ACCREDITATION REPORT

FOR

HUNTINGTON PARK HIGH SCHOOL

EMILIO GARCIA, PRINCIPAL

BY THE

W.A.S.C. VISITING COMMITTEE

Mrs. Celeste Salmon-Asfaw, Chairperson
Mr. Albert Castillo
Mrs. Ann Leonard
Mr. Joe Gallo
Mr. Alan Van Tassel
Mrs. Linda Haper
Mrs. Elizabeth Grelling
Mrs. Irene S. Cox

April 21, 1999

Special Thanks

The W.A.S.C. Visiting Team wishes to express its sincere thanks to the staff, students and parents of Huntington Park High School for their generous hospitality and warm reception.

We would like to thank Mr. Emilio Garcia for his leadership in making the team's visit a pleasant one. To Marv Gunderson, we say thanks for being Mr. ESLR and making these learning outcomes come alive. To Mr. Marty Baran (Academic Decathalon Coach of the Year), we say, you've only just begun. Keep up the good work.

We are grateful to the secretaries and parents for countless little kindnesses that made our visit Huntington Park High School

Best Wishes

Chapter I

STUDENT/COMMUNITY PROFILE

Huntington Park High school is the comprehensive high school in the Huntington Park Cluster, Cluster 21, established as an autonomous unit by the Los Angeles Board of Education on April 18, 1994. Huntington Park High School has a student population of over 4,204 out of the total 17, 055 in the Cluster. Of this population, 11,055 or 65% are designated as LEP students. Huntington Park High School itself has over 1, 445 students designated as LEP. Ninety-eight percent of the students identify their ethnicity as Hispanic with the remainders of the students being Filipino, Asian, African-American and Caucasian.

The geographic boundaries of the Cluster stretch over five square miles, covering high crime and poverty areas within the South Central and Eastern parts of the city of Los Angeles and Huntington Park. Although, crime continues to be a major concern throughout the neighborhood, the school itself is deemed by staff and students alike to be a highly safe environment. Students report feelings of safety and care within the school campus.

The school's highly successful parents' center is clearly a testament to the respect and welcome parents receive while conducting business or meeting with staff at the school. This center not only affords parents a pleasant meeting environment, it also provide necessary and urgent information and resources to assist parents in daily issues and concerns regarding their children's education.

Improvement of low attendance rates has been a major accomplishment for the school during the last three years. Additional support staff, a state-of-the-art phone master system, and teacher vigilance has resulted in tremendous increases in the number of students who come to class daily. A similar target program to deter tardiness has also been successful. These improvements as well as others such as redesignation rates has won the school accolades from the Central Office.

Huntington Park High School is a recipient of the California Digital High School grant. This funding will provide students and staff with increased opportunities to infuse technology throughout the curriculum. Grant monies will fund 3-7 networked, Internet linked computer stations in each classroom. Already necessary cables and fiber optics have been dropped and hub facilities are being installed.

The school has made great attempts to keep the lines of communication open among the staff and students that are assigned to the three tracks of the year round schedule. Additional efforts to build articulation among cluster schools are being developed. Opportunities for teachers to network with their colleagues at the feeder school are available and will be expanded.

Test scores continue to be a important schoolwide area of needed improvement. The various reading initiatives and tutoring programs the school has implemented have allowed the school to enjoy some success in the area of reading improvement. Similar efforts to increase math proficiencies are being developed.

Chapter II

PROGRESS REPORT

1. Major changes and follow-up since the last accreditation.

The school has made significant progress in meeting the major recommendations. The previous WASC report identified the following six improvement efforts:

1. Staff development
2. Student attendance
3. Schoolcommunication
4. Articulation with feeder schools and post secondary institutions
5. Meeting needs of LEP students
6. Development of performance standards to assess students' academic progress

The school, using the self-study recommendations, has developed and implemented:

- Annual staff development plans to meet identified staff needs;
- Attendance and tardy procedures that have resulted in a 90% attendance rate in 97-98;
- An expanded Leadership team who collaborate, reach consensus and problem solve major schoolwide issues and concerns;
- An articulation program with feeder and post secondary schools to meet targeted student needs;
- A tutoring program and a multilingual teacher academy focused on helping students with language problems;
- Strategies to certify staff in all departments in ELD which has resulted in 50% of the staff receiving certification;
- A Digital High School grant to train teachers on the use and integration of technology into instruction; and
- District and State Standards are in place in English, Math, Science and Social Studies and have been aligned to the ESLRs.

2. Progress on school-wide/department recommendations

Department recommendations from the previous WASC report have been addressed. Among the most significant changes are:

- A yearly calendar for guidance activities is now in place.

- Spartanet provides certificated and classified schoolwide information.
- A parent "compact program" has increased parent involvement in the school.
- Expansion, upgrading and student access to technology has increased. Additionally, a Digital High School Grant has been awarded resulting in a plan to bring technology supported with staff development to the total school
- The needs of ESL student have been addressed across curricular areas
- The math department has adopted a new integrated math program emphasizing math applications and problem solving
- Implementation of a new Perkins program
- Improvements to facilities in P.E.
- The English department has developed writing prompts and rubrics, which are currently being field-tested.

The three-year revisit also identified a continued need for the staff to develop and use student assessment data to evaluate student achievement. Individual teacher rubrics have been developed in several departments to assess student work and ESLRs are used to evaluate student progress. Additionally, to become "data driven" for continued program improvement all departments and staff needs to become proficient in in the use of student assessment data to improve instruction to meet the learning needs of ALL students.

Another impact since the revisit is the recognition by the school administration and staff that continued effort needs to be directed to assist students in reading. To begin this effort the school has implement SSR and a "Reading Books" program to support student reading. Continued efforts need to address reading across all curricular/content areas and identified student-reading deficiencies.

