



Accrediting Commission For Schools

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Recommendation for a Term of Accreditation

Name of School Visited: FREMONT, JOHN C., HIGH SCHOOL
 Address of School: 7676 SO SAN PEDRO STREET
 LOS ANGELES, CA 90003
 Name of District: LOS ANGELES UNIFIED SD
 Form Used in Self-Study: FOCUS ON LEARNING-JT WASC/CDE
 Visit: SIXTH SELF-STUDY
 Date of Visit: 4/03/00 to 4/05/00
 Accredited Grade Span: 9 - 12
 Enrollment: 4,228

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

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

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

VISITING COMMITTEE MEMBERS

Anthony Ortega <i>Anthony Ortega</i>	Catherine Henry <i>Catherine Henry</i>
Alan Van Tassell <i>Alan Van Tassell</i>	Kristine Kulow <i>Kristine Kulow</i>
Felicity Swerdlow <i>Felicity Swerdlow</i>	Jack Hawkins <i>Jack Hawkins</i>
Arthur Sanchez <i>Arthur Sanchez</i>	
Type or print name	Signature
	Juan M. Lopez <i>Juan M. Lopez</i> 4/5/00
	Committee CHAIRPERSON Date

BAL 7.99

DOCUMENTATION AND JUSTIFICATION STATEMENT

For proper processing, please complete the information in box:

Juan M. Lopez	Fremont High School, Los Angeles
Chair Name	Name and City of School Visited
562/698-8121 X1030	626/858-0204
Chair's Work Phone	Chair's Home Phone
Juan.Lopez@wuhsd.k12.ca.us	Alt. number during end of June (if applicable)
E-mail address (if applicable)	

Complete the narrative rationale for each section. Circle the rating that best fits the results of the self-study and the visit. Then use the ratings as a tool in preparing the rationale. Note that if there is *no evidence*, please comment on this in the narrative rationale.

- ✓ **exemplary:** The results of the self-study and the visit provide evidence that this factor has impacted to a high degree the achievement of student learning and the school's program.
- ✓ **effective:** The results of the self-study and the visit provide evidence that this factor has impacted to a satisfactory level the achievement of student learning and the school's program.
- ✓ **emerging:** The results of the self-study and the visit provide evidence that this factor has initially impacted the achievement of student learning and the school's program.
- ✓ **minimally effective:** The results of the self-study and the visit provide evidence that this factor has had limited impact on student learning and the school's program.

1. The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.

Visiting Committee Rating: Exemplary **Effective** Emerging Minimally Effective

Narrative Rationale:

All segments of the staff were highly involved in the self-study, including classified, administrators, counselors, and teachers as indicated through focus group meetings, interviews and other data collected. Parent participation occurred in every portion of the self-study, but the degree was not reflective of the size of the student body. Student participation was significant, particularly through the student surveys, while less so in the focus groups.

2. The clarification of the school's purpose and the expected schoolwide learning results.

Visiting Committee Rating: Exemplary **Effective** Emerging Minimally Effective

Narrative Rationale:

The school is working to align State Standards, the Curriculum, SAT 9 and other measures to develop a clear picture of what students should know and be able to do. New textbooks, training of teachers, curriculum development by teachers and use of Title I and other support structures must all be aimed at improving students' success.

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

Visiting Committee Rating: Exemplary Effective **Emerging** Minimally Effective

Narrative Rationale:

Although the school collects data on student performance from a wide variety of sources, there is a discrepancy between API, AP and GSE scores, school grades and the evaluation of classroom assignments. The alignment of that data to SBI and other instructional strategies is only beginning to take place. The link between expenditure of resources and increased student performance is difficult to track. The school uses assessment sporadically to base decisions for change or improvement. The school has not acted, with any measurable degree of success, on the four recommendations for assessment from the last accreditation other than to begin to increase the variety of assessments used in the classroom and a sizable attack on the dropout rate.

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

Visiting Committee Rating: Exemplary Effective Emerging **Minimally Effective**

Narrative Rationale:

The development of the ESLR's involved the entire staff over a 12-month period. Much input was taken from all groups and revisions were made. Completion of the self-study has given the school the ability to assess the progress of all students towards the ESLR's. The study revealed that a rigorous and challenging instructional program is not available to all students.

5. Progress in meeting the WASC/CDE criteria. *Note: In addition to the rating and narrative, list by number the schoolwide areas of strength and the critical areas for follow-up from the visiting committee report.*

◇ Vision, Leadership and Culture

Visiting Committee Rating: Exemplary **Effective** Emerging Minimally Effective

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

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

Narrative Rationale:

The staff has adopted a clearly stated mission statement that reflects the mission statement of LAUSD. The appointment of a new, experienced principal in November 1999 has brought about a positive change in attitude and outlook by all stakeholders. Recent changes and beautification projects, along with the renovation of the library have rejuvenated a sense of pride in and respect by both students and staff. The administration is supportive of professional development and encourages conference attendance. Campus safety and supervision are addressed by the administrative staff, two LAUSD police officers and 20 campus supervisors. Students and staff feel safe and comfortable on campus. A sense of "The Fremont Family" exists and is evident by testimony of students and staff.

