



CONFIDENTIAL

SCHOOL # 212 D4

## Accrediting Commission For Schools

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DONALD G. HAUGHT, Ed.D.  
EXECUTIVE DIRECTOR

## RECOMMENDATION FOR A TERM OF ACCREDITATION

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

Name of School Visited: WASHINGTON, GEORGE PREPARATORY  
Address of School: 10860 SOUTH DENKER AVENUE  
LOS ANGELES, CA 90047  
Name of District: LOS ANGELES UNIFIED  
Form Used in Self-Study: FOCUS ON LEARNING - WASC/CDE  
Visit: SIXTH SELF STUDY  
Date of Visit: 4-28-97 to 4-30-97  
Accredited Grade Span: 09 - 12  
Enrollment: 2,850

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

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


Type or print name \_\_\_\_\_ Signature \_\_\_\_\_

Committee CHAIRPERSON \_\_\_\_\_

Date 4/30/97

WASC 32512

## 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.** *(Refer to Chapters IV & V of the Visiting Committee Report)*

#### A. Vision, Leadership, Culture

Visiting Committee Rating: Effective

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

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

Narrative Rationale: The school has clearly defined relevant ESLR's that are widely known and support the District's Student Learning Standards. With the exception of problem graffiti, the school remains safe, clean and orderly. A continuous process of shared decision making is evident.

#### B. Curricular Paths

Visiting Committee Rating: Effective

Support Area(s) of Strength: #'s 1, 2, 3

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

Narrative Rationale: Curricular paths are effective because many students participate in a rigorous, relevant and coherent curriculum that supports the achievement of the schools ESLR's. The curricular paths of communication math/science, performing arts and

vocademics assist students with the development and implementation of their "prepper" four-year plan. Plans to extend curricular paths to include academies and/or more career clusters will give access to a wider variety and scope of students. Most students are prepared upon graduation to continue the pursuit of their post-secondary goals.

**C. Powerful Teaching and Learning**

Visiting Committee Rating: Effective

Supporting Area(s) of Strength: #

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

Narrative Rationale: Students experience a variety of teaching strategies through teacher instruction, teacher and student expectations, course work and instructional resources available to both teachers and students. Vocademics integrates academics with specialized instruction in one of five career options and is open to all students with special recruitment of LEP, At-Risk, Handicap, Teen Parents, and Special Education students. Many school competitions, classroom work, student involvement in various programs afford students the opportunities to display their learned skills and abilities.

**D. Support for Personal and Academic Growth**

Visiting Committee Rating: Highly effective

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

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

Narrative Rationale: Washington Preparatory High School has an excellent student support system. The staff of nine (9) counselors, college center with counselor, career center with counselor, part-time probation officer, school nurse, school psychologist and librarian have all contributed to the academic growth. We have concluded that special partnerships have been beneficial to all students.

**E. Assessment and Accountability**

Visiting Committee Rating: Effective

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

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

Narrative Rationale: The Staff at Washington Preparatory High Schools feels that assessment of their ESLR's drives their program development. They show proof that the resources they received have helped them develop their programs and assess their ESLR's. The staff plans to collaborate and establish an assessment system that involves all stakeholders, so they can closely monitor students' progress to ensure their optimal success.

**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: Although the school struggled with the process and experienced frustration and confusion in the early stages, it appears that there is currently a better understanding of Focus on Learning. The professional commitment of the Leadership Team and most of the staff has initiated efforts towards the recommendation. The Visiting Committee anticipates that the school will make the necessary improvements that were addressed.

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

Narrative: The school addressed the recommendations of the previous Visiting Committee although efforts to reform the tardy policy have been ineffective.

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

Narrative: The school's self-study was developed with the involvement of key stake holders.

**III. Provide a brief narrative which summarizes the Visiting Committee's rationale for the recommended term: (If there is an unresolved minority option 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 Committee discussed the six year full term or six year with review (6R). It was decided that the 6 year with a review would be most beneficial to the school. The Committee was unanimous on the recommendation of a 6R.

The reasons:

Washington Preparatory High School has many programs designed and in place that make it a real school of excellence.

To assure continued refinement of the programs and procedures the committee felt that a 6R would be the most beneficial in helping the school accomplish it's mission.