

## STUDENT INSTRUCTION

Manual Arts High School students have access to a wide variety of course offerings. Besides the core curriculum of English, mathematics, science, and social science, and the required physical education, health, and life-skills classes, electives are offered in each academic discipline. Foreign language classes are offered to college bound students, and there are several pathways for students who elect the school-to-work or career path. Elective courses are offered in the visual, performing, and technical arts.

Manual Arts has supplemental and enrichment programs to satisfy the needs and concerns of every student—including more programs than can be found in most schools in the United States. These programs serve over 3900 students in the regular and Magnet schools and include:

Advanced Studies	Junior Reserved Officers Training Corp (JROTC)
Dropout Prevention	Career/Work Experience/Regional Occupational Program (ROP)
ESL/Bilingual	IMPACT
Gifted /Talented	Tobacco Use Prevention Education (TUPE)
Title I	Early Academic Outreach Program (EAOP)
Special Education	

Manual Arts offers its students many special curricular programs. There are nine small learning communities, i.e., academies that offer varied choices in a curricular path while simultaneously offering college preparatory and/or school-to-career opportunities. These academies are in various stages of development.

The number of academies offered students has increased in the last six years from five to nine. Several academies are grass roots efforts, while others receive outside support from partnerships and grants.

The following table offers a snapshot of each academy and its focus.

## MAHS ACADEMIES

Academy	Enroll	Track	Focus of Academy
Fanny Mae Academy of Finance, Grades 9-12 Established 1993	120	Track A, College Prep Magnet	College Prep Focus on economics and finance
Inner-city Graphics Communications Academy Grades 10-12 Established 1998	152	Track B, Perkins	Printed communications media, work-based learning/post secondary education and college preparatory
Humanitas Academy* Grades 10-12 Established 1990	300	Tracks A and B	Interdisciplinary, thematic, writing-based curriculum; team teaching
International Studies Academy Grades 9-12 Established 1997	240	Track C	Preparation to compete in an international economy
Liberal Arts & Sciences Academy, Grades 9-11 Established 1998	95	Track A, College Prep Magnet	College prep focus on the liberal arts and the sciences
New Media Academy** Grades 9-11 Established 1999	180	Track C, Perkins	Multimedia focus in digital media field; school-to-career
Perkins Tech-Prep Academy Grades 9-12 Established 1992	354	Tracks A, B, C	Technical preparation designed to increase student options after high school
UCLA Career-Based Outreach Program (CBOP) Grades 9-11 Established 1999	100	Track B 11 <sup>th</sup> grade: All Tracks	College Prep Focus on students becoming UC competitive
USC Neighborhood Academic Initiative Academy Grades 9-12 Established 1993	73	Track C	Pre-college enrichment featuring classes on USC campus and Saturday prep classes

\*The first academy to be formed at Manual Arts.

This interdisciplinary, thematic program is supported by the Los Angeles Unified School District and Los Angeles Educational Learning Partnership (LAEP).

\*\*The newest academy at Manual Arts.

This academy receives professional development support from Workforce L. A.

More information about each academy can be found on the school's website at [http://www.lausd.k12.ca.us/Manual\\_Arts\\_HS](http://www.lausd.k12.ca.us/Manual_Arts_HS)

## GRADUATION REQUIREMENTS

SUBJECTS	STATE REQUIREMENTS	MAHS REQUIREMENTS	% GRADS WHO EXCEED STATE/DISTRICT REQUIREMENTS
English	3 years	4 years	100%
Mathematics (includes one yr. of Algebra)	2 years	2 years	83%
Science (includes one yr. of Biology)	2 years	2 years	87%
Physical Education	2 years	2 years	72%
Foreign Language and/or Fine Arts	1 year of either	1 year of either	94%
Social Studies:	3 years total	3 years total	63%
• U.S. History	1 year	1 year	
• World History	1 year	1 year	
• Geography • American Government • Economics	2 semesters of the three	2 semesters	
Technical Arts	0	1 year	100%
Health	0	1 semester	100%
Life Skills for 21 <sup>st</sup> C	0	1 semester	100%

All students must complete a senior portfolio and 80 hours of community service to graduate. Beginning with the class of 2003, graduates must complete 230 credits to graduate. For the classes of 2001 and 2002, graduates must successfully complete 220 credits to graduate.