Two additional recommendations from the previous WASC report need to be addressed:

- The PE department, the Health office, and the Guidance office need to implement strategies and procedures to improve communication.

- The school needs to ensure that students in Special Education have access to core materials and textbooks used in regular education classes.

Chapter III

SELF-STUDY PROCESS

1-The involvement and collaboration of each stakeholder in the self-study.
The focus groups were very diverse in their membership. The majority of them contained teachers from various academic disciplines. Input was solicited form various other stakeholders including students, classified staff, and parents.

2-The self-study provides a better understanding about the impact of programs on student learning. Huntington Park High School has programs for students that range from high academic Advanced Placement to emerging programs in computer repair. There is a wide variety of programs and activities, but it is sometimes difficult to get all students to use and be involved in them. Nevertheless, all of these diverse programs help the students to become more involved in their own education.

3-The expected schoolwide learning results are developed, clarified and refined within the self-study. Huntington Park's instructional goals are based on the school's vision and the ESLR's. The academic core classes, as well as those in the elective program are consistent with the ESLR's and meaningful to the students. There is cooperative and collaborative learning taking place in some of the classrooms. The communication skills are being developed and are seen in report writing, journal writing, literary magazines, oral presentations, and poetry publications. The significance of the ESLRs is well understood by all.

4-The self-study does provide a better understanding of how specific disciplines/support programs compare to appropriate curricular references/ current educational thinking through use of discussion questions, data gathering, and analysis of student work. Huntington Park has engaged in deepening its understanding of its program by activities that question the status quo and that use available research to plan for improvements. These activities and journeys caused the staff to discover that they are on the right track and are in sync with current educational thinking.

5-The self-study caused Huntington Park to do an assessment of the actual student program and its impact on student learning with respect to the criteria, guide questions and the rubrics. Assessing the learning process continues to be a challenge for the school. More and more teachers are beginning to use rubrics and other tools to describe the various parts of the school program as well as individual student's work. There is a understanding of how difficult it is to have the students assess their own work. Many of the students are beginning to make use of the opportunities that are given to them to review their work and to improve it.

6-A Schoolwide Action Plan was developed by the Leadership subcommittee consolidating the growth needs of each Focus Group into six statements. These statements were then drafted by a corresponding Focus Group. There plans are well laid out and are accompanied by a feasible time line.

7-An accountability system for monitoring the accomplishments of the

schoolwide action plan was developed. Huntington Park established a set of followup Leadership subcommittees for the purposes of monitoring the Schoolwide Action Plan and beginning the initial steps in the area of reading and technology. The action plan reflects a very tight match between the findings of the self-study and the areas of growth.

Chapter IV

A. VISION LEADERSHIP AND CULTURE

A1 - Does the school have a clearly stated vision based upon its beliefs, student needs and current educational research?

The vision was developed in 1994 by several members of the community and staff. The vision is clearly stated and is supported by the ESLR's. However, the vision has not been revisited since it was developed in 1994. Incoming students, parents, and new teachers have not had the opportunity to give input to the vision or vision statement. Huntington Park High School believes in developing students to become collaborative critical learners who have the ability to access information. They want their students to be aware of the interrelationships of subject matter and have the ability and curiosity to explore new topics. Additionally they want students to have a solid foundation of concepts and skills combined with attitudes needed to use them. They also believe in students problem solving and incorporating an underlying moral base. Finally they desire students to develop a world view with a tolerance for different cultures and lifestyles.

During this past year concerted efforts have been made to develop the ESLR's so that students and teachers could begin to realize the vision. Staff members also state that a big part of their vision includes the incorporation of technology into the curriculum with the support the newly earned "Digital Grant". However, technology is not mentioned in the Vision statement, nor is it mentioned in the school plan. The Vision and School plan need to be revisited so as to include what the staff says is a major component of their vision.

The ESLR's support the Vision but staff is unsure of whether the ESLR's need to be observable or measurable as opposed to being metacognitive ideas.

In terms of current educational research staff reviewed student learning standards, several pieces of data, student and parent surveys, and documents such as "Second To None", and "Caught in the Middle".

- Is the vision supported by the governing board?

The vision is supported by the Superintendent, the School Board, Central Administration, and the Cluster Office. The Superintendent has proclaimed that reading, writing, math, and attendance are the district's highest priorities.

- Is the school's purpose defined by the expected schoolwide learning results?

The vision of the school is aligned and supported by the expected schoolwide learning results. Common areas include student as self-directed learner, effective communicator, critical thinker, and student as a socially conscious and caring individual.

A2 - Does the school leadership make decisions and initiate activities that focus on all students achieving the ESLR's?

The leadership team has been clearly defined and includes stakeholders from the site, which includes department chairs, administration and counselors. There is evidence that a parent and a community member are on the leadership team but their level of involvement is minimal.

The evidence provided indicates that the activities initiated include an assembly to improve SAT 9 scores, the celebration of an Academic Decathlon team ranking, a tutoring program, the Kaplan Intervention program, Enrichment Intersession, Attendance program, and the College Fair. Observations reveal that teachers have worked together in every department to develop rubrics and to bring the ESLR's to the awareness level in every classroom.

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

The school leadership has empowered many segments of the school community in the decision making process. Seven groups including the Shared Decision-Making Council, the Bilingual Advisory Council, Title I Advisory Council, School Site Council, Curriculum Council, Student Council, and the House of Representatives which all contribute to the decision making process.

In addition, a leadership team has been created which includes the department chairs, administrative staff, Title I, School Improvement, ESL/Bilingual and the Student Body president and class presidents from each grade level. This group sets the tone of the efforts to shape a school culture that promotes learning and achievement.

Collaboration among staff plans to be propelled with the awarding the Digital High School Grant.

A3 - Is staff supported, utilized and monitored to facilitate student achievement of the ESLR's?

