

**SELF-STUDY VISITING COMMITTEE REPORT  
ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION  
FOR  
SOUTH EAST HIGH SCHOOL**

**2720 Tweedy Blvd.  
South Gate, CA 90280**

**Los Angeles Unified School District**

**March 9 – 11, 2015**

**Visiting Committee Members**

**Dr. Steven James, Chairperson**  
Consultant

**Ms. Denise Alvarado**  
Assistant Principal, Brookhurst Jr. High

**Ms. Sandra Cruz**  
Assistant Principal, Monrovia High

**Dr. G.C. Esiobu**  
Teacher, Dominguez High

**Dr. Katherine Estevez**  
Assistant Principal, Downey High

**Mr. Antonio Ramos Jimenez**  
Teacher, Hemet USD

**Mrs. Cristina Burkhart**  
Teacher, Arroyo Valley High

## Chapter I: Student/Community Profile

South East High School is part of the Los Angeles Unified School District (LAUSD), the second largest district in the nation. SEHS was established in 2005 in order to relieve years of overcrowding at South Gate HS, Jordan HS, and Huntington Park HS. South East High School was built on the site of the former General Motor's Plant. SEHS is approximately one mile from the city's commercial downtown area, also known as "Tweedy Mile." The school opened with grades 9-11 and added 12th grade in 2006 and currently has a student population of 2,238.

South East High School is a clean, safe and modern campus, which is adequately staffed by certificated and classified personnel and is district supported. The current student demographics is 97.2% Hispanic, 0.7% White, 1.5% African-American, 0.3% American Indian/Alaska Native, and 0.1% Unknown.

Ethnicity	% of Students
Hispanic	97.2
African-American	1.5
White	0.7
American Indian/Alaska Native	0.4
Unknown	0.1
Asian	< 0.1
Pacific Islander	< 0.1

The number of students who currently qualify for participation in the free and reduced lunch program is 91.8%. That is a greater than six percent increase from the data from 2010-2011, when South East High School had an enrollment of 3,060 students. As the enrollment has declined, the number of students who qualify has increased which indicates that the median income has declined during this time period.

School Year	Free & Reduced Total Population	% of Population	School Enrollment
2013-2014	2,106	91.8	2,293
2012-2013	2,222	88.75	2,593
2011-2012	2,425	85.7	2,830
2010-2011	2,615	85.5	3,060

Currently at South East High School 18% of the student population is identified as English Learners (EL) and 16% are currently enrolled in the English Language Development Program (ELD). The students can choose one of three programs offered at South East High; English Language Mainstream Program (ELM), Structured English Immersion (SEI), and the Alternative Program (ALT), which is a language acquisition process in which English Learners receive ELD instruction targeted to their English proficiency level and academic subjects are taught in the primary language, as defined by the school district.

### ELL Data

School Year	English Only	IFEP	LEP	RFEP	Unknown
2013-2014	370	362	423	1,166	3
2012-2013	399	342	570	1,336	12
2011-2012	351	307	737	1,508	61

As shown in the table above, approximately 18% of SEHS students are English Learners and approximately 16% are English Only. The EL program provides instructional support for students who may not receive adequate language support at home. Categorical funds are used to purchase supplemental instruction materials to support Long Term English Learners (LTEL) and FTE's are also purchased through categorical funds for an additional hour of intervention to assist the LTEL's with their course work.

South East High has a transient rate of 16.78%, which is a 14% decline from the 2012-13 school year which had a 30.98% transient rate. The data indicates that a larger segment of the educational community is staying at South East High.

During the 2013-14 school year South East High had a 94.16% Average Daily Attendance Rate (ADA), which was an increase of 2.58% from the 2012-13 school year. The data indicates that the drop in the transient rate correlates with the rise in the ADA rate.

### Transient and ADA Data

School Year	Transient Rate	ADA Rate
2013-14	16.78%	94.16
2012-13	30.98%	91.58
2011-12	27.27%	90.65
2010-11	23.44%	91.92

South East High School is currently graduating 77% of their students compared to only 65% the school year before. This is a significant 12% increase and 10% higher than LAUSD overall graduation rate. Nevertheless, it is far below the mandated rate of 90% to meet the Adequate Yearly Progress. The data indicates that there is a direct correlation with the schools' transient and dropout rates that is keeping 23% of the seniors from completing their graduation requirements. The raw data indicates that 145 of the 632 students in the 2013-14 graduation cohort did complete their graduation requirements. The data indicates that only 77% of the seniors graduated in 2014, but 45% of those students met the UC, A-G requirements for entry into the University of California system.

