

**SELF-STUDY VISITING COMMITTEE REPORT  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR  
Los Angeles Center for Enriched Studies**

**5931 West 18th Street**

**Los Angeles, CA 930035**

**Los Angeles Unified School District**

**March 26-28, 2012**

**Visiting Committee Members**

**Ms. Deborah Kolodney**

Westlake High School

**Dr. Sunday Abbot**

Assistant Principal, David Starr Jordan High School

**Mr. Schel Brown**

Assistant Principal, Cabrillo High School

**Mrs. Gigi Foties-Smith**

Teacher, Bakesfield High School

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Assistant Principal, Juniper Intermediate School

**Mr. Hector H. Marquez**

Assistant Principal, Lynwood High School

**Mr. Nicholas Sabatino**

Dean of Students, Laurel Springs School

## Chapter I: Student/Community Profile

The Los Angeles Center for Enriched Studies (LACES) was the first magnet school in the Los Angeles Unified School District (LAUSD), and was opened in 1977 in response to the integration program in Los Angeles. The school operated initially as a fourth through eighth grade school, with a high school grade level added each new year, until 1991, when the school took in the last fourth grade class and gradually changed the span of grade levels to 6th through 12th. Families apply to LACES through the Choices Brochure, after which students are assigned to the school through a District lottery placement process, which is based on magnet points, not academic ability.

The approximately 240 students per grade level (1629 total student population) participate in the span school concept, where students remain at one school for 7 years, allowing for more of a “family atmosphere.” LACES assesses incoming students to appropriately place them in math and English. LACES students attend classes in a block schedule where classes rotate over a two-week cycle, allowing them to take seven classes instead of the traditional six, providing opportunities to more enrichment classes. The school has been recognized for its academic excellence and has been named a CA Distinguished School (2005, 1996, 1992) and a National Blue Ribbon School (1993). LACES has also gained national attention through various publications and it has appeared on the top 100 public schools list every year.

LACES had its first WASC Focus on Learning in the spring of 2006 and earned a six-year accreditation with a midterm review. LACES is now a Title I school with approximately 46% of its students qualifying for free or reduced lunch. There is a concern that they will lose Title I funding next year. All socio-economic levels are reflected in the student population and approximately 85% of the students are transported by bus to school from all over the city.

LACES is a Title I school with approximately 46% of the students qualifying for free or reduced lunch. “Approximately 85% of the students are transported by bus to the school from all over the city, keeping the school rich in socioeconomic, ethnic and geographic diversity.

**Mission Statement:** Los Angeles Center for Enriched Studies provides a challenging environment where all students pursue academic excellence leading to productive lives in a changing world.

**Vision Statement:** Los Angeles Center for Enriched Studies reflects the diversity of Los Angeles with its students coming from many socio-economic, cultural, and ethnic backgrounds. Los Angeles Center for Enriched Studies provides a challenging curriculum in a humanistic school environment offering close and personal involvement among teachers, students, and parents. Courses develop academic abilities, artistic talents, and athletic skills.

### ESLRs:

- Learn to solve problems critically and creatively
- Act ethically, respectfully and responsibly
- Communicate effectively/precisely/succinctly
- Embrace/encourage individuality and diversity
- Support family, school and community

**Enrollment by Ethnicity**

	American Indian/ Alaskan Native	Asian	Hispanic/ Latino	African-American	White not Hispanic	Multiple/No Response	Total
2011-12	7	469	467	208	478	0	1629
2010-11	7	474	433	212	466	0	1592
2009-10	5	454	423	236	461	7	1586
2008-09	8	413	370	290	447	0	1528

**2010 Adequate Yearly Progress (AYP) – Accountability Progress Report**

LACES met all the 2009 and 2010 Adequate Yearly Progress (AYP) criteria and all the major ethnic subgroups of the student body also met AYP standards. In 2011, 23/26 criteria were met.

2010 and 2011 AYP Criteria Summary	Met 2010 AYP criteria	Met 2011 AYP criteria
AYP Components	Yes, 30 of 30	No, 23 of 26
Participation Rate	Yes	Yes
Percent Proficient (AMOs)	Yes	No*
Academic Performance Index (API)	Yes	Yes
Graduation Rate	Yes (90%)	Yes (90%)

\* All except EL and Resource

**Academic Performance Index (API)**

In the last six years, the Academic Performance Index has grown by sixty-nine points from 826 to 895.

Testing Year	Star Percent Tested	API Base	Statewide Rank	Similar School Rank	Growth Target	API Target
2006	99	826	10	10	A	A

2007	99	824	10	10	A	A
2008	98	839	10	10	A	A
2009	99	865	10	10	A	A
2010	99	884	10	10	A	A
2011	99	895	10	10	A	A

**Academic Performance Index**

	API		
	LACES	LAUSD	STATE
	Growth	Growth	Growth
2007	824	664	728
2008	842	683	742
2009	865	694	755
2010	884	709	767
2011	895	728	778

School Academic Performance Index (API) Growth Report						
School Year: 2010-2011						
Sub-Group Description	Num Significant	API Base	API Growth	Growth Target	Actual Growth	Met Target?
WHOLE SCHOOL		884	895	A	11	Yes
AFRICAN AMERICANS	Yes	810	806	A	-4	No
AMERICAN INDIANS	No					Yes
ASIANS	Yes	926	945	A	19	Yes
FILIPINOS	No	867	945	A	0	Yes
HISPANICS	Yes	831	834	A	3	Yes

<b>PACIFIC ISLANDERS</b>	<b>No</b>					<b>Yes</b>
<b>WHITES</b>	<b>Yes</b>	<b>932</b>	<b>937</b>	<b>A</b>	<b>5</b>	<b>Yes</b>
<b>SOCIOECON DISADVTGD</b>	<b>Yes</b>	<b>858</b>	<b>869</b>	<b>A</b>	<b>11</b>	<b>Yes</b>
<b>STDNTS W/ DISABLTS</b>	<b>No</b>	<b>634</b>	<b>669</b>			<b>Yes</b>
<b>ENGLISH LEARNERS</b>	<b>Yes</b>	<b>780</b>	<b>779</b>	<b>5</b>	<b>-1</b>	<b>No</b>
<b>TWO OR MORE RACES</b>	<b>No</b>	<b>855</b>				<b>Yes</b>

### **California Standards Test**

#### **CST PERFORMANCE LEVELS BY SUBJECT**

<b>CST Subject: <i>MATHEMATICS</i></b>					
	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Proficient and Adv</b>	<b>41.70%</b>	<b>41.70%</b>	<b>50.70%</b>	<b>58.80%</b>	<b>64.00%</b>
<b>Advanced</b>	<b>14.20%</b>	<b>13.00%</b>	<b>22.10%</b>	<b>29.40%</b>	<b>31.20%</b>
<b>Proficient</b>	<b>27.50%</b>	<b>28.70%</b>	<b>28.60%</b>	<b>29.50%</b>	<b>32.70%</b>
<b>Basic</b>	<b>25.20%</b>	<b>24.90%</b>	<b>23.80%</b>	<b>21.10%</b>	<b>20.60%</b>
<b>Below Basic</b>	<b>22.80%</b>	<b>23.10%</b>	<b>18.60%</b>	<b>15.20%</b>	<b>11.70%</b>
<b>Far Below Basic</b>	<b>10.30%</b>	<b>10.20%</b>	<b>6.90%</b>	<b>4.80%</b>	<b>3.80%</b>
<b>BB and FBB</b>	<b>33.10%</b>	<b>33.40%</b>	<b>25.50%</b>	<b>20.00%</b>	<b>15.50%</b>

<b>CST Subject: <i>ENGLISH</i></b>					
	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Proficient and Adv</b>	<b>72.90%</b>	<b>75.80%</b>	<b>80.10%</b>	<b>80.70%</b>	<b>81.20%</b>
<b>Advanced</b>	<b>41.90%</b>	<b>43.90%</b>	<b>46.30%</b>	<b>50.70%</b>	<b>53.20%</b>
<b>Proficient</b>	<b>31.00%</b>	<b>31.90%</b>	<b>33.80%</b>	<b>30.00%</b>	<b>28.00%</b>
<b>Basic</b>	<b>17.70%</b>	<b>16.50%</b>	<b>13.50%</b>	<b>13.20%</b>	<b>13.10%</b>
<b>Below Basic</b>	<b>6.90%</b>	<b>5.20%</b>	<b>4.60%</b>	<b>4.10%</b>	<b>3.70%</b>
<b>Far Below Basic</b>	<b>2.40%</b>	<b>2.40%</b>	<b>1.70%</b>	<b>2.10%</b>	<b>2.00%</b>