The staff is supported in a number of ways to help students achieve the ESLR's. The first is through professional development. The staff development plan has five focus areas and each of these areas has been addressed through professional development activities.

The first area states that instructional energies are directed by student test scores on the SAT 9, proficiency tests, CTBS, and SAT. However, the school's vision, ESLR's, and State Standards have challenged the staff to revise curriculum and teaching methods. As a result professional development activities have been led by Stephen Krashen on language acquisition and reading. Additionally, a core group of staff has participated in a series of workshops on learning standards, the use of rubrics, and the teaching of reading in all content areas.

Another area that has been the focus of the staff for professional development activities includes the use of the Program Improvement Initiative and School Change Matrix. A majority of the staff indicates that they are at the awareness level of the change process.

There is also a plan for more professional development activities with regard to the Digital High School Grant.

Staff is closely monitored to facilitate student achievement of the ESLR's. At this time teachers are required to make at least two classroom visits to observe the student learning behaviors and to promote the use of the ESLR's. Evaluation of teachers also helps to promote the use of the ESLR's.

- Are leadership and staff part of an organized structure that is committed to staff development?

Staff appears to be part of a structure that is committed to staff development. The entire staff seems organized and focused with regard to staff development around the Digital High School Grant. Many opportunities are available for the learning of technology such as the use of E-mail, desktop publishing, and CD Rom software.

The staff has focused their staff development around the digital school grant and the development of the ESLR's. Staff is enthusiastic about learning technology and incorporating it into the curriculum. The ESLR's are prevalent throughout the campus and students and teachers are at the highest level of awareness.

New teachers seem to be supported in an organized fashion as they are matched with a mentor teacher and are required to participate in several workshops to orient them to the school.

On another note, each teacher is authorized one professional development day to focus on one of the five critical areas of achievement.

A4 - Is the school a safe, clean, and orderly place that nurtures learning?

LAUSD records indicate that Huntington Park High School is one of the safest high schools in the entire district. In contrast to the surrounding environment the school provides a safe and orderly setting that encourages student learning. The security is well staffed with two full time police officers, two school aides, parents who work on a volunteer basis, and six campus aides.
Walkie-talkies serve as the main communication tool of all security personnel.

School rules are regularly reviewed and revised by all appropriate committees and councils. School rules are posted in classrooms and covered by classroom teachers.

The tardy/time-out program has made a significant impact on students getting to class on time and has won the support of the staff and the entire community. The school attendance program has significantly impacted the school culture and ADA has continually risen over the past several years.

In terms of cleanliness a full time campus aide paints over graffiti the moment it is detected. Unfortunately graffiti remains a problem and is evident on many doors, stairways, and runs rampant throughout the bathrooms.

- Is the culture of the school characterized by trust, professionalism, high expectations, for all students, and a focus on continuous school improvement?

The document does not address the areas of trust, professionalism, and high expectations for all students and a focus on continuous school improvement. However, the decision making model suggests there is a high level of trust and professionalism amongst the staff.

The school culture definitely appears to be taking shape in terms of attendance and punctuality. There is an awareness of achieving the ESLR's and the staff seems committed to making a positive change to improve and progress.

Areas of strength

1. A clearly written, commonly agreed-upon Vision which is supported by the ESLR's.
2. The staff understands the power of the ESLR's and has committed to incorporating the ESLR's into the curriculum.
3. A stable staff and supportive community.
4. A safe school and a courteous, genuine, and enthusiastic student body.
5. An enthusiastic staff who is willing to undertake the task of fulfilling the requirements of the digital high school grant.
6. A schoolwide effort to develop rubrics in every department.
7. The attendance and tardy program which has increased ADA and punctuality.
8. A willingness to reach out to the community, district, and others for additional assistance, support and resources.

Areas for growth

1. The vision and ESLR's need to be revisited each year with staff, students, and the community to ensure participation and collaboration of all stakeholders.
2. The vision and ESLR's need to be revisited and updated so as to include the staff's vision regarding technology.
3. Monitoring of ESLR's needs to include a systematic data gathering system so as to ensure the fulfillment of the ESLR's.
4. The ESLR's need to be defined so that each indicator for each ESLR is observable and measurable.
5. Increase the numbers of parents and community members actively involved on the Leadership Team. Team so as to ensure participation and collaboration of all stakeholders.
6. There is a need to rid campus of graffiti in a timely manner especially in the bathroom and the doors.
7. A staff development plan that addresses issues of the schoolwide action plan.

Evidence

1. A copy of the written vision
2. Interviews with stakeholders
3. Interviews with focus committees
4. Interviews with students
5. Observation of facilities
6. Minutes from staff meetings
7. ESLR and LAUSD student learning standard documents
8. Stull evaluations
9. Interview with Student Government
10. Communication documents to parents and community
11. Professional development plan and activities
12. Classroom observations

B. CURRICULAR PATHS

B1 - Do all students participate in a rigorous, relevant and coherent curriculum that supports the achievement of the ESLRs?

Students receive a curriculum based on traditional expectations for skills and knowledge. Interaction and integration among teachers occurs across some disciplines. There has been an emphasis on building a standards-based curriculum, and project-based instruction is evident.

Students can choose sequences in the curriculum that lead to a basic, general, or college preparatory education. Some electives are available for those who want to explore applications of academics to real-world learning. Curriculum connections are predominantly related to expected school-wide learning results and school-to-career opportunities, however, word-based learning opportunities are limited.

In language arts some teachers have formed "vertical teams" for honors/AP classes. All students are required to demonstrate minimum competencies in reading, math, and writing for graduation.

Proposition 227 has propelled the LEP program into a one-year program where students are instructed in English for one year and then channeled into a SDAIE program with teachers who are trained in SDAIE. This program is in progress of transition to meet mandates of the law and the needs of students.