### Graduation and A-G Completion Rates

	2012-2013	2013-2014	LAUSD %
Percentage Graduating	65%	77%	67%
Meeting A-G Requirements	43%	45%	41%

The dropout rate for South East High School during the 2012-13 school year is 16.5% an increase of 4% from the 2011-12 school year of 12.5%. However, this is still far below the 2009-10 school year of 25.9%, which indicates that this is still an area of concern for the school and programs are in place at the school site to ensure the dropout rate comes into line with County and State mandates. The school site is working diligently to identify students who have become credit deficient and are offering credit recovery opportunities for these students to remain on track for graduation. The Class of 2017 has new graduation requirements that require the student to have a “C” or better in their core classes for graduation.

### DROPOUT RATES

	South East High				Los Angeles Unified			
	2009-10	2010-11	2011-12	2012-13	2009-10	2010-11	2011-12	2012-13
<b>Grades 9-12 Dropout Rate</b>	25.9	20.6	12.5	16.5	24.7	22.6	20.3	17.2

The number of suspensions and expulsions does not correlate to the high dropout rate at South East High School. The number of students suspended or expelled from the school is very low with less than 1% of the student population suspended or expelled each year since the 2010-11. During this time frame only 51 total students have been suspended and only three students have been expelled. South East High is using the School Wide Positive Behavior Support Plan (S.W.P.B.S.P.) another means of correction prior to suspension. This is a curriculum and service based program where students are assigned course work, after school detention and Saturday School opportunities in lieu of suspension.

### Suspension and Expulsion Data

Categories	2010-11	2011-12	2012-13	2013-14
Number of Suspensions	12	24	15	0
Rate of suspension	0.4%	0.8%	0.5%	0
Number of Expulsions	3	0	0	0
Rate of Expulsion	0.1%	0.0%	0.0%	0
Enrollment	3,053	2,931	2,593	2268

During the 2013-14 school year 76.2% of the 10<sup>th</sup> graders passed the English Language Arts (ELA) portion of the California Exit Exam (CAHSEE). During this same time frame 78.4% of the 10<sup>th</sup> graders passed the mathematics portion of the CAHSEE. However, only 45.2% of the students reached proficiency on the ELA exam and 52% reached proficiency in mathematics. These were significant drops from the prior year when 50.5% were proficient in ELA and 58.1% were proficient in mathematics. When the school disaggregated the data there were significant decreases in the ELL student population scores. The South East High administration is now providing additional support and interventions to further close the achievement gap for the ELL student population.

### CAHSEE Overall Scores

School Year	ELA			MATH		
	# Tested	% Passed	Proficient	# Tested	% Passed	Proficient
2013-14	542	76.2	45.2	542	78.4	52.0
2012-13	491	77.6	50.5	487	82.1	58.1
2011-12	715	77.9	42.5	711	78.6	45.4
2010-11	692	77.0	45.8	692	74.3	43.2
2009-10	711	73.7	39.8	700	70.3	38.1

### CAHSEE ELL Scores

	School Year	ELA			MATH		
		# Tested	% Passed	Proficient	# Tested	% Passed	Proficient
LEP	2013-14	85	25.9	3.5	83	41.0	15.7
	2012-13	108	26.9	7.4	103	42.7	21.4
RFEP	2013-14	276	87.3	54.3	278	86.0	59.4
	2012-13	254	93.7	59.4	252	94.8	69.4

The chart above shows the drop in the Limited English Proficient (LEP) and the Reclassified Fluent English Proficiency (RFEP) during the two year period identified by the school site.

South East High School met 8 of the 20 required AYP criteria. They did not test 95% of their students on the ELA portion of the CAHSEE exam. The Hispanic subgroup was granted a “yes” because of the three year average for testing averaged 95%. The ELL subgroup met safe harbor on the mathematics portion of the CAHSEE exam, but all other Annual Measurable Objectives (AMOs) were not met. Per California Department of Education, South East High School is in its 5<sup>th</sup> year of Program Improvement (PI).