## POST-SECONDARY/CAREER PREPARATION SURVEY

Categories of Placement	MAHS 1999-2000	MAHS 1998-1999	MAHS 1996-1997	LAUSD
Senior Class Size	537	412	570	N/A
Total Enrollment Post-Secondary Education:	82%	78%	32.6%	46.2%
Four-year College	43%	21%	13.9%	
Community College	56%	52%	18.8%	
Professional/Career College	1.2%	3%		
Found High-Skill/High-Wage Employment	16%	20%		
Military Service	0.017%	0%		

## STUDENT PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES

School Year	Sports Teams	Leadership	Clubs & Organizations	Other Schoolwide Activities
1999-00	601	31	373	3650
1998-99	522	48	227	3235
1999-98	461	35	178	2888
1996-97	325	29	141	2469
1995-96	253	12	112	1781

## MANUAL ARTS HIGH SCHOOL ETHNICITY

	Am Ind/ Alaska	Asian	Filipino	Pacif Isl	Hispanic	Black	White	Total
1999-00	1	6	3	2	2874	723	1	3610
1998-99	0	4	3	2	2838	742	2	3591
1997-98	3	3	5	3	2740	767	4	3525
1996-97	3	1	1	2	2703	784	0	3494
1995-96	2	1	1	1	2512	790	2	3309

## HISTORICAL ELL DATA

	Armenian	Cantonese	Korean	Pilipino	Spanish	Other	Total
1998-99	1	0	1	0	1519	0	1521
1997-98	0	0	0	0	1463	3	1466
1996-97	0	0	0	0	1725	6	1731
1995-96	0	0	0	0	1610	3	1613
1994-95	0	0	1	0	1552	1	1554

## REDESIGNATED STUDENTS

	# ELL	# REDES	% REDES

1999-00	1404	226	16.10
1998-99	1521	293	19.26
1997-98	1466	313	21.35
1996-97	1731	221	12.77
1995-96	1613	159	9.86
1994-95	1554	114	7.34

Data indicates a net increase in the percentage of redesignation from 1994-95 to 1999-00

## STUDENT ATTENDANCE

	Stability Rate	Transiency Rate	Actual Attend Rate
1999-00	N/A	N/A	85.91%
1998-99	66.04	56.67	84.69%
1997-98	67.07	57.35	82.24%
1996-97	63.68	65.34	80.96%
1995-96	57.57	73.94	75.54%

## OPPORTUNITY TRANSFERS

	Filipino	Pac Isl	Black	Hispanic	Other White	Unk	Total
1999-00	0	0	25	49	0	0	74
1998-99	1	0	46	75	0	0	122
1997-98	1	0	47	46	0	0	94
1996-97	0	0	59	63	0	0	122
1995-96	0	0	72	73	0	0	145
1994-95	0	0	63	64	2	0	129

Total opportunity transfers dropped from 129 in 1994-95 to 74 in 1999-00, a decrease of 55 OTs

## SUSPENSIONS

	Black	Hispanic	Other White	Unk	Total	Avg # Days
1999-00	80	72	0	0	152 (89)*	1.24
1998-99	44	45	0	0	90 (39)*	1.52
1997-98	28	22	1	0	51	1.41
1996-97	60	36	0	0	96	1.55
1995-96	66	40	0	0	106	2.11
1994-95	78	33	0	0	111	2.23

\*Criteria for data retrieval and collection revised per LAUSD Special Education Regulations. Numbers in parentheses reflect data using previous years' criteria.

## EXPULSIONS REFERRALS

	Filipino	Pac Isl	Black	Hispanic	Other White	Total
1999-00	0	0	1	2	0	3
1998-99	0	0	0	3	0	3
1997-98	0	0	0	1	0	1
1996-97	0	0	2	1	0	3
1995-96	0	0	6	3	0	9



1994-95	0	0	0	2	0	2
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## ACT EXAM DATA

	Grade 12 Enrollment	Test Takers Number	Test Takers Percent	Average Composite Score
1999-00	537	80	14.8	15.2
1998-99	604	89	14.7	14.9
1997-98	443	55	12.4	16.1
1996-97	516	67	13.0	15.6
1995-96	383	57	14.9	15.2
1994-95	365	75	20.5	15.5

Between 1994 and 2000 grade 12 enrollment increased by 172. During that same period the number of test-takers increased by only 5. Colleges and universities prefer SAT data, while private universities prefer the ACT. See SAT chart for comparative data.

