

# SELF-STUDY VISITING COMMITTEE REPORT

## WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

# MANUAL ARTS HIGH SCHOOL

4131 S. Vermont Avenue  
Los Angeles, CA 90037

Los Angeles Unified School District

October 7-10, 2007

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## Chapter One: Student Community Profile

Manual Arts High School (MAHS) is one of the oldest high schools in the Los Angeles Unified School District. The school opened in 1901 and was the third high school built in Los Angeles. Illustrious graduates of the school include illustrious alumni include James Doolittle, Harold Lehman, Jackson Pollock, and Yvonne Braithwaite-Burke. The current facility, rebuilt after the 1933 earthquake, is on a 17-acre campus and was designed to serve 1,000 students. Today the school serves 3,700 students, utilizing a three track year-round school calendar to alleviate overcrowding. The community in which MAHS is located, identified as Service Planning Area #6 by LA County, has the following identified barriers to student achievement:

- The most densely populated area of the county, with 11,587 people per square mile
- 70% of families live on incomes less than 200% of the Federal poverty threshold (\$36,488)-the highest rate in LA County.
- The smallest percentage of adults with any amount of college education in the county
- 21.4 of all children in the community are in foster care (highest rate in LA)
- The highest rate of violent crime in LA, especially willful homicide & domestic violence
- Highest cause of premature death or disability in neighborhood is homicide or another form of violence.

The MAHS faculty consists of seven administrators and 178 certificated teachers and teachers currently working in coordinatorships. Most of the faculty is on continuing (tenured) status. The teaching staff consists of 64 teachers who have been in LAUSD less than two years, 65 with two to ten years, and 56 with 11 or more years. 98 of the teachers have been at MAHS for at least six years, with only 17 at the school for 2-5 years. 84.2% of all courses are taught by NCLB-compliant teachers, MAHS also boasts seven National Board Certified Teachers: two in Social Studies, two in Science; two in World Languages; and one in English as a Second Language (ESL). 83 teachers are female (46.1%) and 97 are male (53.9%). MAHS also has eleven counselors, a Librarian, Psychologist, Social Worker, and Nurse with a part-time Speech/Language/Hearing Specialist. There are 104 classified staff members, with the majority being either African-American or Latino.

MAHS has developed many partnerships over the years, especially with the various schools and departments of the University of Southern California, which is very close to the school, and with the museums that are housed in Exposition Park. Many of these partnerships have been important in the development of the Small Learning Communities (SLCs) at the school, which began in 1990, but were fully implemented schoolwide in 2005, both as a part of a LAUSD federal Department of Education grant and as a response to the 2001 WASC Accreditation recommendations. Currently MAHS has eight SLCs alongside the Magnet program to provide more personalized curriculum and services to students: **(LIST)**

The two predominant demographic groups at MAHS are Latino, with 82.2% of the student body, and African American-17.5%. This reflects a dramatic demographic change in the community, which was 100% African American in the 1970's. Both of the predominant demographic groups contain a wider diversity of students, with the Latino population consisting of students of Mexican, Guatemalan, Salvadoran, and other heritages, both foreign born and American. Within the African-American group is a significant number of Belizean students, as well as those of,

1 Nigerian, Ethiopian, Somali, and Haitian heritage. Despite the school's size, the number of  
2 seniors has declined from 719 in 2003 to 574 in 2007. In 2007, the freshman class was over  
3 three times as large as the senior class. 37% of MAHS students are English Language Learners  
4 (ELLs), with the vast majority speaking Spanish as their primary language. Approximately 11%  
5 of MAHS students have Individual Education Plans (IEPs) indicating eligibility for Special  
6 Education services. Of these students, approximately 59% are Latinos and 40% are African  
7 American.

8  
9 In 2006-2007 there were 779 suspensions, and 7 expulsions. This equated to a suspension rate of  
10 30.1%, which is approximately three times the average for LAUSD. The school attributes this to  
11 three factors: 1) an increase in violence in the surrounding community which can spill over onto  
12 the campus; 2) a more aggressive enforcement of disciplinary policies in dealing with behavior  
13 that is detrimental to the learning process and 3) a much higher incidence of violations of the  
14 policy banning electronic devices on campus. Despite these statistics, MAHS has consistently  
15 been designated as *not* persistently dangerous by the CDE Office of Safe and Healthy Kids  
16 Program since 2003-2004.

17  
18 A high number of MAHS students are far behind grade level in their reading proficiency. The  
19 school has utilized the Accelerated Reader program since 2001 to address this concern. Data  
20 collected reveals that the majority of 9<sup>th</sup> grade students read between 2<sup>nd</sup> and 6<sup>th</sup> grade level and  
21 this continues through 12<sup>th</sup> grade. Conversely, 9<sup>th</sup> grade students reading at 12+ level grew from  
22 26 in 2004 to 62 in 11<sup>th</sup> grade in 2006. Data collected does show gains in pre- and post-reading  
23 level diagnostic tests, but those gains are less than a full school year.

24  
25 Over the past three year (2004-2006), the ELL population at MAHS has averaged 36.2%.  
26 Students are reclassified based on:

- 27 -CELDT proficiency
- 28 -Teacher evaluations
- 29 -Parent opinions
- 30 -CST scores

31 Over the same period of time, the reclassification to R-FEP status (fluent in English) has risen  
32 from 4.2% to 9.5%. In 2005-2006, 1,089 students at MAHS student body took the CELDT test.  
33 Test results for that admission showed the following %'s for the five identified level (NOTE: no  
34 12<sup>th</sup> grade students scored at either the Basic or Early Intermediate Level):

35			
36	Basic Level	4.3%	(9-11 <sup>th</sup> grade only)
37	Early Intermediate Level	8.3%	(9-11 <sup>th</sup> grade only)
38	Intermediate Level	40.8%	(all grades)
39	Early Advanced Level	41%	(all grades)
40	Advanced Level	8.5%	(all grades)

41  
42 Schoolwide spring 2007 CST results indicated that 2,555 of the students in grades 9-11 were  
43 tested. This did not meet the minimum participation rate needed to meet AYP criteria. The 2007  
44 CST scores also reported that 18% of the students tested schoolwide were considered at or above  
45 proficient in English-Language Arts (CA target proficiency level was 22.3%), while 18.4% were  
46 at or above proficient in Mathematics (CA target proficiency level was 20.9%).

1  
2 The school's 2006 base API was 511: the 2007 growth was 513. This 2 point growth was 12  
3 points below their growth target of 14. Significant subgroups performed as follows:

4					
5	African American	2007: 463	2006: 478	Target: 16	Growth: -15
6	Hispanic/Latino	2007: 522	2006: 517	Target: 14	Growth: 5
7	Socio. Disadvantaged	2007: 517	2006: 522	Target: 14	Growth: -5
8	ELL	2007: 503	2006: 500	Target: 15	Growth: 3
9	Stud. w/disabilities	2007: 331	2006: 318	Target: 24	Growth: 13

10  
11 The school met 7 of 24 AYP Criteria in 2007, but did not meet its proficiency goals in any  
12 significant subgroup. MAHS, which has been in PI status since 1997-1998, has been in Year 5  
13 Placement for the past two years. The school received a High Priority School Grant in the 2005-  
14 2006 school year and is a state-monitored school with a School Assistance and Intervention  
15 Team provided by the Los Angeles County Office of Education School.

16  
17 MAHS offers twelve Advanced Placement (AP) courses in social studies, science, English, math  
18 and foreign language. In 2006, there were 35 AP courses offered across all three calendar tracks.  
19 From 2004-2006, 23.81% of 11<sup>th</sup> and 12<sup>th</sup> grade students enrolled in AP classes took exams. Of  
20 the students who took exams, approximately 42% passed with a 3 or better. From 2004 to 2006,  
21 the percentage of seniors taking the SAT test rose from 24.6 to 64.2%. MAHS attributes this to  
22 the College Center making a concerted effort to publicize the importance of the SAT. Over the  
23 same period of time, students have achieved the following results on the SAT test:

24				
25		<u>2004</u>	<u>2005</u>	<u>2006</u>
26	Verbal score	368	384	378
27	Math score	366	385	364
28	Writing score	N/A	N/A	371

29  
30 The graduation rate for MAHS students over the past three years has averaged 86.0%, and has  
31 been steadily rising over that time. 81.4% of the class of 2006 qualified for graduation: this was  
32 the first class which was required to pass the CAHSEE as well as the LAUSD's Service-  
33 Learning Requirement. However, the number of entering 9<sup>th</sup> graders over the past three years  
34 has been approximately three times the number of graduates four years later. Three-year data  
35 also indicates that an average of 42% of the school's graduates actually met the UC/CSU a-g  
36 requirements. This number also has risen steadily over the past three years, from 32.1% in 2004  
37 to 53.9% in 2006.