### API Growth

	2012 Base	2013 Target	2013 Growth	2013 Met Growth Target
School-Wide	678	6	11	Yes
Hispanic	678	6	13	Yes
Soc. Econ. Dis	678	6	13	Yes
English Learner	600	10	-87	No
SWD	404	20	21	Yes

As the State of California transitions from the CST assessment to the CAASP and the Common Core State Standards, the previous STAR data, and the Academic Performance Index (API) data is becoming obsolete. However, there is still an apparent achievement gap from the overall student data with the English Learners and the Students with Disabilities. The achievement gap between the SWD and the school-wide data is 274 points, which is significant in ensuring that the special needs population is receiving the same rigorous curriculum that the general education students are receiving and the instruction is being performed in the least restrictive environment.

During the 2013-14 school year 520 students at South East High School took the Advanced Placement exam with 228 students scoring a 3 or higher and receiving college credit. This is a pass rate of 43.85% with 40 students scoring a perfect 5 on their exam. Currently at South East High School there are 367 students enrolled in AP courses who are preparing for the exams coming in May of 2015. Of the 228 students who passed an AP exam 139 students or nearly 61% of the students passed either; US History, English Comp., English Lit., Spanish Language, or Spanish Literature. Spanish Language had a 100% pass rate with all 55 students receiving a 3 or higher.

In 2014, 37 students were recognized as AP Scholars (students who receive scores of 3 or higher on three or more AP exams). Of the 37, 2 were classified AP Scholars with honors (students who receive scores of 3 or higher on four or more AP exams) and 12 were classified as AP scholars with distinction (students who receive scores of 3 or higher on five or more AP exams). SEHS also had 2 students who were recognized as National AP Scholars (granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams).

South East High School has graduated seven classes of seniors since they opened their doors in 2005. The class of 2014 had 189 students accept offers to attend four-year universities, which is 33% of the overall class. Another 301 students or 52% are attending a Community College. The class of 2013 had 214 students accept offers to a four-year university, which is 38% of the class. In addition, 198 students are attending a Community College, which is 49% of the class. Based on the data this is a 5% decline in the number of students who accepted offers to a four-year university. The South East High School staff is attempting to change the four-year college going student and parent culture. Many of the students accepted to four-year universities and colleges never attend for various reasons.

### College Information

Year	CLASS OF 2014		CLASS OF 2013	
	College Going Rates	Percent	College Going Rates	Percent
4-year University	189	33	214	38
Community College	301	52	198	49
Other/Undecided	85	15	70	13
Total	490	100	495	100

### SAT DATA

School	Critical Reading Average	Math Average	Writing Average	Overall Average Score
South East	434	421	445	1300
District: LAUSD	434	441	436	1311
County: Los Angeles	469	484	469	1422
Statewide: CA	492	508	489	1489

South East High School senior class for the 2012-13 school year averaged 1300 on the three parts of the SAT exam where the high score is 2400. South East students' scores were very close to the district

average of 1311. The South East High students were 20 points lower than the district average, but were 9 points higher on the writing portion of the exam. The data indicates the discrepancy appears when you compare the county and state scores to the scores of the South East High students. The county overall average was 111 points higher and the state is 178 points higher than the students at South East High School.

### **Small Learning Communities (SLC)**

When South East opened their doors in 2005 a major part of their academic program was the establishment of six academies; California University Academy (CAUA), Justice and Law University Academy (JLAW-UA), Business and Finance University Academy (BFUA), Architecture and Engineering University Academy (AEUA) Technology and Media University Academy (TMUA) and Visual and Performing Arts University Academy (VAPA-UA).

In 2012, the academies were reorganized into Smaller Learning Communities (SLC) or what South East High refers to them as Small Schools (SS). These SS consists of the following schools; Business, Innovation and Leadership (BIL), Health, Science and Environment (HSE), Justice, Law and Service (JLS), Technology and Media Magnet (TMM), and Visual and Performing Arts (VAPA).

All classrooms are laid out to share a contiguous space except for Visual and Performing Arts (VAPA). VAPA needs specialized classrooms for dance, choir, music, drama and art. There are also some science classrooms that must be held in building D due to support of the content for science labs. The school currently does not have any official student achievement data on the success of each small school. South East High School currently has 127 certificated and 46 classified staff working in various capacities on the campus. The teaching staff consists of 103 classroom teachers and all of them are highly qualified and working within the restrictions of their credential. South East High's dedicated staff approximates, but does not achieve, the diversity found in South East's student population.