<b>BB and FBB</b>	<b>9.30%</b>	<b>7.60%</b>	<b>6.40%</b>	<b>6.20%</b>	<b>5.70%</b>
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<b>CST Subject: <i>SCIENCE</i></b>					
	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Proficient and Adv</b>	<b>41.40%</b>	<b>51.20%</b>	<b>58.10%</b>	<b>64.80%</b>	<b>69.40%</b>
<b>Advanced</b>	<b>16.40%</b>	<b>26.60%</b>	<b>34.00%</b>	<b>38.60%</b>	<b>43.10%</b>
<b>Proficient</b>	<b>25.00%</b>	<b>24.60%</b>	<b>24.20%</b>	<b>26.20%</b>	<b>26.30%</b>
<b>Basic</b>	<b>33.60%</b>	<b>28.50%</b>	<b>23.90%</b>	<b>23.90%</b>	<b>20.70%</b>
<b>Below Basic</b>	<b>12.80%</b>	<b>12.50%</b>	<b>9.40%</b>	<b>6.10%</b>	<b>6.20%</b>
<b>Far Below Basic</b>	<b>12.20%</b>	<b>7.70%</b>	<b>8.60%</b>	<b>5.20%</b>	<b>3.70%</b>
<b>BB and FBB</b>	<b>25.00%</b>	<b>20.30%</b>	<b>18.00%</b>	<b>11.30%</b>	<b>9.90%</b>

<b>CST Subject: <i>SOCIAL STUDIES</i></b>					
	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>Proficient and Adv</b>	<b>55.50%</b>	<b>65.90%</b>	<b>73.30%</b>	<b>73.50%</b>	<b>80.30%</b>
<b>Advanced</b>	<b>28.50%</b>	<b>38.60%</b>	<b>43.00%</b>	<b>47.20%</b>	<b>50.80%</b>
<b>Proficient</b>	<b>27.00%</b>	<b>27.20%</b>	<b>30.40%</b>	<b>26.30%</b>	<b>29.50%</b>
<b>Basic</b>	<b>23.10%</b>	<b>19.20%</b>	<b>17.30%</b>	<b>19.80%</b>	<b>13.00%</b>
<b>Below Basic</b>	<b>13.90%</b>	<b>9.20%</b>	<b>5.40%</b>	<b>2.50%</b>	<b>3.10%</b>
<b>Far Below Basic</b>	<b>7.50%</b>	<b>5.70%</b>	<b>4.00%</b>	<b>4.20%</b>	<b>3.70%</b>
<b>BB and FBB</b>	<b>21.40%</b>	<b>14.90%</b>	<b>9.40%</b>	<b>6.70%</b>	<b>6.70%</b>

### Reclassification Rates Over Three-Years

<b>School Year</b>	<b># EL</b>	<b># Reclassified</b>	<b>% Reclassified</b>
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<b>2008-2009</b>	<b>14</b>	<b>13</b>	<b>92.90%</b>
<b>2009-2010</b>	<b>9</b>	<b>5</b>	<b>55.60%</b>
<b>2010-2011</b>	<b>9</b>	<b>3</b>	<b>33.30%</b>

Graduation Rate: 88% of the class of 2011 (193/219) graduated in four years.

According to the CA Dept. of Education web site, for 2009-2010, The percentage of 12th grade graduates completing all courses required for UC and or CSU was 91.7%. This information was not included in the profile.

### **Implications of data:**

- In ELA the FBB and BB scores are less than 10% across all grade levels, whereas P and Advanced are typically 75% of each grade level.
- Middle school math classes have less than 10% scoring at FBB and BB. College prep math scores are not as good.
- In Algebra 1, 98% of 7th graders score Proficient or better, whereas, only 68% score Proficient or better in 8th grade, and only 13% and 9% score Proficient or better in 9th and 10th.
- Algebra II, which follows Algebra I in the LACES sequence of math had 91% of 8th graders scoring Proficient or better, whereas only 39% of 9th graders and 20% of 10th graders scored Proficient or better.
- In geometry 87% of 9th graders scored Proficient or better, whereas, only 45% of 10th graders and 13% of 11th graders scored Proficient or better.
- On the Summative CST 69% of 9th graders, 80% of 10th graders and 55% of 11th graders scored Proficient or better.
- Students who are strong in math and start the college preparatory math sequence before 8th grade continuously do well on the math CST tests. Students who struggle with math early on and have difficulty with the essential Algebra I concepts continue to struggle with math. All students, but especially those struggling are encouraged to attend the after school math study groups.
- 85% of 8th graders scored Proficient or better on the Social Studies CST. This is significant, as this test requires students to recall information from 6th – 8th grade Social Studies.
- 81% of 10th graders scored Proficient or Advanced on the CST World Social Studies test. Approximately 50% of 10th graders enroll in AP World Social Studies
- 75% of 11th graders taking the CST in U.S. Social Studies scored Proficient or better.
- 93% of 8th graders taking the CST in science scored Proficient or better.
- In Biology, 75% of 9th graders, 90% of 10th graders and 58% of 11th graders scored Proficient or better. Juniors, who are taking Zoology/Animal science as their science course, take the CST in Biology. The standards and course content for Zoology and

Animal Science do not align to the standards of the CST Biology test; however, this is the CST that is the most appropriate for these students to take.

- 84% of 9th graders, 39% of 10th graders and 20% of 11th graders scored Proficient or better on the Chemistry CST. This was the first year that Honors Chemistry was added to the curriculum for 9th grade students.
- 41% of 11th graders scored Proficient or better in Physics and 88% of 11th graders scored Proficient or better in Earth Sciences.
- The students scoring at FBB in ELA are African American and Hispanic, whereas twice as many Asian and White students score Advanced.
- 37% of African American, 22% of Hispanic and 25% of American Indian students score at FBB or BB in Math.

## **Chapter II: Progress Report (suggested length: 2 pages)**

- **Briefly comment on the school's major changes and follow-up process since the last self-study.**
- LACES (all of LAUSD) has had to cut days of instruction (furlough days) since the 2009 – 2010 school year. 2009 – 2010: 4 days, 2010 – 2011: 7 days, 2011 – 2012: a minimum of 4 days will be cut.
- Class size has increased as enrollment has increased and faculty has decreased.
- LACES has gone from five administrators to three administrators, including a new principal with the 2011 – 2012 school year.
- Reduction in force notices to numerous teachers required replacing them with teachers new to LACES. Students were distraught that many “favorite” teachers lost their teaching positions. In the 2011 – 2012 school year LACES received 5 “new” teachers, 2 “new” counselors, and a “new” principal.
- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

The school received critical areas of follow-up during their full WASC visit in 2006, then received more detailed critical areas for follow-up midterm visit in 2009. The “new” critical areas were written with more detail because the committee that returned to the school in 2009 felt that the critical areas were not addressed and seemed like “an afterthought.”

The LACES self study lists the progress since the last full visit on the major recommendations but does not include the impact on student learning. The new action plan does not adequately address the previous visiting committee concerns in that the plan for three goals is written as one plan. The following action plan components were left out (as they were in the previous two action plans):

- Statement of area of improvement (those are there), including growth targets (not there)
- Rationale for area based on self-study findings
- Link to one or more expected schoolwide results



- Ways of assessing progress, including student achievement of critical academic needs, expected schoolwide learning results and academic standards
- Means to monitor progress
- Description of the school's overall follow-up process, ensuring an ongoing improvement process

Critical Areas from the revisit:

*Address the 2006 critical areas of follow-up including reducing the achievement gap in both academics and behavior, **development of a long range**, written comprehensive **professional development plan** to guide improvement efforts in the classroom, **involvement of younger staff members and social and emotional student support strategies and interventions**. Revise action plans.*

- Departments wrote professional development plan that was data driven and department centered
- New teachers are teaching AP courses
- Leadership sponsor is a newer teacher
- Other leadership positions have been delegated to newer staff members
- Student success teams
- Peer Helpers
- Brown Bag lunch program
- U-House Fall Festival
- Other activities put in place to expand on the social and emotional student support strategies

***Close the achievement gap for African American and Latino Students***

- Work with under-represented minorities
- AP study groups
- Math Study groups

***Develop a consistent disaggregated data profile that includes the data specified by the WASC self study***

- New leadership team is working to follow the format as explained in the Focus on Learning
- Issues raised during the first WASC visit have been addressed and corrected (*this bullet is directly from their self study*)

***Develop Growth targets that focus on student achievement for each action plan***

- School action plan will reflect an on-going cycle of discussion that will focus on student achievement and will be updated annually.
- If CST Test results were available prior to the end of the semester it would help teachers with instruction and promote excellence on the test as it could be used as part of the academic grade.
- Compare academic grades to test scores.

- Class assessments are formative and summative.
- CST scores influence our progress.