## Chapter Two: Progress Report

### 1. Comments regarding the school's major changes and follow-up since the last self-study.

#### Progress from 2004 mid-term visit:

Since the WASC accreditation mid-term visit in 2004, the school has addressed all six schoolwide recommendations. A number of significant changes also have occurred since 2001 that have affected the school's improvement plans and goals, including:

- Becoming a state-monitored school with a School Assistance Intervention Team (SAIT) provided by the Los Angeles County Office of Education
- Identification of MAHS as one of seventeen "transformation high schools" by the LAUSD Superintendent.
- Three different principals, a complete new team of assistant principals, and significant personnel changes in many other leadership positions
- 50% new teachers and 70% new counselors since 2005
- Institution of eight Small Learning Communities (SLCs), serving all students at MAHS on the three track school year calendar
- A move to a 4 x 4 block bell schedule in an effort to increase the effectiveness of teaching strategies and raise student achievement

A major factor in the ability of the school instructional team to work effectively is the school year calendar, within which there are only two days when the entire faculty is on campus at the same time.

The WASC Visiting Committee identified six critical areas for follow-up in 2001. They were:

1. *Increase the variety of instructional and assessment strategies:* The MAHS staff has participated in a number of professional development (PD) activities to meet this goal. Examples include: Reciprocal Teaching, My Access Reading Program, Accelerated Reader; textbook adoption trainings, and others. Between 2001-2004 there was a Standards-based Instructional Coordinator and a Vice Principal for Curriculum that coordinated all PD efforts. The decision to go to SLCs required utilization of all available PD time from spring 2005 through the 2006-2007 school year to plan and implement the program "wall to wall" throughout MAHS. Teachers within SLCs continue to utilize and refine effective instructional and assessment strategies to meet student needs.
2. *Use data, including multiple measures, in the classroom to better assess needs. Align the assessments with Standards and ESLRs:* The English, Math, and Science Departments use LAUSD Periodic Assessments to assess student needs. Two math teachers use the Cognitive Tutor program from Carnegie Learning which have assessments embedded within them. The ESL Department uses the High Point program assessments to monitor student progress; the ESL and English Departments use the assessments in the Accelerated Reader program to determine students' reading ability levels. Thirty-four

1 teachers are utilizing the Lesson Design format of the Institute of Curriculum, Standards,  
2 and Assessments to create units that give extensive feedback to students about their work.  
3

4 ESLR posters and other materials have been created and distributed to staff and some  
5 teachers have integrated Standards with the ESLRs in their lesson design. The school  
6 acknowledges, however, that there is no monitoring system in place to assess student  
7 accomplishment of, or schoolwide alignment of Standards with, the ESLRs. Department-  
8 wide, SLC-wide, and schoolwide assessments are an acknowledged area for future  
9 improvement. The Focus on Learning (FOL) process provided teachers within SLCs the  
10 opportunity to review multiple measures of student achievement data to assess learning.  
11 More data analysis training and utilization is another acknowledged area for growth at  
12 MAHS.  
13

14 *3. Address the needs of low performing students:* The school has implemented several  
15 programs since 2001 in an attempt to improve student performance. The implementation  
16 of SLCs has been driven by the desire to more effectively personalize and improve  
17 student learning. Each SLC has its own design plan and is continuing to evolve as it  
18 strives to better assess and meet student needs. The school has also implemented the  
19 Developing Readers and Writers (DRW) program to address the low literacy rate of  
20 MAHS students. For 2007-2008, MAHS is using the Read 180 program, as mandated by  
21 LAUSD, to further address student literacy needs. Beyond the Bell extended day  
22 programs have also been added to provide additional time for students to build literacy  
23 and math skills, and move closer to grade level performance academically. Changes in  
24 the Master Schedule and a move to the 4 x 4 daily bell schedule have also been  
25 implemented as MAHS explores additional ways to improve student performance.  
26 Finally, MAHS is working with John Hopkins University and planning to implement  
27 their Talent Development High School model to support students who need additional  
28 help before entering Algebra I and 9<sup>th</sup> grade English due to their behind grade-level  
29 performance.  
30

31 *4. Continue to embrace the FOL process and maintain the evaluation of all school*  
32 *programs and practices based on student achievement in the ESLRs:* 2001-2004 saw  
33 MAHS teachers primarily concerned with developing and aligning standards-based  
34 instruction schoolwide. The FOL process as a structure for schoolwide improvement  
35 returned to prominence as the school began to prepare for accreditation. Staff acceptance  
36 of the FOL process as a viable and useful way to achieve positive school change has not  
37 been universal. The many personnel and structural changes that have impacted the  
38 school since 2001 have also impeded MAHS efforts to maintain a focus on FOL-driven  
39 schoolwide improvement efforts. Specific activities targeted towards preparation for the  
40 current visit were positively received by most staff and parents.  
41

42 *5. Create and implement a plan for more parental involvement:* MAHS maintains a  
43 Parent Center, which was moved recently to a more central location on campus. The  
44 current principal instituted monthly meetings in February 2007, which attracted an  
45 average of 15 parents. Parent Conference Nights and explanatory materials have been  
46 put in place within SLCs to help communicate program goals and review student

1 achievement. The school's Compensatory Education Advisory Council and the English  
2 Learners Advisory Council have provided opportunities for parents to work with the  
3 school and also provide opportunities for MAHS to disseminate information to attendees.  
4

5 *6. Create and implement a schoolwide monitoring system to ensure achievement in the*  
6 *ESLRs and revise and update the ESLRs accordingly. Set benchmarks and indicators to*  
7 *measure student progress on the ESLRs. As the school prepared for the 2007 FOL*  
8 *visitation, students, parents, and staff reviewed and rewrote the school's vision and*  
9 *ESLRs. Each ESLR now included three or four benchmarks. Teachers have embedded*  
10 *ESLRs into their instructional plans as they implement the new "wall to wall" SLC*  
11 *structures and methods throughout MAHS. The ESLRs are also embedded in the new*  
12 *Classroom Observation Tool used by MAHS administrators. However, the measurability*  
13 *of the ESLRs remains a source of concern and continues to be an area for future growth.*  
14

## Chapter Three: Self-Study Process

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

There was an attempt made to involve all staff members and other stakeholders in the WASC process. Teachers who serve on the focus groups were initially grouped by conference periods, then divided by school year track assignment and assigned specific questions to address. Focus groups began to meet during the 2005-2006 school year to collect data, review WASC criterion, and develop their section of the self-study, and collaborated on areas of strength and critical areas of follow-up that were included in each section. Active student participation was evident at the school but active parental involvement in the process was minimal, due to a number of factors including work schedules and the need for Spanish translators.

### 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.

The 2001 ESLRs were reviewed and revised for the 2007 visit. The new ESLRs were designed in response to areas of academic need and preparing students for the future based on analysis of data. The requirements of the school's SAIT plan have put a strong emphasis on student achievement, but the ESLRs historically have not been strongly linked to assessable results. While the achievement of the ESLRs can be partially assessed with the use of data from standardized tests and teacher assessment of student work, procedures for assessment of how student work achieves the objectives of the ESLRs in conjunction with California Content Standards is a school-acknowledged area for continued growth.

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

MAHS gathered and analyzed a wide range of data about their students and student achievement. This data includes aggregated and disaggregated data on demographics and student achievement. Analysis of the data has led to significant conclusions, including:

1. *There is a need to raise student achievement schoolwide in literacy in all curricular areas in order to improve student performance in the classroom and on benchmark assessments and statewide testing.*
2. *There is a need to address students' critical academic needs in the area of mathematics: students are not prepared for CA graduation requirement in this area and thus few move past Algebra and Geometry in to higher math courses*
3. *MAHS needs to explore ways to meet as a staff and successfully assess and discuss student achievement in order to improve instruction and student learning*
4. *"Wall to wall" SLCs have been implemented as a more personalized structure within the school to more effectively address students' academic needs and future goals*
5. *There is a need to continue the development of successful interventions and support programs for students experiencing difficulties passing the CAHSEE and meeting all graduation requirements*

- 1           6. The expansion of tutoring and support programs for students identified as Far  
2           Below Basic, Below Basic, and Basic via CST testing is a critical need for MAHS.
- 3           7. *Continuing to develop parental involvement and participation in the school in*  
4           *order to more effectively identify and address community concerns about critical*  
5           *schoolwide issues remains an area for future growth.*

6  
7 *(Italicized areas were also identified specifically in the Schoolwide Action Plan, as articulated in*  
8 *5. below)*

9  
10 **4. The assessment of the entire school program and its impact on student learning in**  
11 **relation to expected school-wide learning results, academic standards, and WASC/CDE**  
12 **criteria.**

13  
14 It is evident that the stakeholders spent a substantial amount of time reviewing the entire school's  
15 program in relation to the ESLRs, to state standards and to the WASC/CDE criteria. The  
16 stakeholders used the process as a means of examining student achievement goals and outlining  
17 their plans to accomplish them. These efforts have taken place at the same time that the school  
18 has been actively developing and implementing their SAIT plan with the LACOE support, as  
19 mandated by the requirements of their PI status. The coordination of these two major efforts is  
20 an acknowledged area for continuous future growth.