Some departments identify students not programmed into the correct sequences as due to scheduling problems and intersession programs. Even though elective options are available to students, students and teachers report that they are sometimes placed in elective classes not based upon their interests, but based on availability of classes. Students report that their failure in class is sometimes due to their lack of interest and thus also reduces opportunities in future elective options.

Each teacher is responsible for designing lessons that make connections between the academic discipline and real life concerns. The Visiting Committee recommends that the staff continue to reflect on the integration of curriculum, the connection of a successful high school program which reflects A-F requirements, and the continued encouragement of college-successful behavior. All curriculum should support a career pathways program, utilizing the foundation skills and the building of a personal four-year plan provided by the ECP class. A systematic process should be established to revisit and analyze the four-year plan for each student annually. Analysis and assessment of the ESLRs determine changes needed for success of all students to access a rigorous and demanding core curriculum. This process includes the staff in building upon the current curriculum, expanding the ability of students to actively participate in their own learning.

B2 - Do all students have access to the school's curricular paths, assistance with the development and ongoing adjustment of a personal learning plan, and knowledge of realistic post-secondary opportunities?

Students' personal learning plans are used primarily for scheduling classes and are check lists of required courses for graduation and/or college entrance. Students and parents are given basic information about the high school prior to registration for classes. Students are encouraged to share their four-year plans with their parents. Staff should promote parental participation in the advisement and course selection process. The four-year plan charts progress in meeting requirements for graduation and college entrance, but makes not mention of future career goals.

A college counselor visits students in the classes to actively promote college matriculation. Successful programs such as Upward Bound, ECP class, Career and Transition Services program, work experience, ROP options contribute toward students' developing connections to future career and college goals.

B3 - Upon graduation are all students prepared to continue the pursuit of their academic and occupational goals?

Students are given the option of taking college preparatory classes, career-vocational programs, or general education programs, which allows them to select from available electives in addition to classes required for graduation. Some outstanding career and curricular path models have been established in the areas of the music major, the multi-lingual teacher career academy, the English honors/AP program, and the new Perkins accounting and financial pathway as well as the computer science and information systems pathway .

The school/community encourages all students to consider post-secondary education. However, there is a need to expand the dissemination of information regarding professional career options tied to their educational plan. Partnerships with college recruiters are actively available on campus. The college advisement center actively monitors student progress in the pursuit of their academic goals. The school is beginning to make us of additional community business resources to help prepare students to pursue their academic and occupational goals.

Some students, especially those performing at the high end of the academic spectrum, understand the connection between high school course work and requirements, post-secondary options, and academic performance. There is a need for all students to find channels of connections for students to participate actively in developing an educational career tied to career goals.

The school relies on informal reporting from students and from records from colleges to learn about post-graduate students success. It appears that students'

intended plans do not necessarily match actual attendance rates at colleges the following year. While data supports the intent of students to continue their education through the community college program or at a Cal State school, many are required to take remedial classes in language arts and/or mathematics due to low placement test scores at the university. A more formal process of follow-up should be implemented to increase the number of students actually attending community colleges, four-year universities, and post-secondary technical training. There is a need for follow-up of students who choose to enter the work force or the armed services immediately after graduation. Alumni could serve as successful role models and mentors for students.

Areas of Strength

1. A variety of support programs, extra-curricular, and electives are available to students, including new AP offerings, a new Perkins Program, and expanding integration of technology.

2. The establishment of a required Education Career Planning Class.

3. Coordination and expansion of programs and services to students through use of outside agencies, including ROP, work experience, local college connections, Chamber of Commerce, Upward Bound, Healthy Start, and local service groups.

Key Issues

1. Coordinate and expand currciular path options based upon existing course offerings and development of new offerings that lead to career as well as college preparation programs.

2. Implement a process for the development and review of personal learning plans that connects four-year educational plans to realistic post-secondary goals.

3. Provide more effective communication to parents, students, and staff, regarding career path options and personal learning plan development.

4. Continue to work on standardization of curricula within departments and curriculum integration across disciplines and tracks.

5. Increase interventions especially in Reading and Mathematics to allow more students to take advantage of rigorous curriculum offerings.

6. Infuse curriculum-embedded strategies for school-to-career in all curricular areas to support preparation for post-secondary college and technical options as well as employment.

Supporting Evidence

1. Review of Personal Learning Plan.

2. Classroom visitations.

3. Master Schedule.

4. Interviews with counselors and staff about the programming process.

5. Interviews and review of information regarding parent and community information.

○ Review of counseling and college infomation materials.

C. POWERFUL TEACHING AND LEARNING

C1 - Are all students involved in challenging learning experiences to achieve the ESLR's?

Do teachers use a variety of strategies and resources, including technology, to engage students actively and help them success at high levels?

Students are aware of the ESLRS and are engaged in ESLR driven activities. However, content of activities and rubrics need to have a more rigorous focus. It is expected that students will progress from identification of ESLRs through a simple activity to an activity that requires students to incorporate higher level thinking skills. Challenging experiences include having students focus on depth of knowledge, collaboration, long term projects, and a revision of work in progress.

Innovative methods are evidenced in some classrooms throughout the school. An increasing number of teachers in all departments are frequently trying innovative methods, including cooperative learning, performances, community-based education, service-based education, peer helping, and others encountered through research and professional development activities. Science, math and language arts are examining redesigns to offer integrated courses that will provide students with more challenging approaches. Teachers sometimes function as coaches and facilitators of learning as well as content area experts. There is a need to have innovative strategies that are used by individual teachers become a part of a schoolwide cohesive plan for implementation. The rather high rate of F's students receive in math, science, English , and social studies needs to be addressed. At this time staff indicates that the ESLRs and rubrics will decrease the number of Fs in these courses.