## SAT EXAM DATA

	Grade 12 Enrollment	Test Takers Number	Test Takers Percent	Average Verbal	Average Math	Average Total
1999-00	537	350	65.2	425	395	820
1998-99	604	220	36.4	354	357	711
1997-98	443	171	38.6	368	376	744
1996-97	516	139	26.9	348	356	704
1995-96	383	143	37.3	337	362	699
1994-95	365	162	44.4	336	380	716

The average total score shows an increase of 104 points from 1994-1995 to 1999-2000

Between 1994 and 2000 grade 12 enrollment increased by 172. During that same period the number of test-takers increased by 20.8%. Colleges and universities prefer SAT data, while private universities prefer the ACT. See ACT chart for comparative data.

## SAT Composite Mean Standard Scores - 12<sup>th</sup> Grade

Year	# of students tested / % 12 <sup>th</sup> graders tested	Manual Arts High School Mean Standard Score	District Mean Standard Score	State Mean	U.S. Average
1998	220 / 604 43%	711	1014	1007	1013
1997	171 / 443 39%	744	1008	1004	1016
1996	139 / 516 27 %	704	1018	1001	1017
1995	143 / 383 37 %	699	1004	997	1012
1994	162 / 365 44%	716	999	991	1009

## PSAT Composite Mean Scores - 11<sup>th</sup> grade

Year	# of students / % of 11 <sup>th</sup> graders tested	MAA Mean Scores	State Average Scores	National Average Scores
1999	254 / 793 32%	Verbal: 36.1 Math: 37.4 Writing: 42.0	Verbal: 48.3 Math: 49.2 Writing: 48.7	Verbal: 47.3 Math: 48.2 Writing: 49.2
1998	201 / 840 24%	Verbal: 32.6	Verbal: 48.7	Verbal: 47.8

		Math: 34.4 Writing: 38.4	Math: 49.1 Writing: 48.5	Math: 48.6 Writing: 48.9
1997	Data not Available	Data not Available	Verbal: 47.7 Math: 49.1 Writing: 48.5	Verbal: 48.7 Math: 49.0 Writing: 49.4
1996	Data not Available	Data not Available	Verbal: 48.2 Math: 49.2 Writing: Not Given	Verbal: 47.9 Math: 48.8 Writing: Not Given
1995	Data not Available	Data not Available	Verbal: 47.7 Math: 49.1 Writing: Not Given	Verbal: 48.7 Math: 48.1 Writing: Not Given

### PERCENT ENROLLED IN A-G COURSES

	AI/Alask	Asian	Black	Filipino	Hispanic	Pac Isl	White	Total
1999-2000	0.0	58.5	55.8	66.7	60.9	94.7	0.0	59.8
1998-1999	20.0	69.2	55.1	70.4	59.4	70.8	0.0	58.5
1997-1998	72.2	53.8	52.8	58.3	56.7	67.3	35.5	55.9
CHANGE	-20.0	-15.4	+0.7	-3.7	+1.5	+23.0	0.0	+1.3

Percentage of students enrolled in A-G classes increase slightly in 1999-00

### A-G PASS RATE

	1997-1998	1998-1999	1999-2000	CHANGE
Manual Arts	54.11	54.72	52.82	-1.90
Local District G	54.97	55.58	54.78	-0.80
District	59.98	60.26	60.05	-0.05

A-G Pass Rate showed a slight increase in 1998-99 and a decline in 1999-00. A comprehensive comparison of A-G pass rate data for Manual Arts, Local District G, and District indicates that

## 2000-2001 ADVANCED PLACEMENT AND HONORS CLASS OFFERINGS

H/AP	Courses	Track A	Track B	Track C	TOTAL
Honors	English 9AB		2		2
Honors	English 10AB		1	3	4
Honors	Cont Comp.	1		4	5
Honors	Amer. Literature	1		4	5
Honors	Geometry			1	1
Honors	World History			2	2
Honors	Biology			2	2
Honors	Chemistry			2	2
Honors	Physics	1	1	2	4
Honors	Applied Economics	2			2
Honors	Inter. Relations	1			1
AP	English Literature	1		2	3
AP	Spanish Literature	1	1	1	3
AP	Spanish Language	2	2	2	6
AP	Art History	1			1
AP	American History	1		3	4
AP	Government	2		2	4
AP	Economics			2	2
AP	European History	1	1		2
AP	Biology	1	1		2
AP	Chemistry	1			1
AP	Environ. Science	1			1
AP	Calculus	1	1	2	4
	Total	19	10	34	63

The table indicates that Advanced Placement and Honors classes are not distributed evenly across all three tracks. Only 3 classes are offered on all tracks—AP Spanish Lit, AP Spanish Language, and AP Calculus. There is a need to increase AP and Honors class offerings, especially on Track B.