21  
22 The school staff has utilized standardized test results and classroom assessment to analyze how  
23 well the California Content Standards are being met. The stakeholders used the self-study  
24 process as well as many other processes that were in place to assist in the revision and further  
25 development of a school improvement plan. The WASC/CDE criteria for evaluation were used  
26 to assist in the identification of school strengths and areas for critical follow-up.

27  
28 **5. The alignment of a long-range action plan to the school's areas of need; the development**  
29 **and implementation of an accountability system for monitoring the accomplishment of the**  
30 **plan.**

31  
32 Using the self-study process described above, the Leadership Team and Focus Groups analyzed  
33 school strengths and areas of growth. This process led to the identification of four major growth  
34 areas identified in their Schoolwide Action Plan, which are:

- 35  
36           1. The need to address student needs in the area of literacy, including the large number of  
37           students who perform significantly below grade level
- 38           2. Addressing students' critical academic needs in the area of mathematics: students are not  
39           prepared for CA graduation requirement in this area and thus few move past Algebra and  
40           Geometry in to higher math courses
- 41           3. The need to develop the practices and habits of a "professional learning community" in  
42           order to assess and improve student performance.
- 43           4. Continuing to develop parental and community involvement and participation in the  
44           school

1  
2  
3 **Chapter IV: Quality of the School's Program**  
4

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

7 **A1. To what extent does the school have a clearly stated vision or purpose based on its student**  
8 **needs, current educational research, and the belief that all students can achieve at high**  
9 **levels?**

10 **To what extent is the school's purpose supported by the governing board and the central**  
11 **administration and further by expected schoolwide learning results and the academic**  
12 **standards?**  
13

14 According to the results found in a survey conducted by the Los Angeles County Office of  
15 Education (LACOE), staff at MAHS indicated an inconsistency in the use of educational  
16 research practices and strategies. Therefore, the Instructional Cabinet refined the Vision,  
17 Mission and Core Beliefs of MAHS in order to better address the Critical Academic Student  
18 Needs and the attainment of the ESLRs.  
19

20 The Governing Board supported the school as it converted from a large, comprehensive high  
21 school to Small Learning Communities while maintaining its College Preparatory Magnet. Also,  
22 a position for a School Improvement Facilitator (SIF) was created to support the school's  
23 conversion.  
24

25 **A2. To what extent does the governing board have policies and bylaws that are aligned with the**  
26 **school's purpose and support the achievement of the expected schoolwide learning results**  
27 **and academic standards based on data-driven instructional decisions for the school?**

28 **To what extent does the governing board delegate implementation of these policies to the**  
29 **professional staff?**

30 **To what extent does the governing board monitor regularly results and approve the single**  
31 **schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?**  
32

33 The central district has policies and bylaws that are aligned with the vision and ESLRs of  
34 Manual Arts High School. The district and teacher's union (UTLA) have provided professional  
35 development opportunities related to student achievement, data analysis, and instructional  
36 methodologies. LAUSD provides instructional guides, instructional coaches and periodic  
37 assessments for English Language Arts (ELA), Mathematics, and Science. Similar materials for  
38 Social Studies have been provided for the 2007-2008 school year. A guide to Culturally  
39 Responsive and Relevant Education Program supports teachers in adapting teaching strategies to  
40 be culturally appropriate for all students.  
41

42 MAHS has two advisory and decision making bodies, School Site Council (SSC) and Shared  
43 Decision Making Council (SDM). In 2006 MAHS adopted the model for SDM after losing its  
44 Site Based Management status. The SSC's primary function is to support the vision of MAHS by  
45 ensuring that all categorical funds are expended in alignment with the Mission of MAHS. The

1 Single Plan for Student Achievement (SPSA) was originally developed in 2003 and contained  
2 specific goals designed to improve student success. This plan, designed to be updated annually,  
3 has not been updated since 2005 due to administrator turn over and subsequent lack of student  
4 achievement data review. When approved, the SPSA is submitted to the school board for annual  
5 approval.

6  
7 The central district issues a Safe School Plan and Reference Guide to provide guidance to site  
8 administrators for maintaining safety of all on each campus.

9  
10 Other groups that support achievement are:

- 11 1. *Instructional Cabinet*: addressing academic achievement and gathering input from  
12 stakeholders as well as discussing the goals of the school and making decisions on how to  
13 reach those goals.
- 14 2. *Local District 7*: Implements school board policies regarding educational practices as  
15 well as provides professional development. Parental and community input is included.
- 16 3. *Compensatory Education Advisory Council*: (CEAC) 40-70 parents involved.
- 17 4. *English Language Advisory Council*: (ELAC) 30 parents who receive training, support as  
18 well as information regarding Master Plan and Program Budget.

19  
20  
21 **A3. To what extent based on student achievement data, do the school leadership and staff make**  
22 **decisions and initiate activities that focus on all students achieving the expected schoolwide**  
23 **learning results and academic standards?**

24  
25 **To what extent does the school leadership and staff annually monitor and refine the single**  
26 **schoolwide action plan based on analysis of data to ensure alignment with student needs?**

27  
28  
29 The SSC and SDM are governing bodies that delegate the implementation of their policies to the  
30 Administrators, Coordinators, SLC Lead Teachers, and Department Chairs of MAHS.

31  
32  
33 MAHS is in its eighth year in Program Improvement. In 2005-2006, the school was re-  
34 configured into “wall to wall” Small Learning Communities. This change, while essentially  
35 preserving existing academies and magnet programs, was selected in order to provide more  
36 personal service to students. There is also a desire to offer choices to students equitably. By  
37 analyzing student achievement and demographic data, SLC/Magnet Home Groups concluded  
38 that both Math and Literacy were the most critical academic needs of their students. While the  
39 personalization has been realized in the improved relationships between teachers and students,  
40 student achievement as measured by the STAR test has remained far below state expectations.  
41 The school has established a Data Team to support faculty access to student achievement data.

42  
43 MAHS has several intervention programs for students who are not achieving academically.  
44 These programs are targeted specifically to students who are below grade level and in danger of  
45 not passing the CAHSEE.

1 The Focus on Learning (FOL) Schoolwide Action Plan is designed to address critical needs  
2 identified by MAHS. The major components of the plan are:

- 3 1. Address the students academic need in Literacy
- 4 2. Address the students academic need in Mathematics
- 5 3. Develop the practices and habits of a professional learning community
- 6 4. Increase parental and community involvement

7  
8 MAHS is in the process of aligning the FOL Schoolwide Action Plan with the SPSA and SAIT.

9  
10 **A4. To what extent does a qualified staff facilitates achievement of the academic standards and**  
11 **the expected schoolwide learning results through a system of preparation, induction, and**  
12 **ongoing professional development?**

13  
14 Schoolwide data presented in the Self Study indicated that 87.2% of the faculty is fully  
15 credentialed, with 7.8% with an Emergency Permit. Seven MAHS teachers representing four  
16 subject areas are certified by the National Board for Professional Teaching Standards.  
17 Conversely, the number of EL courses taught by teachers without a CLAD or BCLAD went from  
18 142 in 2005-06 to 182 in 2006-07. Beginning Teacher Support & Assessment (BTSA) provides  
19 support to new teachers. Local District 7 also provides additional on-site support to new  
20 teachers. In 2006-2007, PD time was shared by the FOL process, SLCs, and Departments.

21  
22 The Literacy Through Technology Coordinator held trainings on the Accelerated Reader  
23 program and the ELL Coordinator provided Professional Development (PD) on compliance  
24 issues. In addition to teachers participating in PD activities inside school, they also participate in  
25 many off-site PD opportunities. In the spring of 2007, a PD Committee was formed under SDM  
26 to create a coordinated plan for PD, which would more effectively meet student needs.

27  
28 Administrators have increased the number of classroom visitations focusing on evidence of  
29 planning, student engagement, and checking for understanding. In the spring of 2007, several  
30 coordinators and deans and interested faculty members also participated in regular classroom  
31 visits as a prelude to the WASC FOL visit. Individual SLCs have also developed monitoring and  
32 supervision practices.

33  
34 **A5. To what extent are leadership and staff involved in ongoing research or data-based**  
35 **correlated professional development that focuses on identified student learning needs?**

36  
37 As the SLC structure was chosen as the main vehicle for improving academic achievement, the  
38 SLCs and the Magnet were used as the venue for faculty to examine and analyze student  
39 achievement and demographic data by looking at the CST, CAHSEE and reading levels.