### **Community Partnerships**

South East High School has a large Interact Club on campus and they work closely with the local Rotary Group on service projects within the South Gate Community. In addition, South East High School works closely with local government on service projects and the students provide support for City sponsored events as well. South East High School students work closely with the South Gate Police Department on service projects and the department holds meetings at the school for a Police Explorer Program.

### **Beyond-The-Bell**

Beyond-The-Bell is a district provided intervention and support program, extended learning after school programs, and summer interventions. This program provides college aged students as mentors for the high school students to assist them with their studies and also model a strong work ethic that will assist the students in being successful in college or the workforce.

### **School Safety**

South East High school has worked closely with the school district on implementation of a safe school plan that encompasses; Coordinated Safe and Healthy School, Emergency Procedures, and Intervention and recovery procedures. This plan is reviewed by the principal and administrative staff and updated yearly. This safety plan also encompasses chemical safety that includes the proper storage, handling, and removal of harmful chemicals from the school site. The staff receives training in this area on an annual basis.

## Chapter II: Progress Report

Since South East High School's last full visit and revisit there has been a significant change in the school leadership. South East High has welcomed a new principal and three new Assistant principals. Mr. Nunez the new principal has worked diligently at building relationships with all stakeholders to maintain the rich culture of the school and the educational community as a whole.

South East High in conjunction with state mandates has been transitioning to the Common Core State Standards (CCSS) and this transition period has occurred for the past three years. The district and the site have been providing staff development for the teachers to ensure a seamless transition to the CCSS. This transition period has set aside five staff development opportunities for the teachers three before the beginning of the school-year and two at the end of the year. South East High also piloted the Smarter Balanced Assessment Consortium (SBAC) field testing to observe the process and confirm that the process can be duplicated this school year when the State of California begins the California Assessment of Student Performance and Progress (CAASPP).

In 2012, South East High School received a School Improvement Grant (SIG). The transformational Model was chosen for the grant and three criteria were required in the schools intervention plan; college and career ready expectations for all students; state-developed differentiated recognition, accountability, and supporting effective instruction. With the assistance of the grant South East High was able to extend the school day by 59 minutes to offer credit recovery, intervention, and enrichment classes during the school day. Funding was also allocated for professional development, tutoring outside of the school day, instructional materials, and other school needs.

South East High School has seen a high turnover rate in the certificated teaching staff since it opened its doors in 2005. In April of 2014 through a lawsuit (Reed v. State of California, et al.,) South East High was designated as a Reed Investment School to assist in the turnover rate of its teachers. As part of this program South East High Received the following support:

1. An additional administrator to support teachers and students.
2. Principal and Investment School Assistant Principal on a year-round calendar.
3. Additional secondary counselor to provide counseling services for student retention and increase graduation rates.
4. Extra-Conference period for non-permanent teachers.
5. Three mentor teachers selected to support new and permanent teachers.
6. 40 hours of Professional Development to the entire teaching and administrative staff.
7. Priority Staffing- LAUSD Human Resource Specialist assigned exclusively to Investment Schools to ensure fully staffed schools.

Another major change for South East High since the last full visit has been the district beginning a Zone of Choice (ZOC) program that allows students from selected areas to choose the school where they want to attend. Since the beginning of the ZOC program and the district opening two more high schools near South East High they have seen a drop in enrollment of 634 students.

South East High School used Focus on Learning as the protocol for its last self-study. As a result of that self-study and Visiting Committee (VC) report, the following growth areas/critical areas of follow-up were identified. These included:

- The need to address student truancy and tardies

- The need for equity and access to the curriculum in regards to address English Language Learners (ELL) was highlighted by the WASC Visiting Committee.
- Use of assessment data to inform/guide instruction and respond with interventions.
- Create greater parental involvement opportunities.

The responsibility to follow up on these critical areas for follow-up was shared with all stakeholders. Evidence of the extent of the follow-up was included in the results of the parent, staff and student surveys, in the written self-study, in the conversations with all stakeholders and was observed in the classroom walkthroughs and the observations of the lessons and activities being performed during the classroom visitations. The school staff and the school district have addressed the growth areas/critical areas for follow-up.

