



CONFIDENTIAL

SCHOOL # 50 C

Accrediting Commission For Schools

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RECOMMENDATION FOR A TERM OF ACCREDITATION

Name of School Visited: ALAIN LEROY LOCKE HIGH SCHOOL
 Address of School: 325 EAST 111TH STREET
 LOS ANGELES, CA 90061
 Name of District: LOS ANGELES UNIFIED
 Form Used in Self-Study: FOCUS ON LEARNING - WASC/CDE
 Visit: FIFTH SELF STUDY
 Date of Visit: 4-22-96 to 4-24-96
 Accredited Grade Span: 9 - 12
 Enrollment: 2,025

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

	<u>A Term Of Accreditation For Six Years</u> : A term of <u>six</u> years with a written Progress Report to the School's governing board on the <u>major</u> recommendations listed in the Visiting Committee Report. Upon review and formal acceptance by the board, this report will be filed with the WASC Office.
X	<u>A Term Of Accreditation For Six Years With A Review</u> : A term of <u>six</u> years with a complete Progress Report on <u>major</u> recommendations and one day on-site review by a two member committee to be completed not later than the third year of the <u>six</u> year term.
	<u>A Term Of Accreditation For Three Years</u> : A term of <u>three</u> years with a full self-study and a full on-site visit during the third year.
	<u>A Term Of Accreditation For One Or Two Years</u> : A term of <u>one</u> or <u>two</u> 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 major recommendations accreditation may be denied.
	<u>Denial Of Accreditation</u> : 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

Mr. Gomelia Baker	<i>Gomelia Baker</i>	Mrs. Sallie La Sane	<i>Sallie La Sane</i>
Ms. Dona F. Burrell	<i>Dona F. Burrell</i>	Mr. Mark A. McFerren	<i>Mark A. McFerren</i>
Mrs. Hasmik J. Danielian	<i>Hasmik Danielian</i>		
Ms. Karen L. Jones	<i>Karen L. Jones</i>	Derrick F. Brans, Ed. D.	<i>Derrick F. Brans, Ed. D.</i>
Type name	Signature	Committee CHAIRPERSON	

Date 4-24-96

DOCUMENTATION AND JUSTIFICATION STATEMENT

I. Complete sections A through E:

- State the visiting committee rating (Highly effective, effective, minimally effective)

Highly Effective: The results of the self-study and the visit provide evidence of (1) the achievement of a high degree of student learning with respect to the category of criteria and (2) a strong operable school improvement process not requiring external monitoring.

Effective: The results of the self-study and the visit provide evidence of (1) the achievement of student learning with respect to the category of criteria; and (2) the need for some minimal outside monitoring to support the school improvement process.

Minimally Effective: The results of the self-study and the visit provide limited evidence of (1) the achievement of student learning with respect to the category of criteria and (2) the necessity for outside monitoring to support the school's improvement process.

- Provide a brief narrative rationale that describes the degree to which the school supports student learning through each category of criteria.

The Committee finds that the school meets the specific WASC/CDE Criteria Categories as follows:

A. Vision, Leadership and Culture

Visiting Committee Ratings: Highly Effective

Supporting Area(s) of Strength: #1, 2, 3, 6

Supporting Critical Area(s) for Follow-up: #4, 5, 7

Narrative Rationale:

There is strong collaboration among all stakeholders about what students should know and be able to do upon graduation. Using the criteria from Focus on Learning, Second to None, State Frameworks, combined with the school's motto "Where Students Come First," the foundation of the school's curriculum was formed. The school's vision is in line with the district's vision and the Superintendent's "Call To Action." The ESLRs were established based on the vision statement and are representative of the school population. The school promotes a safe, caring, and nurturing environment for student learning.

B. Curricular Paths

Visiting Committee Ratings: Effective
Supporting Area(s) of Strength: #1, 3, 6
Supporting Critical Area(s) for Follow-up: #2, 4, 5, 7

Narrative Rationale:

The diverse population at Locke receives a practical and meaningful curriculum. There is a close correlation with ESLRs and the core curriculum. The knowledge obtained provides students with postsecondary, career, and school-to-work opportunities. Students are encouraged to take the most rigorous academic programs they can handle. There is evidence of articulation with post secondary institutions, businesses and community organizations. There is a greater emphasis on the use of technology by staff and students. The students educational plan is reviewed every semester by a guidance counselor. The essential focus of the school's staff development plan is based on needs assessment and attainment of the ESLRs.