40  
41 District periodic assessments are administered in 9<sup>th</sup> and 10<sup>th</sup> grade English, Algebra, Integrated  
42 Science, Biology and Chemistry. These assessments correlated well with CAHSEE and CST test  
43 items. The data obtained assists teachers in the selection of appropriate teaching strategies.  
44 English teachers are grading essays by using a holistic norm in order to be consistent.

45  
46 Teachers are assigned to MAHS following the district norm, however there are not enough  
47 teachers for every SLC to function with pure classes. Track A houses the Magnet, which has

1 more teachers than it needs. The staff survey revealed that they feel part of a small school  
2 learning community and assume responsibility for the learning of students. Common planning  
3 time is nearly nonexistent, which prevents teachers from teaming in terms of thematic  
4 curriculum, common standards and/or instructional strategies. This decreases the impact of  
5 SLCs on student achievement. Students and staff also commented on the perceived inequities  
6 between different SLCs as related to student opportunities for field trips, guest speakers, and  
7 other activities designed to promote a college-going culture.

8  
9 MAHS has made efforts to raise parent involvement at the school. There is a Parent Center for  
10 parents to meet, have workshops and classes which is located in the Administrative Building.  
11 Teachers in SLCs have designed and implemented programs to reach out to parents of their  
12 students with some degree of success. However, there does not appear to be a schoolwide  
13 systemic approach to implementing similar efforts in *all* SLCs. Exploration and implementation  
14 of additional programs and strategies to attract parents to the school are an area for future  
15 growth.

16  
17 **A6. To what extent are the human, material, physical, and financial resources sufficient and**  
18 **utilized effectively and appropriately in accordance with the legal intent of the program(s)**  
19 **to support students in accomplishing the academic standards and the expected schoolwide**  
20 **learning results?**

21  
22 There are three part-time Psychological Social Workers who work three days per week at  
23 MAHS. Only 30% of students agreed that teachers and other staff know their individual needs.  
24 Only 44% of the faculty agreed that MAHS “has an effective student success process to identify  
25 and support students at-risk or with special needs”. Only 56% of students agreed that they are  
26 receiving support to plan for college and/or other career goals.

27  
28 LAUSD provides two Literacy Coaches and one part-time Math Coaches who support the  
29 faculty through observation, feedback and PD. MAHS has several computer labs, computers in  
30 each classroom, and portable computers carts are available to all teachers. LCD projectors and  
31 individual laptops are also available to all teachers.

32  
33 In accordance with the Williams Act, MAHS has purchased textbooks and materials for all  
34 students. Due to the wide range of student academic abilities, there are a variety of supplemental  
35 instructional materials being used in classrooms. The school is also utilizing Accelerated Reader  
36 and Read 180 to meet the needs of students who are significantly behind grade level in reading  
37 ability. The ESL department utilizes High Point with ELL students.

38  
39 Since MAHS was originally designed for 1,000 students, many classrooms are overcrowded.  
40 The three track school year has partially alleviated this, but approximately 2,400 students are on  
41 campus daily. Several teachers travel to different rooms throughout the day. With the advent of  
42 SLCs, the campus opened in the 2005-06 school year with relocation of many teachers to one of  
43 three clusters on the campus. Each cluster was designated to be the home base of an SLC from  
44 each track. Current plans are to move the support service offices into these clusters in January  
45 2008 to more closely support the SLCs. Future plans also include architectural renovations to  
46 the school as funding becomes available.

1 **Financial Resources**

2 Several funding sources that support the instructional program at MAHS:

- 3 1. General funds based on average daily attendance (ADA)
- 4 2. Categorical funds including Title I and ELD
- 5 3. District provided instructional materials funding
- 6 4. Various grants written to support specific programs, including the SLCs
- 7 5. Lottery funds
- 8 6. State textbook and material funding
- 9 7. Year round school incentive discretionary funds
- 10 8. Student Body funds.

11  
12 **Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and**  
13 **Resources**

- 14 1. Pre-planning and implementation of 4 x 4 Bell Schedule designed to improve student  
15 learning capacity and lessen the frequency of attendance and behavioral concerns
- 16 2. Reconfiguration into “wall to wall” Small Learning Communities which increase the  
17 personalization of service delivery to students and facilitate positive teacher/student  
18 connections
- 19 3. Creation of various intervention programs at all grade levels that provide needed support  
20 for students to pass the CAHSEE and qualify for graduation
- 21 4. Establishment of a school-level Data Team to support the faculty in using data to analyze  
22 student progress
- 23 5. Establishment of an Instructional Cabinet which works with the administrative team to  
24 improve academic achievement
- 25 6. Administrators visit classes on a regular basis to monitor instruction and provide support  
26 to teachers
- 27 7. The submission of a thorough and well-written Self Study that honestly reflected the  
28 school’s strengths and areas of concern

29  
30 **Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and**  
31 **Resources that need to be addressed to ensure quality education for all students.**

- 32 1. Develop leadership potential within the teaching staff in order to sustain programs and  
33 growth efforts that improve student academic achievement
- 34 2. The MAHS staff needs to develop a schoolwide systematic plan to analyze standards-  
35 based data, implement the pacing plans provided by LAUSD consistently, and focus on  
36 increasing achievement for all students.
- 37 3. Need for schoolwide unity for MAHS even with a multitude of schedules, groupings, and  
38 programs (students and staff feel that SLCs have fragmented the school to some extent)
- 39 4. Consistent enforcement of a code of conduct for students as well as classified and  
40 certificated personnel
- 41 5. Clear communication of expectations for the school community, including consequences  
42 and follow through
- 43 6. Better communication with students and community about issues that affect them, such  
44 as SLC placement, safety issues and procedures, and academic planning through high  
45 school and post-graduate opportunities
- 46 7. The entire school community needs to firmly embrace the schoolwide improvement  
47 process as stated in the Focus on Learning Joint WASC/CDE Process Guide.

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

- 3 • Staff and student FOL surveys
- 4 • Student work samples
- 5 • Classroom visits and staff interviews
- 6 • Evidence binders
- 7 • Plans: SAIT, SPSA, FOL Schoolwide Action Plan
- 8 • Meetings with schoolwide Focus Groups, Parent Group, Student Groups, Classified Staff,
- 9 Counseling Staff, Instructional Cabinet, and school administrative team
- 10 • School website
- 11 • CA CDE STAR testing results, including API and AYP information

12 **Chapter IV: Category B: Standards-Based Student Learning: Curriculum**

13  
14 **B1. To what extent do all students participate in a rigorous, relevant, and coherent**  
15 **standards-based curriculum that supports the achievement of the academic standards and**  
16 **the expected school-wide learning results?**

17  
18 **To what extent are the expected school wide learning results accomplished through**  
19 **standards-based learning (i.e., what is taught and how it is taught)?**

20  
21 All students belong to small learning communities; each has a mission defined by their design  
22 plans. However, “there is no schoolwide emphasis on teaching to the ESLR’s (35).” Visiting  
23 team members observed that ESLR’s are posted in all classrooms. The overall goal of the SLC’s  
24 is to improve faculty/student relations by personalization. Using “themes to make learning the  
25 California State Standards more relevant (31)” is an additional stated goal. Although each SLC  
26 has a different emphasis (i.e. technology, leadership/arts, social action, environment,  
27 communication, medicine), all UC/CSU A-G requirements can be completed in each SLC.  
28 School data indicates that over forty percent of graduates completed the A-G requirements in  
29 2006—a marked increase over previous years.

30  
31 Project-based, interdisciplinary learning experiences are evident in several SLC’s, and an  
32 increase in interdisciplinary collaboration is expected to occur as staff becomes more acclimated  
33 to the SLC structure. Implementation of the SLC model is beginning to generate dialogue about  
34 how to improve student achievement. Focus group members found that “91% of teachers  
35 indicate that they usually or always have high, clear expectations of the learning and behavior of  
36 all students (34).” However, survey data indicates that when the responses to the statement that  
37 students “participate in a rigorous, challenging curriculum were disaggregated, only 24% of  
38 Math, 53% ELA and 50% of ELD instructors agreed.” These two observations are  
39 contradictory. Visiting Committee members’ observations validate the latter assertion.

40  
41 Many stakeholders feel that the emphasis on wall-to-wall SLC’s “has lessened the opportunities  
42 for teachers to collaborate with departmental colleagues (35).” Science continues to meet and to  
43 coordinate the department to ensure all teachers follow district curricular guides, periodic  
44 assessments and to determine what concepts require re-teaching. Other departments continue to  
45 meet. Social science continues to meet to engage in “backward planning”. The visiting

1 committee believes there is a need for more adherence to district curricular guides and/or  
2 periodic assessments in other departments.