The Critical Areas of Need for Follow-up were integrated into the Single Plan for Student Achievement (SPSA) and were shared with all significant stakeholders. The critical areas of need have been incorporated into the districts LCAP. The goals that came out of the WASC visit have remained in the SPSA for six years, which is approved by the School Site Council each year. On an annual basis the administrative team reviews the WASC goals over the summer and makes improvements to the instructional and professional development plan.

The school shows evidence of ongoing maintenance provided by the school and district staff. Classrooms have been updated with technology and the school itself has gone through modernization when necessary to house a diverse 9-12 grade student population. The focus of safety for the students and the staff is evident in the presence of security personnel and there is two way communication from the administrative offices to the classrooms if an emergency occurs on campus. This is also evident in the student, staff and parent surveys.

### **Chapter III: Self-Study Process**

The South East High School Expected School –wide Learning Results (SLOs) are built around the acronym PRIDE. When a student completes their four year education at South East High School their students are; Problem solvers, Responsible citizens, Independent, Resilient Individuals, Disciplined learners, and Effective communicators.

#### **South East PREPARES STUDENTS TO BE...**

##### **Problem solvers**

- Analyze and interpret information
- Utilize effective strategies
- Demonstrate technological literacy

##### **Responsible citizens**

- Practice ethical behavior
- Contribute to the community
- Respect diversity and self
- Develop an informed world view

**Independent, resilient Individuals**

- Have confidence to take risks
- Persevere when faced with setbacks
- Create innovative solutions

**Disciplined learners**

- Demonstrate initiative
- Collaborate effectively
- Strive towards self-accountability
- Gain mastery of content

**Effective communicators**

- Read critically
- Write proficiently
- Listen actively
- Speak confidently

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

Since the last WASC visit, six years ago, SEHS shareholders have worked diligently to make gains towards meeting the critical academic needs identified by the WASC Visiting Committee (VC). SEHS has also worked on recommendations left by the VC mid-term review three years ago. From 2009 and on, SEHS' action plan has been addressed school-wide through departmental and small school groups, along with home and focus groups, which have included parents, students, out-of-classroom personnel, and classified staff.

**2. The clarification and measurement of what all students should know, understand, and be able to do through School-wide learner outcomes and academic standards**

The SLOs are discussed as a routine part of the teachers' daily lessons. The Acronym P.R.I.D.E. is posted throughout the campus and in the classrooms. Students have a good working knowledge of the SLOs and articulate their responsibilities as students. The students identify with their SLOs and show pride in knowing that upon their departure from South East High they will have become; Problem Solvers, Responsible Citizens, Independent and Resilient, Disciplined Learners, and Effective Communicators.

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

South East High School uses some student data to drive instruction on their campus. The Professional Learning (PLC) process is used in each department to discuss individual student data. The staff then uses the individual student achievement data to make changes to the curriculum, instructional practices, and how and when they assess the student's mastery of the content. The data from the PLCs was shared with the home and focus groups for use in the Focus on Learning document. It is from the resulting discussions that identified the strengths and weaknesses in the existing program(s) were identified.

#### **4. The assessment of the entire school program and its impact on student learning in relation to school-wide learner outcomes, academic standards and WASC/CDE criteria.**

Stakeholders were involved in the Focus On Learning process and each stakeholder group spent time reviewing the school's SLO's in relation to the state content standards, CCSS, and the criteria required by WASC. The stakeholders used the WASC self-study process for developing and implementing the SPSA. South East High School has included evidence of student work, meeting minutes and agendas that reference the school's timeline of continuous improvement. The WASC criteria indicators and prompts were used as a guide and starting point for the discussions in the home and focus group meetings.

#### **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.**

Through the WASC process South East High School identified areas for growth and with these results three WASC Goals were identified and actions steps developed for each goal. The three goals are as follows;

1. The need for 21<sup>st</sup> century student engagement and learning for all students. South East High School's self-study findings revealed the need for all students to have equal access and support to the curriculum, the need in building additional partnerships, and the need for more research-based lessons and real-world projects
2. The need for academic support and proficiency for all students. South East High School's self-study findings and data from the School Profile revealed that SEHS must focus on the need to improve academic support and proficiency for ALL students, especially those students in targeted groups such as English Language Learners, Long Term English Language Learners, Special Education Students
3. The need for personalization and social/emotional needs for all students. The Self-Study findings indicate a continued need to improve the social/emotional needs of students in regards to a consistent School Wide Positive Behavior Support Plan (S.W.P.B.S.P) which includes improved attendance, P.R.I.D.E. advisory curriculum, and college and career readiness and support.