*These bullets were taken directly from the self-study and do not address growth targets. The current action plan also does not address growth targets. The VC is working with leadership to develop action plans that more closely reflect where the school wants/needs to go.*

***Develop strategies to improve student achievement in the area of math***

- Math Mania and math placement testing occurs for all incoming 6th graders.
- Math Study Groups meet twice weekly after school.
- Final Focus – Algebra I students Saturday program to help prepare Algebra I students for the final in Algebra I.
- Summative Summit – weekend program to help students rebuild core math skills for the Summative CST.
- Calculus – more students continue to enroll in AP calculus AB and BC. Calculus Camp is an intensive four days living in the mountains at a camp where students primarily do calculus problems in preparation for the AP exams.
- Working to develop satellite math study groups for students who live a distance from LACES and cannot stay late at school

***Develop strategies to motivate students to improve their performance on State testing instruments, especially at the High School level where many students are exhausted from AP exams***

- Golden State Scholars receive a seal on diplomas. This has helped Juniors do their best as this seal is on their diploma and can be listed on college applications. (83 in the class of 2012 achieved this distinction.
- Homeroom Trophy for highest scoring homeroom by grade level.
- Starting with 2011 – 2012 school year incentives besides the certificate will be implemented
- Meetings with AP students to encourage them to do their best.
- Pilot LAUSD program that boosts grade in a class if student scores proficient or better. Need scores before conclusion of academic year so that CST scores could be used as part of academic performance in a class, such as SPA scores currently do.
- For middle school students – use homeroom time to review test-taking strategies.
- The early start calendar will reverse the order that AP and CST are administered. Faculty will work to encourage AP students to be in school to take the CSTs prior to AP. (Early start for 2012 – 2013, not finalized.)

***Identify research based strategies for differentiated instruction, to provide consistent training to teachers on how to differentiate, to monitor the implementation of these strategies and to evaluate implementation in order to increase student access to instruction that meets their needs***

- Teachers follow accommodations in IEP and 504 plans to differentiate instruction as needed.
- My Data Training.
- Research projects and homework practice heterogeneous group skills.
- Implementation of Blooms taxonomy.
- Use of Theory of Multiple Intelligences when creating lessons/projects that allow for the differences in learning styles – visual, oral, kinesthetic.
- Multiple modes of assessments.
- Backwards planning.
- Collaborative learning.
- SDAIE Strategies implemented in all classes including graphic organizers, story maps, etc.
- English Language Arts grade level writing plan.
- Use of COSTA levels of questions.
- Project based learning.
- Peers teaching peers in cooperative groups.
- Zone of Proximal Development.
- 6th grade intervention strategies through the Academic Literacy program.
- RT1Pyramid is implemented schoolwide.

### **Chapter III: Self-Study Process (1–2 pages)**

#### **LACES ESLRs**

- Learn to solve problems critically and creatively
- Act ethically, respectfully and responsibly
- Communicate effectively/precisely/succinctly
- Embrace/encourage individuality and diversity
- Support family, school and community

#### **Comment on the school's self-study process with respect to the expected outcomes of the self-study.**

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

The school's self study process began in September of 2011 and continued until the self study was completed and sent to visiting committee members. The focus groups are made up of high school teachers, administrators, middle school teachers, a parent, but no students. The focus groups responded to the WASC criteria, gave their notes to the self study coordinator, who wrote the report. There was at least one parent listed for each focus group, but only one parent attended the focus group meetings during the visit and there were no parent signatures on the focus group meeting sign in sheets during the self study process.

2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards (*note the selected expected schoolwide learning results examined by the school*)

The school has continued to display the ESLRs that were developed for their first WASC visit in 2006. They were not revised, though they were revisited by at least one focus group during the self study process. LACES has the ESLRs posted in the classrooms, though it is unclear as to whether the ESLRs have become part of the school culture. At this time, the school has no measurement process in place. The state academic standards drives the school's instruction.

3. The gathering and analyzing of data about students and student achievement

Chapters one and two indicate there was data collected and conclusions made about the data. The document states that, “Test results are disaggregated for each grade level and are examined by staff, students and parents. Throughout the school year the faculty meets by department to analyze these results, to discuss student progress and areas of concern, standards-based goals, and instructional methodology.” Focus groups looked at data, but the results of that data overview was unclear in the self study. During the visit group meetings, it was evident that data analysis, and using that data to inform instruction occurs.

4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards and WASC/CDE criteria

Three Critical areas of need were declared though it is unclear how the school decided on them. The entire school program was assessed in chapters 1 and 2 of the self study. The focus groups looked at some data, and when asked in the focus groups what drives their curriculum, the responses were largely about the academic standards. ESLRs were mentioned a couple of times in the self study and ESLRs are posted, but the VC feels that the implementation may not yet be a part of the school culture.

5. The alignment of a long-range action plan to the school’s areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

The action plan consists of one plan for all three critical areas; there are no growth targets and there is no mention of an accountability system for monitoring the accomplishment of the plan. The VC will work with the self study coordinator to revise the action plan and to include the components that are missing.

## **Chapter IV: Quality of the School’s Program**

### **Part A: What Currently Exists (10–20 pages)**

Based on the school’s self-study and Visiting Committee findings, for each criterion (in the following categories) provide an analytical summary of what currently exists and its impact on student learning:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
- B. Standards-Based Student Learning: Curriculum
- C. Standards-Based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth

### **CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES**

- A1.** To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels? To what extent is the school’s purpose supported by the governing board and the central administration and further by expected schoolwide learning results and the academic standards?

Los Angeles Center for Enriched Studies (LACES) High School *Mission Statement* reflects its student population needs and access to academic requirements. The Mission Statement is enhanced by LACES Expected School-wide Learning Results (ESLRs) which reflect its determination to grow as a learning community and to provide its students with a relevant

standards-based curriculum. The ESLRs has the acronym “L.A.C.E.S.,” which stands for **L**earn to solve problems critically and creatively; **A**ct ethically, respectfully, and responsibly; **C**ommunicate effectively/precisely/succinctly; **E**mbrace/encourage individuality and diversity; and **S**upport family, school and community. Combined, the mission statement and ESLRs provide the foundation to a rigorous academic and personal setting that guides students to become productive members of society in a changing world.

LACES also works collaboratively with Los Angeles Unified School District for educational programs and guidance. Nevertheless, LACES has its own goals and objectives that have been aligned to meet the needs of its changing and growing student population. Little of this is possible without the committed assistance, support, guidance, and collaboration with the governing board and district office. LACES recognize the need of the multi-cultural population and has aggressively championed the move to give all students access to college preparation and A-G curriculum. This ensures that all students have equal access to classes which are traditionally offered to students as college bound.

- A2. To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?**  
**To what extent does the governing board delegate implementation of these policies to the professional staff?**  
**To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?**

As presented in the Self-study report, all information is properly channeled from the District Office, to the school administration, and finally to faculty/staff and stakeholders. LACES’ principal shares information and discusses students’ progress and expected outcomes with staff at monthly meetings and with parents during school meetings such as School Site Council (SSC), parent councils such as African-American, Latino, Korean, and monthly parent meetings with the principal. Information from School Site Council and Shared Decision Making Council is shared with staff via department chairpersons. Also, Department chairpersons meet monthly with the Administrative Team to discuss concerns and academic goals. The information is then shared at each department in order to have all members informed on the latest information.

LACES has two governing bodies. One is the School Site Council (SSC), which receives recommendations from the Compensatory Education Advisory Council (CEAC). The duties and responsibilities for SSC include monitoring the instructional focus of the school, control of School Improvement and Title I Funds. The second governing body is the Shared Decision Making Council (SDM). This committee is responsible for calendar issues, school activities, school discipline, and some funding for textbooks and instructional materials. A third but independent organization is the “Friends of LACES” which is a parent-run organization that works to help fund programs and projects not covered in the LACES-LAUSD budget.

The Single Plan for Student Achievement does not provide clear SMART Goals or percentages of students to be moved from Far Below Basic (FBB) or Below Basic (BB) to the next performance band in ELA and Math. Consequently, there is a need to establish and maintain a good system of data review and collaboration between the administrative team and all

stakeholders. This would allow the school to build the capacity of the site leadership team in an effort to distribute leadership in order to have a more cohesive team. A possible outcome would be better collaboration among department chairs and members within their department and/or grade level subjects to share best practices, lesson plans, syllabi, grading policies, pacing charts, etc.

- A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?**

**To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?**

At the beginning of each school year, administrators and faculty discuss district-provided SPA scores and CST/STAR scores from the previous year to assess the curricular strengths and weaknesses. LACES decided to implement programs in reading and writing comprehension such as Academic Literacy for most sixth graders and a Life Skills class for all ninth graders, as well as CAHSEE intervention courses. The visiting committee suggests that a more formalized system be put into place to have all teachers speak “data language” and to regularly analyze the district’s benchmark assessments, California High School Exit Exam (CAHSEE) results, departmental assessments, as well as state test scores. Additionally, summative and formative data, and informal daily feedback and checks for understanding should be examined in individual teacher’s classrooms. The ESLRs should be addressed in order to develop measurable outcomes and department SMART Goals so that data can be tracked over time and strategies therefore are developed to improve student achievement.