3  
4 Nearly one-third of the student population is classified ELL. The ELL population, primarily  
5 consisting of Hispanic & Latino learners, is given access to the core curriculum (Biology, World  
6 History and Algebra) in their primary language. The committee observed the teaching of some  
7 rigorous, student-centered curricula. More rigor in some classes is encouraged.

8  
9 The number of ELL students who reclassify continues to increase. In the 2003-04 school year,  
10 the reclassification rate was 4.2%. In 2004-05, the rate increased to 5.6%; and, in 2005-06, to  
11 9.5%. Visiting Committee members attribute the marked increases in reclassification to  
12 observed curriculum and instructional strategies (e.g. focus on literacy and cognitive mapping).

13  
14 There are 423 special needs students, about 11% of the total MAHS student population. Special  
15 Education services to meet the requirements of the IEP's are offered on all three tracks in  
16 accordance with Federal and State guidelines. Federal law requires that a regular education  
17 teacher participate in all IEP meetings. However, "only 40% of the faculty report participating  
18 in IEP meetings or using the instructional and assessment accommodations delineated in the  
19 students' IEPs." Except for Special Education teachers, "very few teachers report having  
20 additional support personnel in their classrooms to help students with special needs access the  
21 standards-based curriculum (37)." The latter concern is being addressed since the report was  
22 written; more teachers are now being assisted by paraprofessionals in the regular classroom.  
23 However, more consistency is needed. A task force of special education and general education  
24 teachers has been formed to address the lack of collaboration between those two groups for the  
25 purpose of understanding accommodations in IEP's and differentiating curriculum for special  
26 needs students.

27  
28 Regarding Special Education, one additional concern expressed by the school "is that there is no  
29 system in place to address the need to evaluate newly arrived English learners who may need  
30 special education services (37)." The visiting committee believes the school's concern regarding  
31 this matter will be mitigated following a careful review of the 2004 revisions to the federal  
32 IDEA, especially that part addressing the Response To Intervention protocol.

33  
34 Advanced Placement and honors courses are offered on all tracks, in the college prep magnet,  
35 and SMART SLC. However, for several honors and upper level courses, "there has been a  
36 marked decrease" since the implementation of the SLC model; there are currently 22 honors &  
37 AP sections as opposed to 35 in 2004-05; four more will be added next mester. Students and staff  
38 observe a "tension between the benefits of the comprehensive high school model and the SLC's  
39 since community and coherence with the SLC theme are broken when students leave an SLC to  
40 take an AP course (38)."

41  
42 Well over one hundred faculty members received training in current research based approaches  
43 to teaching. They attended workshops that helped in the implementation of best practices across  
44 the curriculum, as well as strengthen the school wide effort to increase literacy and mathematics  
45 achievement. Their training includes Complex Instruction, Lesson Design, Facing History,  
46 Accelerated Reader, Mathematics Instructional Guides and Developing Readers and Writers

1 Language!, Structured Academic Development for English Language Learners and Developing  
2 Academic Vocabulary. “However, this important work is not done in a systematic way. When  
3 asked, ‘How often do you work with coaches, colleagues from other departments/grade levels, or  
4 local district staff to ensure that curriculum, instruction, and assessment are aligned with content  
5 standards?’, only 32% of the faculty indicated that they do so twice a month or weekly (41).”  
6

7 **B2. To what extent do all students have access to the school’s entire program and assistance**  
8 **with the personal learning plan to prepare them for the pursuit of their academic, personal**  
9 **and school-to-career goals?**  
10

11 After a thoroughgoing and thoughtful process, the entire school has embraced the SLC model in  
12 an effort to bridge academic and career divides. While the intent of restructuring was to provide  
13 personalization and choice to students and their families, that choice has been mitigated by: a)  
14 the need to balance the size of SLC’s; b) the need to balance the size of each track; and, c) the  
15 need for a specific program such as ESL or MR. Staff reports indicate that students may change  
16 SLC’s within a track at least once during their four-year stay at MAHS with counselor approval.  
17 Cross-track changes can be made at the end of each mester. This claim is at variance with  
18 reports given by students. Only 64% of faculty believes that students have equal access to the  
19 school’s entire program.  
20

21 The school’s Self Study stated that “There is no systematic individualized four-year learning  
22 plan to support students working towards their post-secondary school goals (42)”. Counselors  
23 reported, on the other hand, that students are provided with four-year learning plans and that  
24 counselors meet with students at least twice a year. Furthermore, they informed the visiting  
25 committee that this practice is closely monitored by the district.  
26

27 After much reflection and study, all stakeholders—parents, students & staff—agreed to adopt the  
28 4x4 block schedule for school year 2007-08.  
29

30 The Beyond the Bell program consists of several intervention activities including inter-sessions  
31 (a credit recovery program between semesters); the CAHSSE boot camp (twenty hours of intense  
32 instruction occurring two weeks before the exam); and, an Extended Learning Academy where  
33 approximately 150 students receive individual help every Saturday.  
34

35 At the beginning of 2007 a Ninth Grade Success Program was implemented to help at-risk  
36 freshmen. Early indications regarding the success of this program are mixed.  
37

38 A variety of other programs are provided in an effort to help all students succeed. AVID is an  
39 academic support vehicle for economically disadvantaged students with demonstrated potential  
40 for success in college. At the time the self-study was written, six sections were devoted to this  
41 program.

42 College, Career and Regional Occupation centers expose all willing students to explore post-high  
43 school options. For the 2006-07 school year, 3,695 ROC/P courses were taken by MAHS  
44 students. Career and technical education opportunities are available to students in at least three  
45 SLC’s.  
46

1 The JROTC program is very strong and provides motivation for many students to succeed at  
2 MAHS and encourages participants to go on to college.

3  
4 Through the use of internships, three SLC's provide opportunities for students to learn outside of  
5 the classroom while enhancing their academic, professional, and personal growth. These  
6 experiences have the added effect of developing cross-cultural communication skills, providing  
7 students with real world work experience and increasing community awareness.

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

10 Depending on which definition of "graduation rates" is used, somewhere between 72% and 91%  
11 of MAHS students graduated in 2005. Whichever figure is used, it represents a significant  
12 increase over prior years. 42% meet UC/CSU A-G requirements for admission—this is a 10%  
13 increase over the two prior years.

14 A newly formed Data Team has been established to help faculty identify students who need  
15 additional help and the skills/knowledge/concepts where learning has been incomplete.

16 **Areas of strength for Standards-Based Student Learning: Curriculum**

- 17 1. Increased graduation rate in school years 2003-04 to 2005-06.
- 18 2. Increased percentage of graduates with UC/CSU required courses, 2003-04 to 2005-06:  
19 32.1% to 53.9%.
- 20 3. The Beyond-the-Bell program, a series of CAHSEE remediation opportunities.
- 21 4. Increased reclassification of EL students: 4.2% in 2003-04 to 9.5% in 04-05 & 05-06.
- 22 5. Special programs designed to encourage post high school education.
- 23 6. Use of innovative, student-centered instructional strategies.

24  
25 **Key issues for Standards-Based Student Learning: Curriculum that need to be addressed to ensure**  
26 **quality education for all students**

- 27 1. Develop department-wide common assessment measures to help determine the  
28 effectiveness of instructional strategies.
- 29 2. Training for faculty in data analysis and identifying students' critical academic needs  
30 based on the analysis.
- 31 3. Increase access to computer use for students before/after school and during nutrition &  
32 lunch breaks.
- 33 4. Using the district curricular guides as a foundation, determine which standards are  
34 essential for all subjects.
- 35 5. Develop a system for monitoring implementation of SSR & Accelerated Reader.
- 36 6. There is a need for greater use of multiple measures to assess content knowledge and to  
37 check for understanding in many classrooms.
- 38 7. Provide district & state assessment data to teachers sooner so that the data will be used to  
39 adjust curriculum and/or instruction.
- 40 8. Provide data in a more accessible format for teachers.

41  
42 **Important evidence from the self-study and the visit that supports these strengths and key issues**  
43 **include the following:**

- The MAHS self-study, Chapter 4, Section B
- Classroom observations
- Interviews with MAHS Instructional Cabinet, leadership team, certificated and classified staff, students and parents
- Examination of student work product

#### Chapter IV: 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 schoolwide learning results?

Manual Arts High School is struggling to provide challenging learning experiences for its students schoolwide. Student and staff surveys indicate that a proportion of the student body is engaged in higher order thinking skills and that MAHS students are able to demonstrate critical thinking, reasoning, and problem solving skills, but there is little evidence to validate this claim schoolwide. Much of the instructional environment at MAHS is one characterized by ambivalence, informality, a lack of accountability, and low expectations. Although, there are positive changes afoot, it is not evident that there is buy-in across the instructional community.