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

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

#### **A1. Organization**

Southeast High School (SEHS) is committed to student achievement. All stakeholders, including students, parents, teachers, and staff worked collaboratively to reach a consensus to revise the schools vision and mission statements. Various advisory councils and committees such as SSC, the ELAC, SDMC, small schools, PD Planning Team, lead teachers, department chairs, and the student body also informed the process. Parents and community members were included in the revision of the School-wide learner outcomes (PRIDE) through announcements and various functions such as workshops, coffee with the principal, and monthly calendared school events. Stakeholders attended data review sessions within their Home Groups then were asked to join Focus Groups to determine learner outcomes as a collaborative

group. SEHS stakeholders reviewed the demographic data, considered the needs of the community and the student population, as well as the 21<sup>st</sup> century skills needed to succeed in college and the workforce, when revising the vision, mission, and SLOs. Modifying, revising, and updating the school's vision, mission, and School-wide learner outcomes is an ongoing process.

South East High School's underlying educational core beliefs are that all students must receive a quality education. Stakeholders believe that all students want to learn and can learn in a safe and nurturing environment. This philosophy is emphasized through five small schools, which provide pathways for students into colleges and/or careers. The vision and mission statements from small schools are posted on small school websites.

South East High School encourages stakeholders to display the vision, mission, and SLOs by posting them throughout the campus. All classrooms and hallways have these posted and accessible to students. Everyone is expected to review them with the students and connect them to their teaching. Students and parents are familiar with and are able to articulate the vision, mission and SLOs (PRIDE).

## **A2. Governance**

The Los Angeles Unified School District and the local district (ESC South) function as South East High School's governing body. LAUSD enables ESC South with oversight over South East High School, as part of the South Gate "Zone of Choice." SEHS functions under the purview of its SSC, the ELAC, and SDMC. The SSC functions as the school's local governing board, SDMC focuses mainly on budgets and bell schedules. All groups meet on a monthly basis. The SSC conducts a formal annual review of the SPSA that monitors the alignment of the Single Plan with the mission and vision along with the WASC Action Plan.

Community members are invited to participate in SSC, and ELAC. The governing board makes revisions to the vision, mission, and school-wide learner outcomes based on demographics and performance data such as CAHSEE, assessments, grades, and LAUSD's performance meter. The performance meter supports LAUSD's move from a culture of compliance to a culture of performance. SEHS understands the importance of a collaborative team working together in a unified effort to better address the learning needs of all students.

## **A3. Leadership and Staff**

SEHS' planning process is collaborative, transparent, and research based. Entities that foster the planning process are: small school leads, department chairs, PLC facilitators, administrative team, Professional Development team, PD sub-committee, staff, parent representatives and students. The school's vision, mission, SLOs and core values drive all planning for professional development. SEHS has a formal school governance board composed of community representatives and other shareholders such as parents, teachers, and school administrators in which the principal serves as a leader and/or facilitator. The school's leadership consists of administrators, faculty, students, staff, and community members. Participating members make decisions and allocate resources to ensure that the established site goals are achieved. The SPSA is updated annually by the Title I coordinator with input from staff, the SSC, and shared collaboration among ELAC councils. Small School (SS) business is discussed among SS lead teachers and administrators, receiving input from SS student advisory councils by answering concerns regarding enrollment, course offerings, class counts, and other SS specific issues.

SEHS implements and monitors the school plan by reviewing data on graduation rates, English language arts assessments, mathematics assessments, English language programs, parent and community engagement, and social/emotional needs of all students. Based on the data, Professional Development is focused on these areas of need in order to help students achieve.

The SSC monitors and refines the school-wide action plan and budgets based on available data and student enrollment annually. A needs assessment is conducted regarding budget decisions for categorical funds and an enrollment forecast report provides information for the school's budgetary needs for the following school year.

Ideas and input from all members of the school community is appreciated and valued. Administrative and educational policies and procedures are systematically reviewed and revised. The entire school community is actively involved in many decisions and actions related to the common goal of addressing students' needs.