## ADVANCED PLACEMENT SCORES, 1998, 1999

		1	2	3	4	5	Total	Passing
Biology	1998	6	0				6	0%
	1999	7	1				8	0%
Chemistry	1998	4					4	0%
	1999	3					3	0%
Physics C: Mech.	1998	0					0	0%
	1999	4					4	0%
Physics C: E & M	1998	0					0	0%
	1999	4					4	0%
Calculus AB	1998	5					5	0%
	1999	13					13	0%
U.S. History	1998	31	9	2	1	0	43	7%
	1999	23	18	3	5	0	49	16%
English Language	1998	2	1				3	0%
	1999	0	0				0	0%
English Literature	1998	9	8	1			18	6%
	1999	19	12	4			35	11%
Environmental Science	1998	6					6	0%
	1999	12					12	0%
European History	1998	0	0	0	0		0	0%
	1999	2	2	1	1		6	33%
Gov't/Politics	1998	14	5	2	0		21	10%
	1999	7	9	1	1		18	11%
Gov't/Pol Comp.	1998		0	0			0	0%
	1999		1	1			2	50%
Spanish Language	1998		0	10	24	48	82	100%
	1999		5	6	32	47	90	94%
Spanish Literature	1998	2	2	2	10	48	64	94%
	1999	0	0	7	32	47	90	100%
Statistics	1998	1	1				2	0%
	1999	0	0				0	0%
Total Exams	1998	80	26	17	35	96	254	58%
	1999	94	48	23	45	50	260	45%

Enrollment in AP classes increased during the past three years, while the percentage of exams passed with a score of 3 or higher decreased from 48.11% to 37.53%.

## ADVANCED PLACEMENT ENROLLMENT

	AI/Alask	Asian	Black	Filipino	Hispanic	Pac Isl	White	Total
1999-2000	0.0	1.0	76.5	0.5	375.0	2.5	0.0	455.5
1998-1999	0.0	1.0	59.0	2.5	311.0	1.0	0.0	374.5
1997-1998	1.5	0.0	29.0	1.0	346.5	0.0	1.0	379.0
CHANGE	0.0	0.0	+17.5	-2.0	+64.0	+1.5	0.0	+81.0

## PERCENT ADVANCED PLACEMENT EXAMS PASSED

	AI/Alask	Asian	Black	Filipino	Hispanic	Pac Isl	White	Total
1999-2000	100	0	5.08	0	43.71	0	0	37.53
1998-1999	0	0	12.82	50	0	0	0	42.59
1997-1998	0	0	26.67	100	50	0	100	48.11
CHANGE	+100	0	-7.74	-50	-4.5	0	0	-5.06

## ACADEMIC PERFORMANCE INDEX (API) GROWTH REPORT

STAR 2000 Percent Tested	Number Students	1999 API Base	1999-2000 Growth Target	1999-2000 Growth	Met Target
89	2473	414	19	12	No

Magnet centers included with regular school.

Includes ELL's who redesignated in less than three years

## SUBGROUPS

Ethnic/ Racial	Number Students	Numerically Significant in 1999 & 2000	1999 Subgroup API (Base)	2000 Subgroup API (Growth)	1999-2000 Subgroup Growth Target	1999-2000 Subgroup Growth	Met Subgroup Target
African American	493	Yes	413	393	15	-20	No
Hispanic or Latino	1954	Yes	414	434	15	20	Yes
Socioeconomic Disadvantaged	2091	Yes	413	430	15	17	Yes

While Manual Arts did not meet its Growth Target overall for 2000, subgroup data reveals Growth Targets were met in two of the three major subgroups: Hispanic/Latino (79% of students tested) and Socioeconomically Disadvantaged (85% of students tested). The subgroup that did not meet its Growth Target, African American represented 20% of students tested.