All students have access to appropriate grade level Board of Education adopted core materials and additional resources for students participating in Special Education and English Learner programs. LACES has ensured all instruction and materials are aligned to the essential content standards.

- A4. To what extent does a qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?**

Every teacher at LACES is highly qualified and in compliance with No Child Left Behind. LACES also has eight Nationally Board Certified teachers and two teachers have their PhD. Due to Reduction In Force (RIF) and the current economic situation, all LACES teachers have been teaching for over seven years. Furthermore, teachers that are being transferred to LACES are mentored by seasoned teachers in order to make a smooth transition.

Los Angeles Unified School District (District 3) has clear employment policies/practices related to qualification requirements for the staff. The school does not have any emergency credentialed teachers. All teachers have CLAD/SDAIE certification.

Teachers in core areas (English, Math, Science, and Social Studies) give a district mandated assessment known as “Secondary Periodic Assessment” (SPA) three times per year. SPA results are used to discuss best practices and pinpoint student skills that need improvement.

The school has faculty written policies and handbooks that define responsibilities. For example, the Dean of Discipline addresses the discipline issues and the Shared Decision Making Council (SDC) oversees discipline/dress code policies.

**A5. To what extent leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?**

LACES has approximately fourteen Professional Development Tuesdays each year to discuss CST, SPA, and the Academic Growth over Time (AGT). This time is to be utilized for reflection on student performance data and to develop strategies that address the needs of students who are not moving towards proficiency. Not only is this a time wherein formal test data might be examined, but departmentally and individually, more informal formative assessments and short checks for understanding may be reviewed. During the data review sessions, effective strategies are expected and shared. Furthermore, there is little, if any, discussion and explanation as to how data is being analyzed and used in the School Plan for Student Achievement in order to close the achievement gap for African-Americans and Latino students.

**A6. To what extent are the human, materials, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?**

LACES received funding from Los Angeles Unified School District and additional financial support from “Friends of LACES” in order to support students’ expectations and goals. LACES offers a multitude of non-core classes as well as many Advanced Placement (AP) classes in order to meet the students’ interests. CAHSEE support classes, peer counseling, academic counseling, and tutoring (before and after school as well as during lunch) are offered to make sure students have all the support needed to succeed. Students and teachers have expressed the desire to implement more elective classes, but due to budgetary constraints, this may not be possible.

The Self-Study states financial resources are used to benefit the students at LACES. The Self-Study Report states that due to change of LAUSD Board policy, LACES may lose approximately \$460,000 in Title I funds beginning in 2012-2013 academic year. Consequently, the creation of SMART Goals by departments as part of the SPSA would greatly help LACES to continue to prioritize categorical funds to support students in mastering the standards and closing the achievement gap. The justification to spend any categorical funds should continue to be linked directly to addressing students’ needs and school-wide goals. This practice would reinforce the purposeful disbursement of funds and the importance of addressing the critical academic needs.

**Areas of Strength:**

- The school is committed to providing all students with an A-G curriculum and placing all students in heterogeneous classes especially in the middle school.
- Rigorous curriculum and opportunities for students to challenge themselves through a variety of Advanced Placement and Honors coursework
- Highly qualified faculty and staff
- Two separate governing bodies (SSC and SDM) working together for one common goal

**Areas for Growth:**

- Staff needs more professional development including utilization of AVID and AP strategies in all classrooms
- Revisit ESLRs to develop measureable outcomes and assessments.
- Need for systematic coaching and mentoring including walk-throughs with feedback
- Need to establish and maintain a good system of data review and collaboration. There is a critical need to continue this work on an ongoing basis to maintain a culture of school improvement
- There is a need to continue to build capacity of the site leadership team in an effort to distribute leadership
- Collaboration among department chairs and members within their department and/or grade level subject to share best practices, lesson plans, syllabus, grading policy, pacing charts, etc.

**Evidence:**

- FOL Groups
- Site leadership team
- Master Schedule
- Single Action Plan for Student Achievement
- Dialogue/interviews with parents and students
- Classroom visits of every teacher

**CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

**B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results. To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?**

At Los Angeles Center for Enriched Studies (LACES), students have the opportunity to participate in a wide variety of state aligned, standards-based curriculum. LACES encourages all students to enroll in classes based on their strengths, and offer students AP classes as well as career pathway classes which lead students to their post-graduate goals. Department meetings review and revise the curriculum as the state framework changes. LACES bases its curriculum and rigor on the CST scores, student work, and the state frameworks. AP teachers use the guidelines and requirements set forth by the College Board.

There are no Honors classes for 6/7 grade students in English or Social Studies in order to have all classes engaged in a rigorous curriculum to prepare them for future AP classes. In the Life Skills class, a mandatory class for all 9<sup>th</sup> graders, students learn about college admissions, financial planning, Career Interest, and are taken on a trip to UC Irvine to get a first hand feel for a college campus. Through this class, students also begin working on the DBQ writing program in conjunction with the Social Studies Department. This DBQ process helps teachers to more effectively evaluate a student's readiness for AP classes or a need for more support. All 9<sup>th</sup> grade students have an equal opportunity to enroll in Honors English.

The number of students enrolling in AP classes is increasing each year. Due to the high number of students who want to enroll in AP courses, LACES also offers a large number of AP classes



through independent study, such as, but not limited to, AP Computer Science, AP Music Theory, AP Physics C, and AP Psychology. Many non-native speakers are engaged in AP world languages, which is peculiar to the LACES community; in most high schools, these courses are composed of native speakers of that particular language. The minority population in AP classes has grown and staff continues to encourage all students to enroll in these higher-level classes. All students may enroll in AP classes if they are willing to do summer assignments to prepare themselves for the fall classes.

Teachers are given a list of students with IEPs and 504 plans, designating their disability and their accommodations, which include more time on tests and small-group testing.

Electives are offered to students in the areas of Culinary Arts, Visual Arts, and Performing Arts. The curriculum at LACES is aligned with the state content standards across the curriculum. Some teachers post standards and syllabi on the school website. The core subjects (English, Math, Social Studies, and Science) take periodic district assessments, which are used to drive instruction and revise the curriculum. LACES uses the textbooks and handouts to teach the standards. In Algebra II, teachers are working together to create a more aligned curriculum to meet the CA standards without relying on the textbook alone.

Various departments on campus are using collaboration and vertical teaming to make sure students are learning the same course content and being taught with the same instructional materials. The English Department has a vertical writing plan in sync with the reading and writing standards for each grade level.

Departments continually revise curriculum based on student work and state frameworks. For example, the Math department changed the sequence of its classes. They now teach Algebra I, Algebra II then Geometry. P.E. is currently using the HOPSports program, which incorporates dance, martial arts, and badminton to keep students interested.

Coherent, standards based curriculum is part of every department's mission at LACES. Course standards drive the curriculum in all subject areas. Faculty meet regularly to discuss data (CST, periodic assessments) to see if the needs of the students are being met.

**B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?**

LACES offers students resources that support their progress. Students are assisted by their counselors and Life-Skills teachers to create 4-year educational plans. Counselors remain with their individual students for the 4 years of high school, and refer students to SST, CAHSEE boot camp, or credit recovery.

Families are given information about LACES's programs at the Back-to-School Night and spring planning meetings through student orientations, course content letters, and the school website.

There are multiple personal learning plans and support systems for students. All students have access to the College Center, which supports students who need assistance in preparing for post-high school and arranges for college and career speakers. LACES hosts an annual career fair and

college week. College workshops, college field trips, and career research help prepare students for post-high school experiences.

Teachers have received training in SDAIE and differentiation techniques. All teachers are EL authorized and SDAIE trained and employ a wide variety of modalities.

The Academic Literacy course for 6<sup>th</sup> graders and the Life Skills course for 9<sup>th</sup> graders assist students in all their classes. Students in need of intervention are offered tutoring. CAHSEE diagnostic tests determine who needs CAHSEE boot camp.

LACES uses Behavioral Support Plans (BPSs) and referrals to the school psychologist when necessary. The Parent Liaison facilitates meetings with teachers and parents when necessary.

Sixth grade students are assigned a Homeroom Leader, and some 7<sup>th</sup> graders are assigned a big brother/sister (an upper-classman) to provide emotional and logistic support and to ease the transition to LACES.

A struggling student may be referred to the Student Success Team by a teacher or a parent. The team meets to decide on a course of action to help the underperforming student. The student is monitored for one month to see if the course of action is effective. If not, alternative methods such as counseling or testing are suggested.

All students have access to the school's programs, but there are a number of students who do not take advantage of the opportunities afforded them. There is a sense that LACES is "two schools": A high-achieving AP group, and the rest. While 98% of LACES students graduate, there is still a concern that the non AP classes are not rigorous enough.