Some examples of those positive changes include:

- The AVID Program is expanding, and more can be done to extend AVID strategies schoolwide while efforts are being made to encourage staff participation in this area.
- The ESL Department has standardized their curriculum via the utilization of High Point and are in the seventh year of implementation. There is ongoing PD for teachers in this program.
- The Special Education instructional framework is changing at MAHS. With the move to SLCs and an inclusive model, general education teachers and special education teachers have begun to collaborate on effective instructional and behavior support strategies for students with special needs. The Visiting Committee observed exemplary teaching and high levels of student engagement in classrooms where this collaborative model is being piloted.
- The Math and English departments have begun to offer year-long strands, including remediation and transitional preparation, to increase pass rates for first time takers of Algebra I, and English 9 and English 10.

The MAHS Instructional Cabinet believes that benchmark data should prompt discussion of standards deficiencies, but no model currently exists with which teachers can compare successful instructional strategies for teaching the state curricular standards. This appears to be a critical need in order for staff to truly assess student mastery and modify curriculum and instruction accordingly.

1 **C2. To what extent do all teachers use a variety of strategies and resources, including**  
2 **technology and experiences beyond the textbook and the classroom, that actively engage**  
3 **students, emphasize higher order thinking skills, and help them succeed at high levels?**  
4

5 The implementation of the SLC model presents an opportunity to personalize a variety of  
6 strategies and resources, including technology and experiences beyond the textbook and  
7 classroom, such as the Academic Decathlon, college tours, field trips, and service learning  
8 initiatives.  
9

10 The College Preparatory Magnet (“The Magnet”) provides its students with a variety of  
11 advanced educational and extracurricular opportunities that support increased student  
12 achievement and promote a college-bound culture. One of the challenges facing MAHS will be  
13 to duplicate the opportunities and the energy that exists within the Magnet program across the  
14 SLCs.  
15

16 Technology appears to be instrumental in MAHS’s ongoing school improvement plan. The  
17 Visiting Committee observed technology in many classrooms and the student survey results  
18 show that MAHS students are accessing technology on campus and away from school.  
19

20 **Areas of strength for Standards-Based Student Learning:**

- 21 1. There is a cadre of exemplary teachers at MAHS that can lead the effort toward  
22 significant school improvement under the distributive leadership model
- 23 2. Many students are being exposed to college-level curriculum through Advanced  
24 Placement (AP) courses
- 25 3. An increasing number of students are taking the Scholastic Aptitude Test (SAT)
- 26 4. The expansion of the SLCs wall-to-wall
- 27 5. A strong focus on professional development  
28

29 **Key issues for Standards-Based Student Learning: Instruction that need to be addressed to ensure**  
30 **quality education for all students.**

- 31 1. A need exists to provide continual support in the use of higher order thinking skills,  
32 SDAIE methods, and multiple intelligence strategies through professional development.
- 33 2. A need exists to provide staff development time to plan instruction based on district  
34 pacing and instructional guides based on the 4x4 block schedule.
- 35 3. A significant number of teachers do not consistently teach the state standards  
36

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

- 39 • Staff and student FOL surveys
- 40 • Student work samples
- 41 • Classroom observations
- 42 • Focus Group discussions  
43

1 **Chapter IV: D: Standards-based Student Learning: Assessment and Accountability**

2  
3 **D1. To what extent does the school use a professionally acceptable assessment process to collect,**  
4 **disaggregate, analyze and report student performance data to the parents and other**  
5 **shareholders of the community?**  
6

7 At the present time, the LAUSD provides all schools with three computerized systems that  
8 collect student performance data; Student Information System (SIS), Integrated Student  
9 Information System (ISIS) and Decision Support System (DSS). SIS is used to store grades from  
10 all classes, results of standardized tests, attendance, language classification, special needs status  
11 and demographic data.  
12

13 MAHS is currently using the ISIS system to record period-by-period attendance and grades.  
14 DSS is a web-based system that can be used to create reports that show student performance on  
15 specific strands of standardized tests. The school has also formed the Data Team to collect,  
16 disaggregate, and distribute data to all departments and SLCs.  
17

18 All state required assessments are administered, as well as district-provided periodic assessments  
19 for 9<sup>th</sup> and 10<sup>th</sup> grade English Language Arts, Algebra 1, Integrated Science, Biology, and  
20 Chemistry to gauge student performance on the standards for those subjects. Social Studies will  
21 be included next year.  
22

23 The reading comprehension of MAHS students is assessed annually. These results are given to  
24 all teachers who enroll their students in the Accelerated Reader (AR) reading-improvement  
25 program.  
26

27 All students who are new to California and who have a home language other than English are  
28 assessed with the initial California English Language Development Test (CELDT) to determine  
29 language proficiency for appropriate language classification and student placement. All ELL  
30 students are assessed regularly using High Point assessments. Additionally, non-redesignated  
31 ELL students are administered the CELDT annually to monitor language acquisition progress  
32 and inform the re-leveling process.  
33

34 Students being considered for Special Education are assessed in accordance with LAUSD  
35 guidelines. Additionally, the Special Education department consults quarterly progress reports  
36 and periodic assessment results to monitor student progress towards academic goals and  
37 objectives outlined in their Individual Learning Plans (IEPs).  
38

39 MAHS holds a Back to School Night and a Parent Conference Night at the mid-point of every  
40 grading period. Parents have the opportunity to meet with each of their child's teachers and  
41 counselor. At this time, Progress Reports are distributed to parents; also, depending on the  
42 teachers, additional student achievement information is shared including AR quiz results, High  
43 Point student portfolios, and specific assignments. Final Report Cards are distributed to parents  
44 or students at the end of every grading period  
45

46 On the Staff Survey, only 46% of the faculty indicated that they inform parents of the content  
47 standards they are expected to teach.

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

3  
4 **To what extent do students and teachers use these findings to modify the**  
5 **teaching/learning process for the enhancement of the educational progress of every**  
6 **student?**

7  
8 The staff survey suggests a variety of assessment strategies are used by the MAHS faculty to  
9 evaluate student learning:

- 10 • 66% of the students surveyed agreed or strongly agreed with the statements, “My  
11 teachers use different ways to find out if I understand the material.”
- 12 • 55% of teachers schoolwide said they required students to communicate their  
13 understanding through extended writing assignments of more than one paragraph.
- 14 • 68% of teachers schoolwide indicated that they provide opportunities for students to  
15 complete projects independently.
- 16 • 90% of ELA, 100% of ELD, 64% of Science, 70% of Social Studies, 78% of Special  
17 Education and 86% of non-academic teachers agreed or strongly agreed with the  
18 statement, “I use multiple measures to assess the content knowledge of English learners.”

19  
20 As a result of our focus group meetings and observations, the Visiting Committee saw no  
21 evidence of a variety of assessment strategies in use schoolwide. However, it does appear that a  
22 small number of teachers are using a variety of strategies in their individual classrooms.

23  
24 It appears that few teachers at MAHS actually use assessment findings to modify or to improve  
25 the instructional process.

26  
27 During the 2005-06 school year, the MAHS staff devoted a great deal of time and energy to the  
28 implementation of wall-to-wall SLCs and thus very few department meetings were held for any  
29 purpose and the motivation provided by department incentives to utilize assessment to modify  
30 instructional practices was non-existent.

31  
32 On the staff survey, teachers indicated that they rarely receive state or district assessment data in a  
33 timely manner or in a format they can understand and use. Teachers in departments that  
34 administer quarterly periodic assessments reported that only 50% received data in a format they  
35 can understand and use.

36  
37 Since the completion of the self-study process, MAHS has begun to address the use of  
38 assessment in the classroom, by planning professional development in data analysis and working  
39 with district staff to obtain data in a timely manner.

40  
41 **D3. To what extent does the school with the support of the district and community have an**  
42 **assessment and monitoring system to determine student progress toward achievement of the**  
43 **academic standards and the expected schoolwide learning results?**

44  
45 The Corrective Action Plan prepared by the Los Angeles County Office of Education School  
46 Assistance and Intervention Team in June 2006 found that the school does not regularly use data  
47 from multiple assessments to monitor progress and guide instruction.

1  
2 Since the Corrective Action Plan was completed, the Instructional Cabinet has designed a  
3 monitoring system for the annual review of specific achievement data. However, the school has  
4 not developed a system to monitor student progress toward achievement of the expected  
5 schoolwide learning results adopted in 2007.

6  
7 Districtwide Periodic Assessments are a tool for monitoring student progress toward  
8 achievement of the core content standards. The LAUSD has provided Instructional Coaches for  
9 Literacy and Math to support the faculty in using the Periodic Assessments as a monitoring and  
10 instructional tool. The coaches generate reports on students' performance on the periodic  
11 assessments for each teacher and share them with English and Math departments so that each  
12 teacher can see how each of their students performed on each standard and compare their  
13 students' with students in other classes. Focus groups and observations seem to indicate that this  
14 process of sharing student achievement data is actually limited and random.