## CALIFORNIA'S STANDARDIZED TESTING AND REPORTING (STAR)

Date Grade Level & Content Areas Tested	Los Angeles Unified School District Percent of Students Scoring At or Above the 50 <sup>th</sup> Percentile			Manual Arts High School Percent of Students Scoring At or Above the 50 <sup>th</sup> Percentile			Overall State Ranking **	Percent of African American Students Scoring At Or Above the 50 <sup>th</sup> Percentile (Represents 21.2% of student population)			Percent of Hispanic Students Scoring At Or Above the 50 <sup>th</sup> Percentile (Represents 78.2% of student population)		
	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>		9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Spring 1999 (87% tested) Grade Level	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	Overall State Ranking = 1	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Reading	18%	20%	25%	<b>12%</b>	<b>13%</b>	10%		06%	07%	14%	08%	09%	10%
Math	31%	30%	36%	16%	<b>13%</b>	12%		13%	09%	14%	17%	09%	12%
Language	33%	26%	37%	16%	<b>13%</b>	17%		18%	12%	17%	15%	08%	17%
Science	23%	32%	31%	13%	17%	12%		12%	19%	14%	13%	16%	11%
Soc. Sci.	31%	25%	52%	19%	10%	34%	18%	11%	34%	19%	09%	35%	
Spring 1998 Grade Level	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	Not Available	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Reading	19%	20%	25%	08%	05%	10%		09%	06%	13%	07%	05%	08%
Math	30%	28%	32%	12%	08%	13%		08%	07%	16%	13%	08%	12%
Language	33%	25%	35%	17%	10%	15%		18%	07%	14%	17%	09%	15%
Science	22%	30%	28%	09%	11%	09%		08%	09%	13%	09%	10%	08%
Soc. Sci.	30%	24%	49%	20%	10%	31%	14%	10%	30%	23%	10%	31%	

\*Bolted data only reported for students not in the LEP program. This figure doesn't represent the aggregate with LEP students included.

\*\*Rankings are in deciles with 10 being the highest and 1 the lowest. For Statewide ranks, each decile contains 10% of all schools. A ranking of 1 puts a school in the 10<sup>th</sup> percentile of schools in the State.

Manual Arts' standardized achievement test scores generally do not eclipse those of the district. The cultural and familial experience of our student population is not typical of any high school available for comparison, let alone for a norming sample. As reported and confirmed by several site staff, the average parental education level of the Hispanic population is 6<sup>th</sup> grade and that of the African-American population is 8<sup>th</sup> grade. Almost all of the Hispanic students are non-native and the first generation to live in the United States.

### STAFF

Manual Arts High School's staff including, administrators, faculty, paraprofessionals, and support staff, numbers approximately three hundred. Our diverse faculty makes up two-thirds of

this group. The faculty includes a number of veteran teachers, as well as a strong cadre of young people enjoying the first few years of their teaching careers. An interesting characteristic of our faculty is the increasing number of former students who return to us as teachers or teaching assistants.

The Title I Program provides a coordinator, one PSA counselor, 6 resource aides, 14 teacher assistants, 1 community representative, 6 educational aides, 15 student workers, some of whom act as peer tutors, and a senior office assistant. The ESL/Bilingual Program provides a coordinator, one educational aide, 9 teacher assistants, and one student worker.

## SCHOOL STAFF CHARACTERISTICS

	1999-00	2000-01
Certificated Management	6	6
Certificated Teachers	153	162
Certificated Other	7	23

## ASSIGNMENTS BY DEPARTMENT

Business Computers	3	Life Skills for 21 <sup>st</sup> Century	3
English	32	Mathematics	21
English as a Second Language	7	Performing Arts	2
Foreign Language	14	Physical Education	9
Health	3	Science	17
History/Social Science	22	Special Education	16
Industrial Arts	7	Visual Arts	5
JROTC	2		

## TEACHING STAFF STATUS

Continuing	99	61.0%
Probationary	21	13.0%
Provisional	38	23.5%
District Intern	4	2.5%



## TEACHING STAFF STABILITY

Assigned to this Location			Teaching Experience		
Less Than 1 Year	16	9.9%	Less Than 1 Year	13	8.0%
1 - 2 Years	28	17.3%	1 - 2 Years	18	11.1%
3 - 5 Years	37	22.8%	3 - 5 Years	24	14.8%
6 - 10 Years	44	27.2%	6 - 10 Years	30	18.5%
11 or More Years	37	22.8%	11 or More Years	77	47.5%

Key indicators in this profile reveal an increase in test scores, and a significant increase in attendance, graduating seniors, number of students taking AP exams, number of graduates matriculating to post-secondary education, number of AP classes offered across all three tracks, and ELL redesignation rates. Manual Arts has been recognized by the District for decreases in dropout rate (see appendix), opportunity transfers, suspensions, expulsions and school-related crimes.

Curriculum choices for Manual Arts students have significantly increased. Manual Arts students have more opportunities to get transferable credit by taking concurrent college classes at USC, UCLA, Loyola Marymount, Santa Monica, Los Angeles, and Trade Tech community colleges.

During the past five years the number of small learning communities increased from five to nine academies, and expanded their accessibility across tracks. Approximately one-third of the student population is enrolled in an academy.