**B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?**

Options for students to help them meet graduation requirements were attending Adult/Night School, taking credit recovery classes at LAUSD high schools offering classes, completing community college courses, and various other summer programs. Budgetary concerns have limited these options somewhat.

Teachers offer tutoring either before school, after school, or during nutrition or lunch. Additionally, the Math Department, World Language Department, and the high school Science Department all have or have had regularly scheduled study groups. The English Department holds lunchtime grammar reviews, and the faculty of the Social Studies department is typically in their classrooms working with students at lunch.

The resource rooms are used for extended time on assessments and both Resource teachers are in communication with classroom teachers and parents. The educational aides assigned to the Resource Department are in the classroom to assist the Resource students; however, they assist

regular education students as well. All teachers are made aware of Resource students in their classes and what type of accommodations they need to be successful.

The ninth grade Life Skills curriculum specifically teaches graduation requirements. Counselors conduct annual meetings for students and parents to discuss the following year's curriculum. Counselors also meet with at-risk students who are credit deficient or haven't passed the CAHSEE.

Senior audits are conducted to identify seniors that are behind on credits. The senior counselor, college counselor and Assistant Principal of Counseling monitor all seniors to ensure they graduate with their class.

Counselors conduct D/F conferences at the end of each grading period and letters are sent home regarding students with one or more D/Fs.

Students have access to peer-mentoring and peer-tutoring. Students and parents are informed about the CAHSEE through mailing, emails, and phone messaging.

## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **Areas of strength for Standards-Based Student Learning: Curriculum (if any):**

- LACES teachers have clear expectations and maintain rigorous curricula.
- The majority of students believe that they receive a rigorous curriculum with high expectations, and fair grading practices.
- LACES encourages students to challenge themselves by taking the most rigorous courses available.
- All students are aware of the LAUSD/LACES graduation requirements, and the basic college entrance requirements.
- Tutoring services and study groups are provided both during and after school hours.
- Over 95% of LACES graduates attend post-secondary institutions.
- Most departments incorporate vertical teaming and have developed common assessments.

### **Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students:**

- Develop strategies to strengthen the rigor in all classes.
- Develop and strengthen academic integrity awareness in all grade levels.
- Continue to offer more academic support for students enrolled in college prep courses.
- Within the restraints of a limited budget and the assurance that core classes are offered, continue to add additional electives (including non-AP electives) to the high school and middle school program.
- Develop meaningful electives that match the needs of our students.
- Create opportunities for collaboration on best practices.

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

- All students take A-G requirements for graduation

- District instructional guides in math, language art, social studies, and science
- Common final exam in many courses
- District math assessments
- Science periodic Assessments
- Approved list of AP courses/syllabi from College Board.
- Master Schedule
- Department meeting agendas
- Life skills freshman program

## **CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

### **C1: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?**

The students at LACES have an opportunity to take challenging and diverse courses. The faculty and staff are committed to reaching all students through a consistent, rigorous curriculum, and use a variety of instructional strategies. As a result, the number of students who want to enroll in AP courses has increased, so more AP sections are being offered, including an online AP Psychology class. Many students participate in AP readiness courses offered at UCLA, and teachers use Document Based Questions (DBQ) and other AP writing strategies to prepare students for the rigor of AP writing.

ESLRs are posted in classrooms, and standards are embedded into daily lessons and assessments. District Secondary Periodic Assessments (SPA) are aligned with state exams. AP sections utilize prior years' data to help students master concepts. Upon request, teachers print out grade sheets for students, and parents have access to grades and attendance via ISIS. There is vertical teaming within the departments, and all instructors work to make classes interesting, challenging, and relevant.

There are a wide variety of course offerings - both core and elective (World Languages, Folk Arts, Fine Arts, Theater, Pirates, VPA, Applied Technology, Journalism, and Culinary Arts).

Most teachers give students a syllabus (as well as posting them online), and follow pacing plans and post daily agendas and standards. Counselors assist struggling students and facilitate conferences with parents.

Teachers use Blackboard Connect Ed to communicate with parents. Most teachers offer tutoring at lunch, nutrition, or before or after school, although there is concern that organized tutoring opportunities will decline due to lack of funding.

Students are encouraged to be involved in the community via programs such as volunteering at a co-op, performing in the choral group, campus beautification, food drives and toy drives. Learning experiences are extended in every subject area via field trips, academic competitions, work experiences, and performances.

**C2: To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?**

At Los Angeles Center for Enriched Studies (LACES,) teachers stay current in their teaching practices through a variety of methods. Some teachers at LACES are pursuing advanced degrees while others are taking college courses beyond their credentials for professional development. Several teachers at LACES have National Board Certification as well.

Some teachers at LACES stay current in instructional content by completing the GATE certification program or attending intensive workshops such as College Board seminars. In addition, some teachers participate in UCLA's Writing Project, study abroad, and attend professional development workshops offered by LACES. Teachers who have Promethean Boards and LCD Projectors have been trained to use this technology in their classrooms

To meet the needs of all students, teachers implement different strategies such as GATE differentiation, SDAIE strategies, and Critical Thinking elements into their daily classroom instruction. Students are provided with graphic organizers, trained on taking Cornell Notes, and students in the Resource Program are provided with NCR paper.

100 % of the students at LACES reported they feel they will be prepared for college or career when they graduate. Students take Life Skills in their 9<sup>th</sup> grade year where they learn about college, careers, and goal setting. During the Life Skills class, students develop a resume, learn how to write a business letter, and complete the Common Application. Additionally, students learn college admission requirements as well as high school graduation requirements.

Several programs at LACES offer a hands-on approach with real life applications. Students in the Flight Club, for example, use real life applications of math skills as they discuss the practical skills used in the field of flying. The Apprentice Teacher Program allows students to identify the requirements of becoming a classroom teacher and apply those skills by tutoring lower classmen.

Teachers and staff provide students with an opportunity to participate in a variety of field trips that relate to the curriculum. All 6<sup>th</sup> grade students participate in the LA River Field Trip as a direct correlation to the 6<sup>th</sup> grade science curriculum. All 9<sup>th</sup> grade students gain exposure to the college experience by attending the UC Irvine Life Skills field trip, and selected students participate in the Cash for College Convention at the LA Convention Center.

## **CATEGORY C: STANDARDS-BASED STUDENT LEARNING: Instruction**

### **Areas of strength for Standards-Based Student Learning: Instruction(if any):**

- A highly qualified staff functions in an environment of high expectations for student success.
- Many teachers differentiate instruction through project choice, multiple grade levels in a single class, scaffolding, SDAIE strategies, multiple intelligences, grouping, and adjusting curriculum after assessment.
- Large numbers of Advanced Placement and UC approved courses are offered.

- Teachers continue to seek out and attend professional development in their subject area funded by the parent organization (Friends of LACES).
- Many teachers utilize real-world applications in their instruction.
- Many teachers engage their students in higher-order thinking and the usage of academic language.

**Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students:**

- Develop more opportunities for cross-dialogue and collaboration among teachers and counselors regarding student progress. (Collaboration between teachers/counselors)
- Create a plan to address closing the achievement gap.
- Establish long-term technology plan that supports classroom instruction.
- Professional Development will incorporate strategies to improve formative assessments to improve instruction.
- Establish an online reporting system in order to give parents more immediate feedback on student progress.

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

- Posting of Standards/ESLRs in classrooms
- Periodic assessments are aligned with state exams
- Departments are identifying the essential skills needed to be learned in each course
- Observations
- Teacher/Students dialogue
- Common Assessments
- Course enrollments
- Master Schedule
- Summer school recovery program
- Syllabi
- Teacher/parent communication

## **CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

- D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?**

LACES uses several professionally acceptable assessments to indicate student learning and outcomes including CST/STAR assessments, PSATs, Secondary Periodic Assessments (SPAs), CELDT, and the CAHSEE. Assessment data is reported to parents and is used by all departments to properly place students in classes, offer support for students in need, differentiate, and modify curriculum; however, there is no system currently in place to analyze data on a regular basis, nor is it part of the LACES culture to frequently and consistently use it to inform instruction and curriculum. LACES may consider including the analysis of formative and summative data by department, and by teachers who teach the same or similar courses. The creation and review of short, informal checks for understanding would also be of benefit.

At the beginning of each school year, school administration presents CST data to teachers, who then may utilize the information in their classrooms or departments. There is no formal protocol for the use of this data to drive academic goals and strategies.

As this school possesses a strong college-preparatory culture, 7<sup>th</sup> – 11<sup>th</sup> graders take the PSAT. The results are shared with students and parents at an evening meeting conducted by a dedicated College Counselor. These results enable counselors to generate lists of potential AP students and indicate which non-AP students might be pushed to take an AP course. There was a 98.5% passing rate on the CAHSEE in both math and English. The CELDT assessment is given once a year and these results are also shared with parents and students. Students eligible for reclassification based on all of the EL criteria are reclassified immediately.