C. Powerful Teaching and Learning

Visiting Committee Ratings: Effective
Supporting Area(s) of Strength: #1, 2, 4, 6
Supporting Critical Area(s) for Follow-up: #3, 5, 7

Narrative Rationale:

The staff has indicated a desire to maintain the schoolwide Focus Groups as the vehicle to plan, implement and evaluate the improvement process. Central to the improvement effort is a staff development program that is long-ranged and focused enough to ensure change. Suggested areas to be addressed are: the change process, use of a variety of teaching techniques and strategies that actively engage students in the learning process, technology as a tool for learning and non-traditional assessment tools.

D. Support for Personal and Academic Growth

Visiting Committee Ratings: Effective
Supporting Area(s) of Strength: #1, 2, 3
Supporting Critical Area(s) for Follow-up: #4, 5, 6, 7

Document and Justification Statement Cont.

Narrative Rationale:

Locke High School's Action Plan recognizes the importance of providing support and direction for high risk students. Their programs are inclusive of a wide variety of services. The development of a program that would link these services to the school's curriculum and the attainment of the ESLRs and provide cohesiveness and collaboration among services is worthy of consideration. Coordination of services would further support students' success in achieving their postsecondary goals.

The diverse student population is continually encouraged to meet the challenges of a thinking, meaning-centered curriculum. Teachers have adequate knowledge of the learning needs of the students and display flexibility in their teaching approach to meet those needs. Technology support exists and is available to the students. A wide variety of services exists but there is a need for the integration and streamlining of these services to increase effectiveness for all students. Many opportunities are available for students to be connected to the school and feel supported by it. Indications are that most students do not feel comfortable talking to a school staff member about a personal problem, but feel most comfortable sharing it with a teacher. Currently, greater emphasis is placed on student discipline rather than the personal and educational growth of the students. Outside support systems are available for the students. There is a vested interest by all stakeholders for insuring student success. Strong district support by the Cluster 24 Director exists.

E. Assessment and Accountability

Visiting Committee Ratings:	<u>Minimally Effective</u>
Supporting Area(s) of Strength:	<u>#1, 2</u>
Supporting Critical Area(s) for Follow-up:	<u>#3, 4, 5, 6, 7</u>

Narrative Rationale:

The current action plans have established a system of accountability and assessment which meets state, local and district guidelines. A statistical analysis indicates that senior students have improved their performance on competency tests. The School's Action Plan has given direction for curriculum development and has enhanced teaching strategies. There is a critical need to develop a coordinated and comprehensive departmental structure of services to effectively use the assessment data as it relates to monitoring the attainment of the ESLRs.

Document and Justification Statement Cont.

There is a crucial need to develop a more systematic approach in strengthening the links between ESLRs and the instructional program through establishing specific measurable standards. The action taken will provide direction to the curriculum and instructional strategies that are identified in the schoolwide action plans. Although some departments are already utilizing performance-based assessment methods, specific inservices from experts in this area are needed. The district, site level administration, and the Shared Decision Making Council have already allocated resources and time to the accomplishment of this goal.

II. Summarize the Visiting Committee's findings for these accreditation expectations.

- **The committee finds that the school meets the accreditation process expectations as follows:**
 1. **The School has the capacity to implement a schoolwide action plan resulting in ongoing improvement.**

Narrative:

Each stakeholder of Locke High School participated in the self-study process. This focus on student learning has generated much enthusiasm to determine and develop a shared vision. The Focus on Learning experience has created a rebirth of change and has given an impetus to ongoing revitalization throughout the school. Each shareholder actively participated in the self study process and development of a school vision. It was evident that this was not an easy undertaking. Despite the struggles and challenges encountered during this process, the leadership and eighty percent of the staff remained undaunted. They were highly committed to this change process-Focus on Learning.