◇ *Curricular Paths*

Visiting Committee Rating: Exemplary Effective **Emerging** Minimally Effective

Supporting Area(s) of Strength: Nos. 2, 3

Supporting Critical Area(s) for Follow-up: Nos. 1, 2, 5

Narrative Rationale:

The school has begun working to align the curriculum with State and District standards. The study revealed that a rigorous and challenging instructional program is available, but many students cannot achieve it. A consistent, focused school-wide reading program is needed to ensure that all students can access a rigorous and challenging instructional program.

◇ *Powerful Teaching and Learning*

Visiting Committee Rating: Exemplary Effective **Emerging** Minimally Effective

Supporting Area(s) of Strength: Nos. 3, 4, 5

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

Narrative Rationale:

The school program provides challenging learning experiences but they are not accessible to all students in all classes. Several different programs provide funding and direction for specific students or specific programs, but all of these need to be aligned in a coordinated effort to improve student achievement.

Work has begun to implement the DHS grant through training and acquisition of hardware and infrastructure, including wiring needs. Due to problems with the allocation of BB funds, projects for Fremont are behind schedule and, as a result, staff and students cannot use that technology to its fullest benefit. Analysis of student work as an indication of individual and program success is not yet common.

◇ *Support for Student Personal and Academic Growth*

Visiting Committee Rating: Exemplary Effective **Emerging** Minimally Effective

Supporting Area(s) of Strength: _____

Supporting Critical Area(s) for Follow-up: _____

Narrative Rationale:

The school's action plan focuses on three key areas related to support for student personal and academic growth. The pressing need to involve more parents in all aspects of the school is a priority. To strengthen their attendance goals, administrators and staff have developed and implemented a tardy and attendance policy. This policy is designed to ensure a positive effect upon attendance, which will translate to higher student achievement. Students have the opportunity to participate in some excellent co-curricular programs at the school.

◇ *Assessment and Accountability*

Visiting Committee Rating: Exemplary Effective **Emerging** Minimally Effective

Supporting Area(s) of Strength: Nos. 1, 2, 3

Supporting Critical Area(s) for Follow-up: Nos. 1, 3

Narrative Rationale:

Data about student achievement is collected sporadically, on an individual teacher basis and as a response to outside demand. Instructional strategies are not necessarily linked to student achievement schoolwide. By and large, assessment is based on tasks designed to measure students' knowledge, determine grades and provide grade related feedback to students. Although aware of assessment tools, students have little input in developing them nor do they have say in the development of rubrics.

6. The alignment of a long-range schoolwide action plan to the school's areas of need based upon student achievement.

Visiting Committee Rating: Exemplary Effective **Emerging** Minimally Effective

Narrative Rationale:

The Visiting Committee finds that the action plan proposed by Fremont High School is directed at areas for improvement. However, specific steps to achieve their goals are not articulated. The school felt that they were pushed for time and did not want to commit to a series of steps in haste. It is their intent to return to the document and define an articulation process, but it has not occurred as yet.

7. The capacity to achieve schoolwide consensus on the action plan, monitor implementation and accomplishment of the plan.

Visiting Committee Rating: Exemplary Effective **Emerging** Minimally Effective

Narrative Rationale:

Fremont has made a commitment to implement the action plan. They acknowledge that it is general in nature and that they will work on the details. The leadership team and the new principal have effectively secured buy-in from all stakeholders. They are earnest in their efforts.

8. The use of prior accreditation findings and other pertinent data to drive school improvement.

Visiting Committee Rating: Exemplary Effective Emerging **Minimally Effective**

Narrative Rationale:

Accountability and responsibility among stakeholders remain areas needing improvement. Attendance has improved a few percentage points every year over the last three years, but absences are still very high (17%). Students' composite reading scores are at the low eighteenth percentile on the SAT 9 Test. Parent and community involvement in school and decision-making is still very low.

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

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

In the comments reflect upon the following:

- the schoolwide degree to which students are learning
- the capacity of the school to implement, monitor, and accomplish the action plan

After review of the accreditation term determination factors, the Visiting Committee discussed the three-year and the six-year term with review (6R). The discussion focused on which of these two terms would be most helpful to the school in its continuing efforts to improve the school. The majority of the Visiting Committee, six to two, easily reached the recommendation of a term of three years. Those two members supported a six-year term with review. They chose not to submit a minority opinion.

- ° In the last six months, the school has come together with improved morale for the betterment of Fremont students. Eight months ago, teachers had signed petitions seeking the ouster of the former principal and students walked out of school in support of the teachers.
- ° The school has the critical need to systematically address the incorporation of the expected schoolwide learning results and standards into the normal course of instruction and instructional support.
- ° The Schoolwide Action Plan is very ambitious but there is a lack of clarity and detail in sections of the plan.
- ° There is a need to support the commitment of all stakeholders to increase student learning by aligning student assessment data and programs to address the needs of all students.
- ° The school needs to enforce and maintain a consistent tardy, truancy and attendance program.
- ° The school's responses to the recommendations of the previous Visiting Committee have been honest and adequate.