A variety of information sources including district standards, state curriculum frameworks and national references are utilized on a regular basis as resources to define curricular content.

Computer technology is available in seven computer labs. Some are available on the basis of sign-up while others are available in the classroom or library on a daily basis. The Digital High School Program has provided teachers with training on integration of technology into the curriculum and many individual teachers have begun the process of integrating technology into their courses of study. While many students use the computers for research and other needs, the self-study report shows that students still use the computer primarily for word processing. Staff, students, and parents seem to agree that the integration of technology as a key instructional tool is a desirable addition to the curriculum.

Some parents through the Parent Center and Community are involved in becoming computer literate. Observation and interviews with students and teachers show that diverse teaching methods appear to be regularly employed.

C2 - Do all students experience learning opportunities that emphasize high order thinking skills and integrate academic and applied content?

Does collaboration occur among staff, between staff and students, among students, and between school and community?

A wide selection of activities involving high-order thinking skills are routinely presented by teachers, but analysis of classroom observation sheets, course descriptions sent from teachers to parents, and sample student work, indicate that many students are not routinely achieving to teacher expectations in those higher level activities. While honors and AP students are verbally articulate and able to grasp concepts and ideals, many students including LEP, EDDY, Gifted, and Special Education students do not have the grade level skills in writing, reading comprehension and mathematics to achieve optimal success in mastering material/concepts to which they are exposed. Interventions, such as after school and Saturday tutoring and Kaplan reading program are in place that will help students achieve in these areas. Involvement in these programs seems to be voluntary. A program is in place to train teachers to teach reading across the curriculum, but it has not been in place long enough to assess its value to the students.

Integration of ESLR's and curricular standards is evident across the curriculum. A healthy amount of collaboration between teachers to arrive at rubrics is apparent.

Exemplary models of student work that go beyond the textbook and classroom are evident in many classrooms.

Observations and interviews indicate that students use a variety of primary source documents. However, only some departments routinely engage their students in experiences beyond the textbook and the classroom. Students in these classes were actively engaged in their learning and were making connections to the real world. Departments provided exemplary models of student work that went beyond the classroom and the textbook.

Problem solving and real life experiences provide students with powerful learning opportunities. A variety of clubs are offered on campus and many students are involved. The Academic Decathlon Team is highly valued and is a pride of the school. Additionally students are involved in political campaigns, tutoring at local schools, upward bound and ROP.

C3 - Do Students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom?

Most students are provided a variety of of learning activities that include use of primary documents, case studies and original research materials. Students are offered instructional sessions that make use of multimedia resources, computer technologies and the Internet. With the advent of the Digital High School grant, many teachers are expecting to heavily infuse the curriculum with innovative computer-assisted learning projects.

At present, many students participate in field trip experiences that connect their in-class instruction program to the world of work and career exposure. The school has invested heavily in partnership programs and mentorship opportunities that help students to prepare for the future. Many teachers expect this area to be greatly expanded as the Digital Grant is fully implemented. Guest speakers from a range of outside agencies and corporate sponsors are available to classroom teachers for added instructional support.

Collaboration among teachers allows are greater diversity in teaching resources and opportunities for students to study from materials beyond the classroom textbook. Reading lessons that make use of computer instruction assist those students whose reading score are below average.

AREAS OF STRENGTH

1. A genuine commitment to address the needs of the student population.

2. Increased expectations driven by the ESLR's in the classroom

3. The collaboration that occurs between students in class .

4. The staff who have piloted and participated in programs to build reading skills for students

5. The commitment to make technology an integral part of the curriculum

6. Many classes provided exemplary models of student work that went beyond the classroom and the textbook.

7. Students who provide a wide range of services to the community

KEY ISSUES

1. The development, implementation, and monitoring of a focused ongoing staff development program that enhances active, challenging learning experiences for all students

2. The increased involvement of all students in challenging learning experience that involve problem solving, collaborative work, meaningful application of knowledge and skills

3. The establishment and development of greater community participation and use community resources through such vehicles as business partnerships

4. The on-going development of rubrics to include more rigorous focus

5. ESLR activities designed to engage students in challenging experiences that require higher expectations

6. A comprehensive plan to improve study skills and motivation

7. Examine and blend the programs progess to improve reading to avoid conflict in · instructional practices.

8. On-going review and discussion of the professional literature/resources available to staff

EVIDENCE

1. Interviews with teachers
2. Interviews with students
3. Observation of classroom dynamics
4. Review of evidence room
5. Review of grade analysis
6. Review of Stat 9 scores
7. Observation of Standards and ESLRs everywhere
8. Review of rubrics and prompts for grade level writing
9. Review of professional literature available
10. Review of lesson plans aligned with state standards, ESLRs and District Standards
11. Parent interviews
12. Review Student Surveys
13. Discussions with leadership teams and individuals
14. Discussed intervention programs with groups and individual
15. Reviewed Staff Development Plan
16. Reviewed SB1882 evaluations

D. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

D1 - Do all students receive appropriate support to help ensure academic success?

All students are allowed access to a rigorous core curriculum. There has been an effort to increase the number of AP courses and the selection Support options include sheltered courses, ESL, tutoring, counseling, IMPACT, Kaplan, and honors/advanced placement courses.

Students whose primary language is other than English may take sheltered courses that allow them to learn many of the basic concepts presented in the parallel courses, and students with special needs are provided special classes and programs.

A variety of courses are offered while students are off-track, both courses to make-up classes failed and enrichment courses. Vocational and academic courses are also offered at occupational centers after school and on Saturdays. Support includes a computer lab and the library with 15 computers connected to the Internet. There are two academies available to students with special interests in becoming successful teachers and in majoring in music.

There are two counselors on each of three tracks with a student to counselor ratio of 700 to 1. The College Counseling Center provides a comprehensive program for all students. Additional support services (two Talent Search programs and three Upward Bound Programs) increase students' knowledge about college.