The visiting committee's findings are unanimous that Locke High School has the capacity, resources and commitment to obtain the ESLRs and sustain growth over time as evidenced by:

- The strong leadership, supportive administrative staff and leadership team.
- The unqualified support from the cluster leader and central administrations seem to go beyond customary support for a WASC visit. All indications are that improvements at Locke High School are a district priority. This has given momentum to the schools focus.
- The school is cognizant of the areas of improvement. The action plans are being implemented and will be implemented to address these improvements.
- Through the school's vision and ESLRs the school now has a clear mandate and blueprint for its Focus on Learning. It knows what the end product should be and the schools' outcome measurements needed for authentic validation.

2. **The school has addressed the recommendations of the previous Visiting Committee.**

Narrative:

The last visiting committee provided an extensive list of recommendations for the school. Countless hours have been spent addressing them. The six major recommendations have been addressed thoroughly. The staff focused on numerous areas from the Process, Program, Resources, Student, Parent/Community and various department committees and successfully addressed the respective recommendations which has brought about noticeable improvements at Locke high School. It was obvious that this process allowed each shareholder to be colored important.

3. **The school's self-study was appropriately developed with the involvement of individuals as required by WASC.**

Narrative:

The school's vision served as a springboard for the development of ESLRs. Evidence exists that the self-study was developed with the involvement of all stakeholders. This process provided an opportunity for the entire school community to dialogue and collaborate resulting in a deeper understanding of department specific and schoolwide support systems and programs that focus on student learning. Members appear to be committed to a continued collaborative effort to carry out their action plans.

Positive effects of this collaborative effort are cooperative learning, team teaching, teacher shadowing, oral/group projects, hands on activities, problem solving situations, norm-reference tests, shared decision making and conflict resolution. Most importantly is the strong resolve from each focus group to this collaborative format to carry out their action plan, decision making and teacher empowerment.

- III. Provide a brief narrative which summarizes the Visiting Committee's rationale for the recommended term:**

After review of the accreditation term determination factors, the Visiting Committee discussed and considered the six-year term review (6R) and a term of accreditation for three years. The discussion focused on which of these two terms would be most helpful to the school in its continuing effort to improve the school. The committee reached a unanimous recommendation of a term of six years with a mid-term (third-year) on site review.

Document and Justification Statement Cont.

The reason for term recommended are enumerated below:

- The school will establish a step by step growth plan in order to incorporate the ESLRs into all subject areas as well as support groups.
- The school has great potential. Overall commitment to attaining the ESLRs is evident. Continued dialogue and collaboration among stakeholders are essential to schoolwide improvement in support of ESLRs. Schoolwide assessment components are not in place. However, great strides have been made in an effort to effectively assess students performance as evidenced by Mathematics department entrance and exit exams. This assessment tool is gaining acceptance in other disciplines. Additionally, the staff may consider developing a schoolwide system of assessment of the students' progress towards achieving the ESLRs, which requires regular formal evaluation of student learning, both intra-departmentally and interdepartmentally. Such feedback will in term inform curriculum development and instructional delivery and be used to alter the school's educational plan to meet the needs of its students and to support their success in meeting the ESLRs..
- The increase of students' time on task was very evident. This, combined with effective techniques and teaching strategies will foster the challenge of achieving the ESLRs.
- The Focus on Learning process has opened dialogue for the first time between various groups of the total school community and the staff has committed to maintaining the focus groups as a framework for improving curriculum and instruction so that all students can be engaged in high quality thinking, meaning-centered curriculum.
- In the process of being empowered by participation in the focus groups, each stake holder was given the feeling of importance and that their efforts will make a difference in the overall achievement of students.
- Through the interview process, both formal and informal, it became apparent that the students and staff were changing their stereotypical image of the school to one of viewing Locke with pride, hope and purpose. The staff realizes that the action plans will be modified and expanded as they grow in their skills to provide a safe and nurturing environment in which students can achieve the Expected Schoolwide Learning Results.
- The school's responses to the recommendations of the previous Visiting Committee were found to have been successfully addressed and will serve as stepping stones to even greater improvement through the efforts of the focus groups.