Data from the STAR/CST assessment are also reported to students and parents over the summer break. The school emphasizes the CSTs in a variety of ways. Assemblies are held for students who have improved their scores or who score in the proficient/ advanced ranges, and incentives are given. Homerooms now compete for trophies, which are given for the highest scores. A place on the Honor Roll and a Golden State Seal on high school diplomas are incentives for students to take the test seriously. The SSC and CEAC both discuss data related to the CST. Preparedness for the math portion of this high-stakes test occurs through typical CST-type questions included in math homework and Summative Summit, which are thought to aid with familiarity and test anxiety. Students with IEPs which require accommodations may be administered CMA.

Besides these widely known assessments, students take Secondary Periodic Assessments (SPAs) three times a year in their core subjects. SPAs are provided by the district and measure standards that should be covered during the period of time prior to each assessment. Teachers analyze the SPA results, and learning strategies are discussed to drive instruction in areas requiring reinforcement or enrichment. SPA results are used to ensure teachers are stressing the standards that the district has determined of highest importance. Because LAUSD is now allowing schools to develop their own common assessment tools, some LACES departments are currently evaluating this possibility to make sure common assessments drive instruction as the current SPAs do not always follow the pacing plan. These common assessments will provide valuable data and insight into benchmark student achievement throughout the year, and give departments insight into achievement, curriculum and instruction. Short teacher-developed common assessments or checks for understanding may be given formally or informally, and the results discussed among departments or groups of teachers who teach similar courses.

Teachers use regular department meetings to share instructional strategies and discuss student work and common issues. The VC suggests that further data analysis and review of common assessments during department meetings could support improvement of all student achievement. Counselors use assessment and grade data to provide effective placement and develop support plans for students in need of additional attention. The VC observed that additional growth in the area of data disaggregation and longitudinal analysis of student progress would be beneficial for studying student achievement and improving instruction, especially considering the majority of LACES students attend from 6<sup>th</sup> to 12<sup>th</sup> grade.

The VC observed that students are expected to be accountable for their academic progress. There is evidence of student-created rubrics assist with writing across disciplines. In upper levels, turnitin.com is utilized to self reflect and revise writing, as well as for a peer review system among students of varying writing levels. An atmosphere of student buy-in, peer support, and constant improvement exists at LACES.

**D2. To what extent do teachers employ a variety of strategies to evaluate student learning?**

**To what extent do students and teachers use assessment results to enhance the educational progress of every student?**

Teachers at LACES utilize a wide array of assessment methods to evaluate student learning, including but not restricted to quizzes, multiple choice/written exams, notebooks, journals, models, role-play, cross-curricular projects, PowerPoint presentations, film production and oral presentations. These varied assessments, both formative and summative, are informally embedded in the curricula and left up to the individual discretion of the teacher. It is the recommendation of the VC that short, more informal checks for understanding be utilized and discussed with more frequency, to clarify possible changes in individual classrooms that may enhance student understanding.

Curriculum is developed by departments to help students achieve academic success in that subject area. LACES utilizes vertical teaming in academic departments, so teachers approach subjects to follow a sequence and students understand that they are being prepared to take the next level course. Teachers across subjects, both vertically and horizontally, teach similar skills (such as outlining, Cornell Notes, mastery of facts and vocabulary, creating a timeline, and journal writing) that will be needed in subsequent grades/courses. For example, the math department meets to identify common areas of difficulty in higher level courses and adjust lower level courses accordingly to meet that need.

The 6<sup>th</sup> grade counselor plays an essential role disaggregating data from feeder schools to identify students who were struggling in 5<sup>th</sup> grade. These students are monitored closely and communication is established between parents and counselors to find the best solutions to service those students. Homeroom teachers also identify struggling students by reviewing report cards. 6<sup>th</sup> and 7<sup>th</sup> grade homerooms have Homeroom Leaders who serve as tutors. Those students receiving a D or F at any grading period are encouraged to seek support from teachers, mentors, tutors, and/or after-school study programs.

Classroom teachers are provided with copies of students' IEPs or 504s and accommodate students according to their plan. Additionally, all resource students have Progress Binders, which contain work samples, accommodation trackers, goals, parent contact information, and the parent survey. The teachers reported that communication with resource teachers is consistent and strong.

All teachers make themselves available to students throughout the day. Additionally, peer support is available, including Peer Helpers, College Peer Counselors, Big Brothers/Big Sisters Mentoring, Math Study Group, Leadership students, and the 6<sup>th</sup> and 7<sup>th</sup> grade Homeroom Leaders. The VC observed a strong culture of student support, specifically the use of student-to-student mentoring and tutoring.



It is the reflection of the VC that continued development of a strong data analysis process and structure would be beneficial to the students, staff and parents. This area for growth would identify, target, and support students of all achievement levels.

**D3. To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?**

Besides state-required tests (STAR, CELDT, CAHSEE), LACES uses district-created assessments called Secondary Periodic Assessments (SPAs). These tests are administered three times a year in core subjects. Teachers score and analyze the data to help evaluate student learning and develop best teaching practices to address identified areas of need.

The VC observed that LACES places emphasis on student achievement and taking rigorous courses, specifically AP courses. LACES encourages any students so motivated to take AP courses and had over 1,100 AP tests administered last year. Staff and teachers review AP scores at the end of each year and teachers identified that they would like to improve upon the number of 1 and 2 scores. Further growth in the area of AP score data analysis and triangulation with other assessments would be beneficial to drive curriculum and instruction.

LACES provides intervention and support for struggling students. Underachieving students are identified based on 5-week progress reports and teachers and counselors intervene with plans, as needed. During the visit, teachers and counselors discussed strategies for how they support students, such as mentoring by an older student, tutoring, parent communication, conferences with teachers and after-school programs. If a student earns a D, F, or U, the parents receive a letter discussing the student's challenges and options for support.

The VC did not observe any formal protocol for struggling student intervention. A protocol handout was given to the Visiting Committee and other faculty present at the final read-through session on the last day of the WASC visit. Although the question regarding intervention protocols was asked repeatedly by the Visiting Committee in focus group meetings, including the counselor's meeting, this handout was not referenced. Further, the 3<sup>rd</sup> intervention tier on the handout included references to programs that were never mentioned, either in the self study or verbally by any individual at LACES.

Resource students have one resource period wherein they are helped in all subjects. These resource classrooms contain textbooks and handouts for all subjects. The Resource teachers are in contact with the classroom teachers, counselors, and parents. If a classroom has a group of resource students, an instructional assistant, called a Special Education Aide, is assigned for extra support. All students with disabilities are tested and placed in appropriate classes.

**D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?**

LACES is a high-achieving school in terms of test scores. These results indicate a strong academic culture among all stakeholders. There is a culture of high expectations and

achievement, and the school is focused on growth that will encourage and allow for continued success for all students. The VC observed that further emphasis on data to drive the school's program and vision is recommended to ensure the needs of all students are being identified and met.

Academically at-risk students are identified as soon as possible, often through the use of high-stakes assessments, and then provided additional support through a variety of strategies. Tenth grade students are given a practice CAHSEE exam and those who receive a low score are placed in CAHSEE Boot Camp. Low scoring students on the CSTs are identified and interventions assigned. CST scores and a math placement test help determine placement into appropriate courses. The 6<sup>th</sup> grade counselor disaggregates data from the feeder schools, identifies academically at-risk students, places them in the necessary assistance programs, and monitors them closely. Also, when teachers notice that a student is experiencing difficulty mastering the standards, that teacher may contact the counselor/parents to relay that information. A struggling student may be placed with the Student Success Team, which consists of the counselor, classroom teachers, the school psychologist and any additional personnel who can assist the student. The VC observed that although there are significant efforts made to support students in need, there is no formal protocol in place, other than a handout referencing a pyramid of interventions, that prevents students from "slipping through cracks."

PE is another area that uses data from assessments to guide instruction. Fitnessgram data is evaluated and students are given multiple opportunities to meet the physical education standards. The teacher records the students' best scores.

Teachers collaborate to evaluate and improve curricula, both in terms of their individual classroom, as well as course and sequence by core subject. The English and Social Studies departments have eliminated honors level courses in 6<sup>th</sup> and 7<sup>th</sup> grades, with the goal of providing better preparedness and, as a result, more students qualified for AP courses. LACES found that the following order of courses was far more beneficial to students and resulted in higher CST scores: Algebra I, Algebra II, Geometry, Trig/Math Analysis, AP Calculus AB, AP Calculus BC. Teachers utilize a variety of teaching styles, including AVID skills. The English department now utilizes shorter, contemporary pieces with the goal of engaging and relating content to students.

LACES has discussed the possibility of dropping honors level classes across all subjects in all grades. The rationale is that the achievement gap becomes wider beginning in the 8<sup>th</sup> grade when honors classes are again reinstated. The dissenting opinion states that truly gifted students would not be challenged enough, and struggling students would struggle too much. The VC observed that this discussion is ongoing and that further data analysis in this area would be beneficial before making a final decision.