D2 - 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 through the academic program, extracurricular activities and/or counseling and health services for students to feel connected to the school and supported by it.

Students participate in a wide variety of school-sponsored activities such as clubs, sports, and service organizations to maximize opportunities for success.

The school's approach to guidance and counseling is primarily focusing on student achievement, performance, and behavior. However, the guidance and counseling staff works with and advocates for students with problems, providing referrals or information about school and psychological and health services when appropriate.

There are special programs that include math and science fairs, bicycle safety, Impact (substance abuse), Project 10 (support groups for gay and lesbian and questioning youth), Crisis Team, PSA/ Attendance counseling, condom counseling, work

youth), Crisis Team, PSA/ Attendance counseling, condom counseling, work experience, healthy start, as well as a school nurse and school psychologist.

D3 - Does the school leadership employ a wide range of strategies to encourage parental and community involvement?

Parent Center staff uses wide range of strategies to encourage parental and community support and involvement in the school's academic and support programs for students   The school has a system for involving parents and community members in problem solving and active decision making.

The Parent Center is very active in getting parents involved in volunteering to clean the campus, supervise during school, help with school activities, and schedule training sessions for parents in a variety of areas which include required English classes for volunteers, computer training, parenting classes, self esteem, drug education, and helping and motivating students at home. The Parent Center also does leadership development with parents and recruits parents for advisory councils.

Parents serve on committees focusing on budget, calendar, professional development, discipline and equipment. The school staff regularly communicates with parents about up-coming events and school and district policies through a bilingual newsletter mailed six times a year. Phone master is a phone system which makes calls to student's homes with reminders about track openings days, parent conference nights, back to school and open house and other important calendar dates.

School staff links to the community by providing students the opportunities to do community volunteer service. Community service clubs support student activities financially and provide scholarships. Community members speak to students about careers, and some businesses provide incentives for good attendance, athletic participation and academic excellence.

D4 - What are the human, material and financial resources as well as facilities available to the school? Are these resources sufficient and effectively used to support all students in accomplishing the ESLR's?

Through the Leadership Council, School Based Management Council and various categorical programs, available funds are allocated to support student achievement. All of these programs' purposes are consistent with the HPHS ESLRs.

The school's physical plant is much too small in certain areas for the size of the student body. It is crowded and greatly taxed by the large student body and year-round schedule. There are not sufficient classrooms; approximately 20% of the teachers travel to two or more classrooms during the day. Student eating areas are

crowded, and there are not enough restrooms available. Every classroom has sufficient up-to-date core materials.

The school leadership is actively working to keep the library up-to-date in both materials and technology.

Some facilities need to be upgraded such as garbage disposals for the home economics department.

Available to parents is the Parent Center, a facility that is fully equipped to facilitate the parent group needs.

Areas of Strength

1. Attendance Plan
2. Tardy Prevention/Time-out Program
3. Digital High School Grant
4. Parent Center opportunities for involvement and for parent training
5. Library Internet access and computer access
6. College Counseling Center
7. Tutoring Program

Key Issues

1. Increase sources of support for academic and personal success such as peer counseling and adult mentoring, increased recognition for academic achievement, and continue to promote higher expectations for students.
2. Upgrade school facilities such as improved restrooms, and campus cleanliness and repair.
3. Increase participation of parents in leadership capacities.
4. Increase participation of parents in supporting students through increased involvement with students in homework and planning for the students' future, and higher expectations for students.
5. Provide course and pathway description materials to assist students in selection of courses related to their future educational and career goals.
6. Provide a systematic approach to develop and revisit the four year personal learning plan.
7. Develop a process to target and assist the lowest 40% on the STAT 9.

Supporting Evidence

- Parent interviews and Parent Center documentation
- Support staff interviews
- Program descriptions
- Student interviews
- Newsletters and calendars
- Spartnet
- Observations

E. ASSESSMENT

E1 - Do teachers employ a variety of assessment strategies to evaluate students and to modify the curriculum and instructional practices? Do students use assessment results to modify their learning in order to enhance their educational program?

Data about student achievement are collected for specific needs and specific departments, often in response to external demands. Departments have developed rubrics to evaluate students' work for specific assignments. These rubrics speak to the ESLRs and the Standards, but are created to fulfill the evaluation need for a specific curricular area. Data are viewed as a means for improving instruction and documenting successful strategies or weaknesses in the instructional program. Rubrics and School-wide ESLRs have provided a vehicle for teachers to communicate effectively to students and other staff members their assessment of individual student learning. The process of gathering, analyzing, and disseminating data, however, does not appear to be systematic. making the measurable improvement of instruction and learning difficult.

Assessment of student performance is based on a variety of student learning projects and assignments designed to measure student knowledge, as well as application, synthesis, and evaluation. Students sometimes evaluate their own work based on teacher and students-created rubrics. Working in collaborative groups, students are encouraged to communicate their knowledge to others in various forms of media. These assessments are used by teachers to determine grades and to give students feedback which enable them to modify their learning and enhance their educational program.

E2 - Do the school, district, and community regularly review student progress toward accomplishing the expected schoolwide learning results? Are assessment results reported to the school community on a regular basis?

Departments and individual teachers establish expected levels of student accomplishment by referring to ESLRs and rubrics created by each department, as well as state and district performance standards, including performance on standardized tests. The staff has a high level of understanding of what is involved in a meaningful performance-based assessment and accountability.

The school assesses its progress in meeting students' needs in a variety of ways, including student work, academic team accomplishments, numbers of students going on to college, community and parent commitment, and disaggregated student scores on standardized tests. The school records course grades and standardized test scores, which are included in each student's cumulative file. Assessment data are made available through school report cards, student-parent organizations, and newsletters. The school cites standardized assessment data to justify or modify programs, services, and resource allocations.