#### **A4. Leadership and Staff Criterion**

SEHS School has a clear system for hiring and induction of new employees, with the appropriate credentials through the district hiring process. LAUSD interviews and determines if they meet the criteria. After being hired by the district the school receives a list of available teachers for interviews with the SEHS staff before they are offered a teaching position in the school. A panel that includes an administrator, a coordinator, and a classroom teacher interviews new candidates. Department chairs are also invited. Part of their selection process includes ensuring that the candidates share the school's vision and mission statements. LAUSD offers a variety of online trainings through The Learning Zone. Also, the district offers programs to train teachers in different colleges and locations. In some special situations the teachers are hired with emergency credentials for Special Education classes.

The school has a professional development program and committee that works to improve student learning by engaging teachers in a meaningful curriculum. They have discussions regarding educational research such (i.e. SDAIE, Learning Objective, etc.). SEHS also has Professional Learning Communities (PLCs) where teachers collaborate to create Common Assessments and share their best practices to learn from each other. New teachers also participate in new teacher meetings through a school designed New Teacher Institute which integrates and assists teachers new to the school. In addition, the school uses the TGDC (Teacher Growth Development Cycle) to go through the evaluation process to develop educators.

Information is communicated frequently through email. In addition, there are regular meetings for: 1) faculty meetings; 2) Administrative team; 3) Leadership team; 4) Department and PLC teams, SDMC/SSC meetings and Small School Lead meetings. Information is given, and input taken, at these meetings. Teachers also have opportunities to observe other teachers to improve their teaching and they report back to the teacher observed and their supervisor with their findings.

At the beginning of the school year and the end of each semester student data is analyzed and recommendations are made. PLC's and small schools also meet at the end of the year to reflect on failures and successes, modify scope and sequences, and set new goals for the upcoming school year.

#### **A5. Leadership and Staff Criterion**

Professional development at SEHS is guided by their Core Values that emphasize collaboration, reading, and research, and 21<sup>st</sup> century learning. Onsite professional development opportunities are provided for

teachers in various areas including, CCSS, EL strategies and support, peer observations, coaching, CELDT scoring, and Reading and Writing Across the Curriculum. Teacher surveys of professional development needs are provided annually and a professional development plan is created based on those needs with input from teachers.

SEHS has already implemented the Common Core State Standards in Mathematics, English. All departments are engaged in discussions to improve test scores such as CAHSEE, CELDT, and interim assessments, lessons and materials are then revised to better meet test demands.

Administrators routinely observe classroom instruction and provide feedback to teachers. Formal evaluation of teachers is done through the Teacher Growth and Development Cycle with specific focus elements and rubrics using the LAUSD Teaching and Learning Framework. The effects of professional development are evident in test scores, which have climbed for the past five years. Although the district and school did not participate in CST testing at the end of the 2013 - 2014 school year, SEHS continued to focus its attention on their yearly improved student graduation rate.

SEHS leadership and staff are committed to on-going professional development through multiple strategies that meets the learning needs of all students as evidenced by on-site trainings, and conferences, PD's and PLC meetings in campus.

#### **A6. Resources Criterion**

SEHS teachers receive all required textbooks and resources to teach their content. Most classrooms have ample storage and board space. Bulletin boards in the hallways are assigned to Lead teachers to promote their small schools and to recognize events and outstanding or most improved students.

At the beginning of the school year, technology such as laptops, LCD projectors and SMART boards are issued to teachers on a first-come-first served basis. All teachers are issued iPads through their SIG Grant. The library/media center is open during the school day for classroom use and before and after school for individual student use. SEHS has computer labs, laptop carts, and iPad carts available for whole class use. There are sign-up sheets posted in the teacher's mailbox room to request the technology. Technology is outdated and in need of being updated. There is not enough technology to meet the 21st century learning needs.

Teachers have the opportunity to check-out camcorders and digital cameras to help differentiate instruction. These items are limited in supply, so teachers are not usually able to plan lessons that integrate technology on a consistent basis.

The English Learner Advisory Committee (ELAC) makes recommendations to the School Site Council (SSC) regarding the instructional programs that are implemented to support the EL population at SEHS through federal funding. This committee meets six times per year to evaluate the effectiveness of the instructional programs to determine how funds will support EL students as they work toward proficiency in English.

The School Site Council (SSC) meets seven times per year to review data and ensure the SPSA (Single Plan for Student Achievement) supports the identified student needs. SEHS forms a budget development subcommittee yearly to develop the annual budget for categorical funding.