#### **CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

##### **Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):**

- Teachers utilize varied assessment strategies to evaluate student achievement of the standards.

- Individualized intervention plans are developed for students identified as struggling through the Student Success Team, Counseling department, and student-to-student mentoring.
- A variety of academic programs are available to meet all levels of student achievement.
- There is an environment of accountability and encouragement of progress among students.
- Review of assessment results from district to teachers to parents takes place to ensure student success.

**Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students:**

- Create a stronger system for collecting and analyzing assessment data relative to student achievement to help drive the school's program
- Explore a process of formulation of more frequently administered, teacher-created informal assessments and checks for understanding that will be utilized to drive instructional practices
- Examine the development of formative, common assessments in departments in order to gather important data on student achievement throughout the year
- Look to develop additional, formal opportunities to create measurable growths, evaluate data, student work, curriculum, instruction, and intervention
- Continue to find ways to involve and inform parents and community members about student achievement data
- Further strengthen identification and support of struggling students
- Continue to creatively find ways to institute instructional strategies and programs in the face of budget cuts and increased class sizes
- Improve assessment scores of African-American, Latino, and English learner students in ELA and mathematics.
- Development of a longitudinal growth process to track students' progress over their career at LACES

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

- |                                                             |                          |
|-------------------------------------------------------------|--------------------------|
| • CST results                                               | • Parent Center          |
| • CAHSEE results                                            | • Student work           |
| • SPA results                                               | • Notebooks              |
| • Course syllabi                                            | • District report of SPA |
| • Department meeting log                                    | • Focus Group meeting    |
| • Counselor log                                             | • Counselor meeting      |
| • Attendance sheets at boot camp and other support programs | • Class observations     |
| • Report Cards                                              | • Student meeting        |

**CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?**

Parents are encouraged to participate actively in the education of their child and are welcome to participate fully in the life of the school itself. There are numerous opportunities for parents to discuss concerns at monthly meetings, and there also exist opportunities to volunteer in campus activities, campus beautification and maintenance, assisting in the office, translation, and participating in Friends of LACES. There is also a Parent Center at the school that is open daily, where a parent liaison has an office. Parent groups also sponsor a festival every year to promote the U House way: Be Prepared, Be Ready, Be Responsible.

Parents of new students participate in an orientation in the summer before the school year. The orientation covers valuable information pertaining to geography of the school, transportation, materials, and availability of programs and communication in the school.

Teachers communicate regularly with parents via email, phone calls, and conferences. Teachers are asked to return parent phone calls within 24 hours. There is an automated phone messaging system, and multiple opportunities to gain information from the Internet. Additionally, some parents have organized special groups to reach out to other parents who are experiencing issues peculiar to their specific geographic region. Parent meetings are also held at satellite locations throughout the district to facilitate parents who might otherwise not have access to pertinent information. Bus transportation is also available for Back to School night for parents who have transportation issues. In the spring, parent meetings are held also for the purpose of planning for the future. These meetings communicate graduation requirements, credit recovery, and expectations. These meetings are held all through the day and in the evening to accommodate parents' work schedules.

During the visit, school faculty and staff expressed to the VC that there is still room for improvement in the area of parent involvement and communication, specifically, for parents in more remote locations of the city and those without access to internet and email. Teachers indicated that there is a correlation between parent involvement and student success. Individual teachers devise strategies for increasing their communication with parents, especially regarding student academic issues. It is a requirement that all syllabi are posted online. An online grade book is available to teachers and parents; however, LACES staff expressed that only a small segment of teachers utilize this resource. During the focus group meetings, staff indicated that a more user-friendly online grade book system would be well received and used by the parent community.

The counseling team at LACES also communicates with parents regarding student issues. Every 5 weeks, parents of students receiving grades of D, F or U (unsatisfactory), receive a letter regarding progress and recommending avenues for support. The VC observed that counselors are available, approachable and responsive to parent needs.

A feeder school will be introduced in the 2012-2013 school year, and parents and teachers have already begun a dialogue regarding strategies for the future success of these feeder school students.

The LA Parks and Recreation Department has developed a partnership with LACES, and there are now after-school and summer sports opportunities for families in the community. The VC observed that students from the local community utilizing the new gym.

A significant event in the life of LACES was being selected by NBC to document an all volunteer effort to beautify the campus and add much-needed technology to the school. The school is proud of this recognition and the improvements.

As part of the Career Media Program at Laces, the Civic Awareness program brought professionals from the film industry to the school to work with students, encouraging these students to look into making the film industry a career. During the visit, members of the LACES staff indicated there is discussion of bringing in successful members of the African-American community to meet and speak to students, in an effort of providing strong models and to help close the achievement gap.

**E2. To what extent is the school a safe, clean, and orderly place that nurtures learning?  
To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?**

LACES has made great strides in promoting an environment where both students and faculty feel safe and secure. In a student survey, 89% of students and 98% of staff feel safe. During meetings with students, the VC ascertained that all students randomly interviewed felt safe in the school community. Although the grade levels of LACES includes 6<sup>th</sup> through 12<sup>th</sup>, younger students indicated to the VC that they do not feel threatened by older students but rather protected and nurtured.

The LACES site plan indicated that teachers conduct safety and emergency response drills according to LAUSD specifications, and the plans pertaining to these are updated annually. More than half of the teachers feel that they are necessary in implementing safety at the school. The students themselves also participate in various programs that promote a safe, orderly environment. Representatives of all stakeholders are involved in writing the Safe School Plan, which is also updated annually. The school utilizes hall passes, ID badges, Knights & Ladies, security aids, and random metal detector tests.

As a pleasant, orderly campus is a matter of pride at LACES, staff, parents and students beautify the campus on an ongoing basis. This process involves trash cleanup, gardening, washing, and regular cleaning and maintenance of the pond. The VC observed that littering remains an ongoing struggle, but staff and students readily admit to this and are making efforts to improve.

A priority at LACES is the high expectations for all students. Clear and rigorous lesson planning, and intervention strategies are methods of insuring these expectations. The counselors and teachers are easily accessible, and peer helpers who promote an anti-bullying policy, give homeroom assemblies. The VC observed a culture where students are routinely involved and expect high achievement from themselves and peers. In fact, the VC observed that the students themselves are the ones who often facilitate intervention of their peers. Opportunities for student leadership, tutoring and mentoring are inherent and organic in the school culture and widely-utilized services.

The VC immediately identified a strong sense of community at LACES among students, teachers and all staff. Over and over again, the VC heard from all stakeholders the pride LACES takes in

being a diverse, tolerant and open-minded community, where all students feel comfortable. The VC observed several instances of students guiding other students toward the expected standard of behavior.

LACES is a college prep school. Attending college after high school is the desired expectation for students. To this end, students take many AP courses and participate in AP writing workshops. The VC observed that the staff encourages students to have high expectations for themselves, and the students in turn push themselves toward success. One identified area of concern that came up during the visit is that there is a segment of the population that is underperforming and staff indicated as “slipping through the cracks.” The VC observed that staff is striving to develop strategies to assist these students.

LACES believes that students are innately ethical and concerned citizens. The school therefore rewards good deeds, with a Caught Being Good ticket, which can be placed into a monthly drawing for a prize. Students and staff both indicated to the VC that fights on campus are infrequent. The U House way (Be Prepared, Be Ready, Be Responsible) has been a behavioral guideline for several years, and is posted in all classrooms. The VC was told that there are concerns in the school for a decline in student conduct in recent years, including increased profanity, littering, public displays of affection, and failure to appear at assigned detention sessions.

Beyond school-centered behavioral expectations, students participate in the wider community through community service and school organized service-learning projects like blood drives, recycling, and supporting organizations that help animals and the needy.

Parents feel that the staff is accessible. There are many methods parents can use to communicate with the faculty. In addition to email, phone messaging, and conferences, there is also a Parent Liaison to assist with translating information for parents whose first language isn't English. This ease of communication is beneficial for both academics and behavior. The VC observed that parents, teachers, and students readily acknowledge the communication between these stakeholders is significant and effective.

**E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?**

Learning plans individualized for each student are a key component at the school. This begins in 6<sup>th</sup> grade when a student initially enters LACES. Though class sizes are large, teachers strive to help each student be academically successful. Teachers frequently utilize their own time before and after school and at break-time to be present for their students. Resource students have access in the classroom to Instructional Assistants, and teachers receive notification of accommodations and learning needs pertaining to students with 504s and IEPs. LACES believes in conferring immediately to new students the high expectations of the school. The required Academic Literacy Program is an introduction to these expectations. Students finding academic difficulties are encouraged to immediately seek assistance. There are also academic preparedness courses such as Math Mania in the summer (for 6<sup>th</sup> graders), Calculus Camp and AP and Summative Summit (for older students). New students also take part in a one-day orientation during the

summer leading up to the school year, in which they meet with upperclassmen leaders and receive personalized information pertaining to expectations and navigating the school successfully. The VC consistently observed that many 6<sup>th</sup> grade students struggle to adapt to the increased expectations and workload at LACES compared to their previous school. The staff indicated the desire to improve on this and is discussing strategies for doing so.