E3 - Do the assessment of expected schoolwide learning results drive the school's program development and resource allocation?

The school is beginning to develop a systematic approach to data collection and analysis oriented toward long-term program planning focused on student learning. Budget and resource allocation have been used as tools for long-term student achievement gains. Planned changes are based on specific curricular needs which are ultimately directed toward improving student achievement.

Teaching assignments are based on the master schedule, and compliance with state credentialling requirements. Assessment results are sometimes used to identify the need to modify individual student learning processes.

The school collects standardized schoolwide assessment data on student performance such as Golden State, ACT/SAT, and ASVAB. School site and district staff refer to standardized data in discussions focusing on programs, services, and resource allocation.

Although data about student success is gathered by individual teachers and departments, the systematic use of the data to analyze student performance across the curriculum is is not evidence.

AREAS OF STRENGTH

1. Staff and departments have developed rubrics based on the ESLRs and the state and district standards.

2. Staff, students and community members are aware of ESLRs and their connection to specific projects, assignments and state and district standards.

3. Lessons are connected to specific ESLRs and are reinforced by the teacher and the students.

AREAS OF GROWTH

1. Systemetize the gathering of data and the use of the data in a timely fashion should be developed to positively impact students learning across the curriculum.

2. Design assessment tools to produce meaningful, school-wide information for staff and students about the depth and breadth of students learning across the ESLR's, standards, eight intelligences.

3. Continue to develop a systematic approach to data collection and analysis oriented toward long-term program planning focused on student learning.

4. Continue the process of aligning rubrics for powerful learning projects, lessons, and units with the ESLRs and the district standards.

5. Develop diagnostic assessment that can be used by teachers to modify classroom instruction and by students to be self-directive in their learning.

6. Explore ways to improve student achivement in all curricular areas including standardized tests.

7. Continue to develop departmental benchmarks of success based on standards and ESLRs.

8. Continue to develop a communication system to apprise all stakeholders, especially parents, of results of these assessments.

Supporting Evidence

1. Teacher-made tests.

2. SAT9 Results.

3. Grade Distribution.

4. Grade-level matriculation rate.

5. Teacher grades.

6. Rubrics.

7. Individual Student Learning Plan

8. Classroom visitations

9. Observation of student learning.

10. Teacher lesson plans.

11. Student work.

12. ELRSs.

13. Interviews with counselors, staff, parents, students about the assesment process.

14. Action Plan to use assessment information.

MAJOR STRENGTHS

1. The staff understands the power of the ESLRs and has committed to incorporatingthem into the curriculum.

2. A schoolwide effort to develop rubrics into every department.

3. The attendance and tardy program which has increased ADA and punctuality.

4. The variety of support services and programs to students geared to college attendance.

5. Parent center opportunities for involvement and for parent training.

6. A safe school and a courteous, genuine, and enthusiastic student body.

7. A genuine commitment to address the needs of the students.

8. The collaboration that occurs between students in class.

9. Coordination and expansion of programs and services to students through use of outside agencies, including ROP, work experience, local college connections, Chamber of Commerce, Upward Bound, Healthy Start, and local service groups.

MAJOR AREAS FOR GROWTH

1. Monitoring of ESLR's to include a systematic data gathering process will help to ensure the fulfillment of the ESLR's.

2. Continue to review and revise ESLR's so that each indicator for each ESLR is observable and measurable.

3. Increase involvement of all students in challenging learning experiences that involve problem solving, collaborative work, meaningful application of knowledge and skills.

4. The development of rubrics to include a more rigorous focus.

5. The development of ESLR activities to engage students in more challenging experiences.

6. Continue to develop a systematic approach to data collection and analysis oriented toward the long-term program planning focused on student learning.

7. Continue to work on standardization of curricula within departments and curriculum integration across disciplines and tracks.

8. Increase interventions especially in Reading and Mathematics to allow more students to take advantage of rigorous curriculum offerings.

9. Increase participation of parents in leadership capacities.

10. Coordinate and expand curricular path options based upon existing course offerings and development of new offerings that lead to career as well as college preparation programs.

11. Implement a process for the development and review of personal learning plans that connects four year educational plans to realistic post-secondary goals.

12. Infuse curriculum-imbedded strategies for school to career in all curricular areas to support preparation for post secondary college and technical options as well as employment.

13. Develop a variety of assessment tools to modify classroom instruction and to help students to be self –directed in their learning.

CHAPTER V: ONGOING SCHOOL IMPROVEMENT

To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up? (identified in the self-study)

The school identified twenty-one specific critical areas of growth to include in their action plan. These areas of growth were addressed in general terms in the school's action plan. The plan focuses on evaluation of the school's growth toward achievement of the ESLR's and the overall strengthening of student achievement in reading. There were three major action steps or goals. The first two goals dealt with developing assessment systems to measure growth; providing assistance to teachers and students in modifying their teaching/learning processes; and providing for the ongoing implementation of the school-wide assessment systems. The indication in the action plan is that this is an emerging process and currently in its beginning stages. Specific methods of assessment with criteria for each need to be clearly identified and closely aligned with the identified growth areas. The third action step dealt with identifying and implementing modifications to promote increased achievement. Within this area is the sub-goal of promoting a school-wide culture of enthusiasm and excitement about learning.

To what extent will the action plan steps within the various sections enhance student learning?

The action plan steps were broad based and generally encompassed all of the various sections of the Self-Study. Assessment tools need to be crafted and implemented in order for the action steps to move forward. Improvement efforts will be ongoing, and will be driven by the degree of achievement toward the ESLR's. The Action Plan stresses an overall emphasis in reading improvement. The school has formed a Reading Action Team to improve reading across the curriculum and has implemented the Kaplan Program to strengthen reading skills. The Electronic Bookshelf is also available for student use. The thorough implementation and evaluation of these efforts schoolwide should greatly assist the reading improvement effort. With increased student reading ability, overall student learning should improve.