15  
16 **D4. To what extent does the assessment of student achievement in relation to the academic**  
17 **standards and the expected schoolwide learning results drive the school's program, its**  
18 **regular evaluation and improvement and usage of resources?**  
19

20 The assessment of student achievement has resulted in the implementation of a number of new  
21 remedial programs in reading and mathematics, and professional development to support  
22 instructional practice. In the spring of 2005, MAHS chose to completely restructure the school  
23 using the SLC model as a strategy to increase student achievement. This restructuring has been  
24 well received by the majority of students and teachers. The Visiting Committee feels that the  
25 move to SLCs has the potential to increase student achievement, support program improvement  
26 and the effective allocation of resources.

27  
28 **Areas of strength for Standards-Based Student Learning: Assessment and Accountability**

- 29 1. Progress is evident in the initial use of assessment.  
30 2. An Action Plan based on the use of achievement data is being formulated.  
31 3. An annual year-long process of reviewing student achievement data has been developed.  
32

33 **Key issues for Standards-Based Student Learning: Assessment and Accountability that need to be**  
34 **addressed to ensure quality education for all students**

- 35 1. All staff members need to utilize district instructional guides to plan instruction and  
36 coordinate with Periodic Assessments based on the 4x4 Block schedule.  
37 2. The types of data needed by each SLC and each department for assessing student  
38 achievement should be identified  
39 3. MAHS needs to effectively use formative and summative assessments to drive instruction  
40 in each department.  
41 4. The instructional staff needs to create and use additional common assessments to measure  
42 and monitor student achievement in all core curricular areas.  
43 5. The use of student achievement data by all instructional staff at MAHS needs to become  
44 a formalized process within each department and small learning community.  
45

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

- 3 • Staff and student FOL surveys
- 4 • Focus Group discussions
- 5 • State mandated test results
- 6 • Project based assignments and assessments
- 7 • Teacher generated tests

8  
9 **Chapter IV: E. School Culture & Student Support: Findings**

10  
11 **E1 To what extent does the school leadership employ a wide range of strategies to encourage**  
12 **parental and community involvement, especially with the teaching/learning process?**

13  
14 MAHS has significant opportunities available for parent and community involvement in the  
15 teaching and learning process. In many cases, a small percentage of parents participate in  
16 relation to the overall enrollment of students. MAHS has an extensive list of community based  
17 entities to support its programs. A profile and total number of students participating in  
18 partnership and internship programs need to be provided.

19  
20 **E2. To what extent is the school a safe, clean, and orderly place that nurtures learning?**

21  
22 **To what extent is the culture of the school characterized by trust, professionalism, high**  
23 **expectations for all students, and a focus on continuous school improvement?**

24  
25 MAHS has personnel in place to address school wide safety, however, there continues to be  
26 concern among students about feeling safe at school. The percentage of suspensions related to  
27 “physical injury to another” supports the position of student responses to survey. The Williams  
28 inspection gave the school a fair rating in the area of cleanliness. The school has a health center  
29 on campus that provides a range of services which is a positive attribute to the MAHS. The  
30 school appears to be addressing a problem with student tardiness that has transitioned from a  
31 detention to study hall approach. This continues to be an area for future growth for the school.

32  
33 Safety is an area of concern for MAHS. The school needs to establish a culture of accountability  
34 for students and staff in relation to student behavior. Security and staff responsible for  
35 supervision during nutrition, passing periods and lunch time need to be visible and easily-  
36 identified. Students continue to demonstrate apathetic attitudes towards the school’s code of  
37 conduct.

38  
39 Focus group discussion revealed that neither teachers nor administrators adhere to schoolwide  
40 norms relating to student discipline, tardiness, respect and use of appropriate language. Teachers  
41 felt there is a double standard with regard to special education students who appear to be immune  
42 to consequences because of federal guidelines. Regular education teachers reported they are  
43 unaware of intervention guidelines and modifications delineated in IEPs.

44  
45 MAHS is inconsistent in this area. Although parents praised many MAHS teachers for their  
46 interest and attention paid to their children in the survey, those participating in the focus group  
47 reported a problem in this area. Unfortunately, some parents expressed concern for a number of

1 staff whom they view as discourteous. This would indicate a need for the faculty and staff to  
2 become more uniformly conscious of actions that may be construed as alienating by parents and  
3 students. Parents indicated a lack of communication and a lack of translators available for  
4 conferences and school events. Some non-English speaking parents reported they believe that  
5 many translations that are provided are untruthful. Parents also felt there is a lack of cultural  
6 sensitivity, and they believe teachers need to be held more accountable for providing quality  
7 instruction and information to parents regarding course requirements. They would appreciate  
8 receiving a syllabus for each class. Some parents believe many teachers are acting  
9 independently and fail to adhere to state and district mandated instructional guidelines. They  
10 want more administrative presence at parent meetings, and increased financial support of the  
11 Parent Center.

12  
13 Overall teachers support the SLC concept, but could not articulate how it has affected student  
14 achievement. They believe the SLC model has increased student accountability, attendance and  
15 reduced tardiness. However, many teachers were concerned that SLC houses could not be  
16 clustered in one area. SLCs have decreased the frequency of department meetings and impacted  
17 the ability of departments to collaborate. Elective department teachers felt their funding was  
18 decreased and diverted to the SLCs. Staff, parents, and students expected that the  
19 implementation of SLCs would lower class sizes. This has not been the case.

20  
21 There was a mixed support for the 4x4 block schedule. Several teachers felt unprepared for the  
22 transition to the 4x4 block schedule, in spite of district provided professional development.  
23 Teachers felt parent communication has been increased because more grade reporting periods are  
24 required with 4x4 block schedule. While some teachers felt it improved attendance and led to  
25 student retention of information, others felt the pacing was too fast and left little opportunity for  
26 late enrollees to be successful in view of the mobility issues at the school. The PE department  
27 felt the 4x4 block schedule negatively impacted their instructional minutes and state mandated  
28 physical fitness testing. Individual tracks of students are not in school prior to testing which  
29 inhibits maintaining fitness prior to testing.

30  
31 In terms of culture, the multi-track seems to break down staff cohesion. All teachers don't have  
32 the opportunity to know each other, establish a collaborative environment which also inhibits  
33 communication and articulation. Several teachers were frustrated about not being informed  
34 about school events while off track, including notification of staffing and administrative changes.  
35 They would like to find a system of coherent communication so that all staff could be kept  
36 informed of all changes whether they are on or off track. All teachers reportedly do not use their  
37 district provided email accounts.

38  
39 The school community needs to establish and implement cultural norms that recognize the  
40 necessity of rigor, relevance and relationship within instruction. MAHS must implement  
41 consistent staff responses to student misconduct, tardiness, lack of respect and use of profanity.  
42 The team observed a significant portion of students and staff members demonstrating apathy and  
43 a lack of adherence to the school's code of conduct. Many staff members blame the  
44 demographics of the student population, school systems and district organization for failures  
45 within the school. Student achievement was not viewed as being connected to instructional or

1 departmental practices. All of these factors indicate a lack of a unified sense of school pride  
2 among staff and students.  
3

4 **E3 To what extent do all students receive appropriate support along with an individualized**  
5 **learning plan to help ensure academic success?**  
6

7 MAHS counselors implement individualized 4-year plans for all students, and meet with  
8 counselees a minimum of twice a year. This is monitored by site and district administration for  
9 compliance. The self-study states that the restructuring under the SLC model and a 4x4 Block  
10 schedule provides equity, access, personalization, and advantages. Counselors indicated SLCs  
11 increase accountability and gave them greater opportunity to increase contact with students.  
12 SLCs also allowed counselors to interact with the same group of students and teachers. One of  
13 the negative implications of SLCs is that students who enroll late are difficult to schedule in a  
14 single house due to full classes and some teacher resistance due to grading. The counselors  
15 indicated MAHS grade level cohorts begin to decline in numbers by 10<sup>th</sup> grade due to high  
16 mobility and student personal problems outside of school. Counselors confirmed that they use  
17 data to determine student placement in support classes. They also offer monthly college and  
18 career fairs during class time and at lunch for 11<sup>th</sup> and 12<sup>th</sup> grade students. Students also have  
19 support services available through a social worker and school psychologist on campus.  
20 Counselors indicated MAHS students have benefited from the 4x4 block schedule because  
21 students have the opportunity to complete more credits each year. This is an incentive for  
22 students to continue their pursuit of a high school diploma because they can make up required  
23 course work.  
24