The achievement gap in the student body is a concern to LACES staff. Various methods have been applied to try to decrease this gap and support all students. While specific protocols for supporting struggling students are not in place, teachers and staff utilize existing programs and strategies to identify and intervene when necessary. LACES indicates that challenges exist regarding lower achieving students who live at great distances from the school. The staff and parents are continuing to search for methods of communication, involvement and in-school support in order to increase student achievement.

Career pathways and educational pathways are explored with the help of counselors, taking into account students' interests and aptitudes. A career fair is held every year, and an interest inventory is given to all 6<sup>th</sup> graders. In the spring, parent meetings are held also for the purpose of planning for the future. These meetings communicate graduation requirements, credit recovery, and expectations. Fortunately, these meetings are held all through the day and in the evening to accommodate work schedules.

**E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community.**

A variety of support services and leadership opportunities are made available to students. A strong aspect of the LACES culture is the willingness for students to mentor and support other students, through programs such as Student Council, Student Leadership Team, Peer Helper program, the teacher apprentice program, peer tutoring, Knights and Ladies, homeroom helpers and student aides.

The counseling staff is highly accessible to the students. Not only do they interact with students daily at nutrition and lunch breaks, at which times a student may make arrangements for a more private meeting, but they also support the students in areas of academics, career decisions, emotional issues, and social growth. For older students, there is a bulletin board maintained by the counselors with career and college information.

The entire school participates in activities designed for college preparedness and enthusiasm. These activities include taking the PSAT in grades 7 – 11, college visits by “buddy” teams of 6<sup>th</sup> and 12<sup>th</sup> graders, College Knowledge Night, a College Fair, the 9<sup>th</sup> grade trip to UC Irvine, the Cash for College program, UC/CSU workshops, Financial Aid workshops, Career Day, Peer Helpers, Apprentice Teachers/Tutors, and a dedicated college counselor. A college-going culture definitely exists at LACES.

There are as many as 100 active clubs on the LACES campus. Any student may start his or her own club simply by finding an adult sponsor and writing a club constitution. In addition to the clubs, there are Leadership students, 6<sup>th</sup> and 7<sup>th</sup> grade homeroom leaders, and Apprentice Teachers who all help with tutoring. Additionally, there are seniors who are tutoring in

numerous classes by providing support and intervention. The National Junior Honor Society and National Honor Society both have members tutoring other students in need.

LAUSD and CIF require that students maintain a GPA of 3.0 or higher so coaches work together with teachers to insure that student athletes are performing both on the field and in the classroom. A number of support services are offered to parents, students, and the community. There is a nurse on site daily (thanks to Friends of LACES), and the psychologist utilizes additional time at the school. The computer lab and library are open every day before school, at lunch, and after school to assist students. The Parent Liaison staffs the Parent Center every day. There are monthly parent “coffee stops,” attended by an administrator or counselor.

In addition to community service, students participate in community learning events as part of their graduation requirement. At LACES, this project is the Oral Social Studies Project. This project involves the World Social Studies students in contributing to the oral Social Studies of the community profile.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):**

- It is evident that there is a strong sense of community in the LACES culture
- Students, parents and staff all feel LACES is a safe and tolerant environment
- Students are held to high expectations, both academically and personally, and make efforts to support fellow students in achievement in these areas
- Teachers and counselors offer a variety of support programs and strategies to support student learning
- There is a strong culture of student leadership and mentoring
- There is a strong culture of parent involvement in all aspects of the school

**Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students:**

- Continue to address the needs of at-risk and struggling students
- Continue to find avenues for increased communication with and involvement of all parents, including through the use of available technology
- Explore solutions for student behavioral issues on campus

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

- |                             |                                  |
|-----------------------------|----------------------------------|
| • Self-study                | • Progressive Discipline Policy  |
| • Classroom observations    | • Study Group attendance records |
| • Code of Conduct           | • Survey data                    |
| • Academic Integrity Policy | • Student interviews             |
| • Focus Group meeting       | • U-House Way                    |
| • Focus Group minutes       |                                  |





## Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

- Briefly comment about the previously identified schoolwide strengths and critical areas for follow-up.

Six years ago LACES received an accreditation term of 6 years with a revisit. During the revisit, the team gave LACES added critical areas to focus on and encouraged the school to continue their work on the original critical areas. The school was unsure as to which ones to address for this self study, so decided on the final critical areas that were given during the revisit. The critical areas seem to have been addressed to a certain extent, but a few seem to have been done so sporadically. For example, there needed to be an emphasis on developing growth targets for the action plans, yet there aren't any. Increasing technology was also a growth area, yet not all teachers post their homework on line and this fact is mentioned several times in chapter 4 but is not listed in the action plan.

### General Comments:

#### Schoolwide Areas of Strength (list numerically)

1. LACES continually maintains a high standard of student achievement with a current API of 895
2. LACES continues to have a strong college preparatory program with over 95% of graduates attending post-secondary institutions.
3. 100% of LACES students meet the A-G requirements, and many students take multiple Advanced Placement classes.
4. LACES has dedicated and caring teachers who have clear expectations, and maintain a rigorous and relevant curriculum.
5. LACES provides a family centered environment where all stakeholders feel they can participate in students' academic and personal success.
6. Students feel safe and comfortable on campus.
7. Parents have an authentic relationship with the school. They feel welcome and involved in the school community.

- Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*
  - Areas already identified by the school in the action plan sections
  - Areas to be strengthened within the already identified areas
  - Additional areas identified by the Visiting Committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

#### Schoolwide Critical Areas for Follow-Up (list numerically)

The visiting committee has taken the already identified critical areas, along with the areas identified by the Visiting Committee and created two complex Areas of Growth that contain sub-areas. The VC feels that this format will best guide the school to move forward in their quest for school improvement.

1. Develop and implement a long-range **action plan** based around WASC criteria that includes:
  - a. Statement of areas for academic improvement, including growth targets
  - b. Strategies to improve African-American, Hispanic, and English learner students' achievement in ELA and math

- c. Strategies used to raise the achievement of all students, but especially the FBB, BB, B students
  - d. To ensure implementation of the action plan, identify the following:
    - i. How the action plan will be monitored
    - ii. How progress will be demonstrated
    - iii. Person(s) responsible
    - iv. Resources
    - v. Timeline
2. Develop and implement a clear school-based professional **development plan** that includes:
- a. System/Protocols for gathering and analyzing data, both formative and summative, to drive curriculum and instruction
  - b. Specific strategies to close the achievement gap
  - c. Collaboration around curriculum to differentiate instruction and share best practices
  - d. Administrative and teacher walk-throughs/learning walks

## Chapter V: Ongoing School Improvement (1–2 pages)

- Include a brief summary of the schoolwide action plan

The current action plan consists of three goals:

Reduce the achievement gaps between subgroups,

Decrease the Percentage of FBB and BB in ELA and Math,

Increase the academic growth over time (AGT) for all students

Comments on the following school improvement issues:

### **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**

The original action plan consisted of all of their goals, in one plan, without growth targets or a way to monitor the plan. The VC has worked extensively with the principal, an assistant principal, and the self-study coordinator to help them understand how to revise their action plan to include items that WASC expects.

### **Do the action plan sections address the critical areas for follow-up?**

The VC is fairly confident that the revised action plan will address the critical areas for follow-up because they mirror what the school has indicated to be areas for improvement.

### **Will the action plan steps enhance student learning?**

Once the action plan is revised, the action plan steps will enhance student learning. If it is done correctly, the action plan will also have growth targets to show that following the action plan concretely improves student achievement.

### **Is the action plan feasible within existing resources?**

The existing resources are dwindling and the school will lose close to \$400,000 next year due to the loss of Title 1 funding. The district has agreed to give them one-time monies of around \$100,000. The VC has been encouraging the leadership team to write an action plan within their monetary resources and to explore ways to improve student learning that don't necessarily cost a lot of money.

### **Is there sufficient commitment to the action plan, schoolwide and system-wide?**

The VC feels that with the new principal, there will be sufficient commitment to the action plan. There is confidence that the principal will work with his staff to move them forward in student achievement

### **Existing factors that will support school improvement**

The new principal is committed to providing an academic environment for all students. The staff is committed to helping students, raising expectations, and being effective teachers.

### **Impediments to improvement that the school will need to overcome**

- Money      Money      Money

Also—a staff that knows they have a high API, likes the way things are, and are set in a culture of status quo.

### **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

The VC has seen a brief rough draft of the revised action plan. There is some confidence that the action plan will be revised and include the necessary (WASC) elements.