To what extend is there sufficient commitment to the action plan, schoolwide and system wide?

There appears to be strong, general school-wide and community support for the action plan. All departments are involved stakeholders in the effort to cultivate a dynamic learning environment that is structured enough to be measurable, yet flexible enough to accommodate modifications if required. However, the action plan needs to be revised , adding action steps with specific timeliness and identifying how progress will be measured. All elements of the action plan are accountable to all involved stakeholders from students to the Superintendent.

What are the existing factors that appear to support school improvement?

There are a number of factors in place that appear to support the school improvement plan. The school was recently awarded a substantial Digital High School grant and all faculty were trained in the use of ClarisWorks. Though the physical plant was designed to service less than half the current student body total, everyone seems to be working together to provide students with the most current educational resources available. Internet access is available in the media center to all students. The school has added new computers and software. Support is available for students in the form of teacher and peer tutors. Staff development is available via "Buy-Back" days and through outside workshops and seminars. Title I funds provide additional resources. The community itself, and programs available within the school community also appear to be supportive of school improvement.

What impediments will the school need to overcome in order to accomplish any of the action plan sections? (e.g., feasibility within existing resources)

The action plan, as written, is vague. There were a number of areas indicated in the Self-Study as critical areas for follow up that we're not specifically addressed in the action plan. These area should have specific plans identified, otherwise they themselves will impede progress. The school plant itself, is taxed by the large student body and its various requirements. The year-round program has alleviated some of the overcrowding, but has brought its own set of problems. With no "down time' there is little time for the types of maintenance usually reserved for summer. Although the school has been able to keep all tracks current with new information, in-services and training, there may be some implementation problems simply because all staff are not all together at one time.

How sound does the follow-up process that the school intends to use for monitoring the accomplishment of the school-wide action plan appear to be?

Because the action plan itself is somewhat general, the follow-up process appears also to be general. Standard assessment methods and indicators of success are listed as assessment criteria. However, the criteria for successful achievement should be clearly and specifically stated. Finally, although the individual focus group reports in the Self-Study detailed clearly many programs, activities and resources that contribute to school improvement and do address critical areas for growth, they should also be included in the action plan.

SCHOOLWIDE ACTION PLAN

The Huntington Park High School schoolwide Action Plan is designed to increase all students' achievement of the school's ESLR's with emphasis on strengthening reading achievement, and will involve all members of the H.P.H.S. educational community. The plan will focus on three general focus areas:

1. To define quality accomplishment of all ESLR's with emphasis on Reading

2. To develop and use appropriate measures to conduct ongoing assessment of ESLR's, related standards, and Reading

3. To participate in training, and to develop and implement the ongoing improvement efforts designed to improve all students' achievement of ESLR's and Reading   ,

For Area #1, the school plans to have completed written descriptions for quality accomplishments of ESLR's 1 & 2 and Reading approved by HPHS staff and LAUSD by 1999 - 2001 and for ESLR's 3, 4, 5 by 2001 - 2003.

For Area #2, the school plans to develop a schoolwide system with multiple measures to assess the achievement of each ESLR and Reading. The assessment plan for Reading and ESLR's 1 & 2 will be completed and approved during 1999 - 2002, and for ESLR's 3, 4, 5 between 2001 - 2003. In addition, the school will develop a system to be used by individual teachers and departments to assess each student's attainment of ESLR's and Reading proficiency. The system will assist both teachers and students in modifying their teaching/learning processes as a result of assessment data. The ongoing implementation of the schoolwide assessment system will provide for training on the new system and assessment methodologies and tools for each teacher.

For Area #3, the school will identify and implement departmental and stakeholder group modifications that will promote increased achievement in each ESLR and Reading through curriculum alignment, matching instructional strategies with students' needs and learning styles, and matching classroom assessment practices to ESLR's and Reading goals. There will be an annual assessment of ESLR/Reading achievement of students in each department. Assessment will be in the form of student work samples, classroom observation, department minutes. Stull evaluations and FOL Evidence box. The modifications in the schoolwide program will personalize, motivate and reinforce student learning and attendance and improve students' self-worth. This will be accomplished by strengthening/increasing personalized and small group contact and tutoring. Featured will be schoolwide efforts such as "Adopt a Student" program, schoolwide peer tutoring, reduction of teacher-student ratio, incorporating study skills and homework support, and promoting

a culture of enthusiasm and excitement about learning, achievement and attendance. In addition, this schoolwide effort will identify and support students with low SAT 9 scores and teachers of classes with high failure rates. Assessment will take the form of completed written description of improvement efforts, student and staff questionnaires, classroom observations and the FOL Evidence Box. Time line for each area is ongoing from 2000.

The Visiting Committee finds that the action plans proposed by Huntington Park High School are appropriately directly toward the improvement of the school's performance. The school identified twenty-one one areas of growth to address in this action plan. The action plan steps were broad based and generally encompassed all of the various sections of the self-study: There appears to be strong commitment of entire school community to support the plan. Faculty, students and parents have formed committees to address the key areas.

The school has a number of actors in place that support the school improvement plan. Among these are staff development for the Digital High School, the Reading Action Team and the development of rubrics across the curriculum that address the ESLR's.

The action plan, as written, lacked specific purpose, actions, milestones and plans for evaluating progress. A revised plan was presented on the third day of the visit indicating some specificity. The committee recommends that the school revisit the action plan and actively address the issues of clarity, purpose and assessment.

The staff indicates that some of the programs have been on going and have been evaluated to a certain extent, while others are new and have yet to be implemented long enough to evaluate. The fact that the staff is committed and cohesive indicates that with further discussion a specific, workable action plan can be developed.