25 Counselors are involved in building the master schedule and participate in monthly district  
26 counseling meeting. However, counselors do not collaborate as a department to align  
27 comprehensive counseling services. Counselors spend a large part of their time on scheduling  
28 issues, the four year plan, a variety of conflicts and infrequently provide guidance lessons to  
29 students individually or collectively.  
30

31 **E4 To what extent do students have access to a system of personal support services, activities**  
32 **and opportunities at the school and within the community?**  
33

34 MAHS has counseling services and programs in place to address the broad range of student  
35 needs and communication with parents. The counseling with students seems to be largely related  
36 to scheduling, graduation and college and career preparation. Guidance lessons don't appear to  
37 be part of the school's counseling services. In spite of their efforts, the school noted a "great  
38 concern" to student survey responses. Only 30% agreed or strongly agreed that "The teachers  
39 and other staff at this school know my individual needs." MAHS noted 18 clubs and teams in  
40 which students can become involved. Within the list, a broad range of activities are available to  
41 all students.  
42

1 **Areas of strength for School Culture and Support for Student Personal and Academic Growth.**

- 2 1. Support services are provided to students
- 3 2. Small Learning Communities in which a small group of teachers can partner to support a
- 4 small group of students and their parents
- 5 3. 4 x 4 Block Schedule provides more flexibility to meet students' needs and decrease the
- 6 student-teacher ratio so that teachers can better work with and know their students
- 7 4. Accessibility of the Parent Center
- 8 5. Updated school web site provides more information to the school community
- 9 6. Numerous opportunities for students to interact with adults outside of the school

10

11 **Key issues for School Culture and Support for Student Personal and Academic Growth that need to**

12 **be addressed to ensure quality education for all students.**

- 13 1. Consistent and professional communication with parents.
- 14 2. Address student and staff concerns for safety, order and respect on campus.
- 15 3. Address the culture of low expectations and apathy
- 16 4. Address lack of adherence to the school's code of conduct

17

18 **Important evidence about student learning from the self-study and the visit that supports these**

19 **strengths and key issues include the following:**

- 20 • Conversations with student, parent, counseling, and teacher focus groups
- 21 • Self study report
- 22 • Observations of classes, passing, nutrition and lunch periods.
- 23
- 24

1 **Chapter IV: Schoolwide Areas of Strength**  
2

3 The Manual Arts High School community is to be commended for their diligent efforts in  
4 preparing the WASC self study. The Visiting Committee found the staff, students, parents and  
5 district office personnel helpful in clarifying the evidence used to complete the self study.  
6

7 **Schoolwide Areas of Strength:**  
8

9 The Visiting Team commends the following:  
10

- 11 1. The implementation of “wall to wall” Small Learning Communities and the 4 x 4 Block  
12 Bell Schedule are positive steps designed to better meet student academic and personal  
13 needs  
14
- 15 2. The Instructional Cabinet for their focus on collaborative planning and Professional  
16 Development in SLC development  
17
- 18 3. The administrative team’s commitment to increase presence in classrooms and to  
19 improve collegiality with the instructional staff  
20
- 21 4. The Instructional Cabinet for the development of a Comprehensive Professional  
22 Development plan that targets integrating ESLRs and standards and capitalizes on the  
23 expertise of many MAHS teachers in designing standards-based curriculum.  
24
- 25 5. The submission of a thorough and well-written Self Study that honestly reflected the  
26 school’s strengths and areas of concern  
27
- 28 6. The school leadership and staff for raising the awareness of the importance of the  
29 CAHSEE and graduation requirements and providing interventions for students who need  
30 additional help in meeting those needs  
31
- 32 7. The LAUSD Area 7 district support and school leadership for investigating reform  
33 practices to improve student achievement  
34
- 35 8. School leadership for the establishment of a school-level Data Team to support the  
36 faculty in using data to analyze student progress  
37
- 38 9. School leadership for the establishment of an Instructional Cabinet which will work with  
39 the administrative team to improve academic achievement  
40

1 **Schoolwide Critical Areas for Follow-up**  
2

3 The Visiting committee concurs with the school’s identified areas that are outlined in the schoolwide  
4 action plan. They are:

5  
6 Growth Target 1: Address the students’ critical academic need in the area of literacy.

7  
8 Growth Target 2: Address the students’ critical academic need in the area of mathematics.

9  
10 Growth Target 3: Develop the practices and habits of a professional learning community.

11  
12 Growth Target 4: Increase parental and community involvement

13  
14 In addition, the Visiting Committee has identified areas that need to be strengthened:

- 15  
16 1. A significant number of teachers do not consistently teach the state standards.  
17  
18 2. MAHS needs to consistently implement and monitor research-based teaching practices that  
19 address student learning needs.  
20  
21 3. LAUSD District Area 7 and school leadership need to develop pacing guides, benchmark  
22 assessments and rubrics aligned with the 4 x 4 block schedule in order to effectively measure  
23 student achievement-  
24  
25 4. The school administration and all members of the MAHS staff need to make significant  
26 efforts to improve parental involvement in all aspects of the school program.  
27  
28 5. There is a need for the school leadership to provide formalized collaborative time for  
29 departments to analyze achievement data in order to improve student achievement.  
30  
31 6. Under the direction of the Instructional Cabinet, curricular departments need to develop  
32 department-wide common assessment measures to help determine the effectiveness of  
33 instructional strategies and to increase academic rigor.  
34  
35 7. As a result of Visiting Committee observations, there is a need for the school leadership to re-  
36 examine the current utilization of Home Room time in order to more effectively meet student  
37 academic needs.  
38  
39 8. All members of the MAHS staff need to consistently enforce the code of conduct for students  
40  
41 9. The Visiting Committee strongly recommends that all members of the MAHS staff model  
42 and maintain the highest standards of professionalism when dealing with students, parents,  
43 and colleagues in order to positively impact student behavior and achievement.  
44  
45 10. The school leadership needs to refine, prioritize, and develop benchmarks that measure and  
46 validate progress in their Schoolwide Action Plan.  
47  
48  
49

## Chapter V: Ongoing School Improvement

The school's action plan was developed as a part of the self-study and focuses on four major growth targets:

Growth Target 1: Address the students' critical academic need in the area of literacy.

Growth Target 2: Address the students' critical academic need in the area of mathematics.

Growth Target 3: Develop the practices and habits of a professional learning community.

Growth Target 4: Increase parental and community involvement

The FOL Schoolwide Action Plan that was developed by the school addressed their own initial four Growth Targets. Additionally, some of the Visiting Committee's additional ten critical areas for follow-up were embedded in the school's plan. As the school moves forward with its improvement efforts, all of the Visiting Committee's critical areas need to be added to the appropriate areas in the FOL Schoolwide Action Plan. The Visiting Committee is relying upon the Instructional Council and the administrative leadership team to continue to develop and refine the Action Plan to drive school improvement forward. School leadership must also work with SLC and departmental teacher leaders to ensure the accomplishment of all goals identified by the school and the Visiting Committee. There is sufficient district support for the school to accomplish these goals, however the Visiting Committee feels it is important to articulate their reservations as expressed below.

The school has a proud historical tradition in many areas, however there needs to be a real focus on establishing and maintaining rigorous academic expectations for *all* students, including those whose academic performance is far below their appropriate grade level, as well as those who are not considered "college-bound" Although the MAHS Instructional Council and administrative leadership appears committed to school improvement, there is much to be done to convince the entire staff of the imperative nature of the process.

Additional impediments could also arise from changes in leadership at the school and lack of commitment on the part of some members of the staff to adjust teaching methodologies in order to more effectively meet student academic needs at the appropriate levels of rigor. In order to establish and sustain meaningful growth in the areas identified, is imperative that the Instructional Council, working together with SLC leaders, department chairs, and the myriad of support personnel assigned to the school continue to assert leadership focused on successful implementation of the FOL Schoolwide Action Plan

The existing factors at Manual Arts High School that will support school improvement include a dedicated and supportive staff, energetic and capable students, and many caring parents. The administration and Instructional Council have expressed their dedication and commitment to examining student performance, increasing the effective utilization of assessment data and increasing knowledge of processes that will lead to more success for students.

1  
2 The soundness of the follow-up process that the school intends to use for monitoring the  
3 accomplishment of the schoolwide action plan is also dependent on the school's ability to fully  
4 formulate and implement the FOL Schoolwide Action Plan that was discussed, but not finalized,  
5 with the Visiting Committee. There is a definite need to continue to refine and modify the action  
6 plan, especially in assessing data in relation to student achievement. The Visiting Committee  
7 expects school leaders to implement a more systematic schoolwide effort in the use of student  
8 data to drive instructional decisions. The school also needs to clarify the follow-up assessment  
9 process, timelines, and responsible entities that it intends to use to monitor the accomplishment  
10 of the FOL Schoolwide Action Plan.  
11