The school's Safe School Committee reviews and revises Safe School Plan (SSP) regularly. The SSC reviews existing procedures and modifies them as needed. The entire staff at SEHS has been informed that due to the Williams Act, all students must be in possession of a textbook.

The SEHS campus has three open student computer labs, four mobile labs, and a multi-media library. The College Center has also a Kindle card and six I-Macs for students to use for college and scholarship applications. Financial resources are utilized in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school-wide learner outcomes. Funding is allotted to teachers both through their Small Schools and department.

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

### **Areas of strength for Organization:**

1. SEHS has implemented the Common Core Standards school-wide.
2. SEHS offers an 8-week Saturday intervention for CAHSEE which has contributed to the increase in CAHSEE pass rates, and graduation rates.
3. SEHS shareholders have developed a concise and meaningful mission, vision, and school-wide learner outcomes which address student needs (PRIDE) that is implemented school-wide.

### **Areas of Growth:**

1. SEHS needs to increase parent involvement and participation.
2. SEHS needs to develop clearly defined CTE pathways within their Small Schools.
3. SEHS needs to assess and analyze formative and summative student achievement data.
4. SEHS needs to update and increase technology, software, and band-width to accommodate 21<sup>st</sup> century learning and the new demands of CCSS.

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

1. Discussions with students, faculty, parents, staff and the leadership team about the organization of SEHS.
2. Focus group meetings about the development of SEHS vision, mission and SLOs.
3. Classroom and site observations.

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

### **B1. Curriculum**

South East High School is currently using the Professional Learning Community (PLC) model as a structure to guide their professional development and to create common lesson plans and assessments. Meetings are held twice a month with a focused agenda to complete a task in the 9-step cycle. SEHS's core content area teachers participated in UCLA's Center X to provide PD for Reading and Writing Across the Curriculum. Classroom observations, student interviews and student work demonstrate that students are provided with a variety of opportunities to write within all classrooms. Staff is involved in various training, including Common Core, book studies and peer observations.

Departments at SEHS align their curriculum to the state's adopted standards, including Common Core for ELA and math, and content standards for other core subjects. ROP follows the CA Career Technical Education Standards. All AP courses adopt the standards set by CollegeBoard and AP teachers obtain

annual approval prior to teaching the course through the AP Course Audit. In addition to the content curriculum, SEHS has adopted the 21st century skills to guide students in preparing them for college and careers via classroom presentations and communicating through writing and discourse.

PLC meetings are used as a vehicle to create common lesson plans and calibrate common assessments within in each department; this method needs to extend to collaboration between small schools. Teachers post daily learning objectives, Standards and SLOs to inform students of their learning goals. A school-wide senior service learning project is also required which incorporates the college and career readiness standards.

All SEHS teachers participate in peer observation process every semester to gather information on student engagement, inform instructional practice, and use three different protocols to review and analyze representative sample of student work. Student work shows that teachers incorporate short answer responses, some include self-reflection and peer editing. Rubrics for writing assignments have been created through their PLCs and are implemented in all classrooms. Student engagement and use of higher order thinking skills varies between the classrooms. Active student engagement of all students, including English Learners and Students with Disabilities must be consistent in all classrooms.

Students at SEHS are able to select their small school of choice based on interest and career goals. Students are supported via CAHSEE preparation and intervention courses to pass the CAHSEE exam. Students with special needs have access to the core curriculum and get additional support through the intervention coordinator. English Language Learners enrolled in an additional support class to access the curriculum. Staff uses the PLC 9-step cycle to ensure academic standards and rigor is being met. Student enrollment in honors and AP courses is 16% at SEHS compared to 18% of the students in LAUSD.

SEHS work within their PLCs to create projects which incorporate 21<sup>st</sup> century skills and Reading and Writing Across the Curriculum. All PLCs have developed a rubric of expectation for students to measure written performance. Some teachers work with each other to create interdisciplinary projects but it is inconsistent across the school.

All teachers participate in the Dufour 9-step cycle and peer observations to review and evaluate the school's curriculum alignment within their small school. Additionally, the Shared Decision Making Council with input from ELAC and SSC review the school's plan, curriculum, materials, and professional development. All three groups listed above include parents, students, teachers, administration, and classified staff.

To evaluate and select curriculum, teachers gather information via peer observation and common assessments. Adjustments to the scope and sequence of the curriculum are based on the results of these common assessments. Parents also participate in classroom visits twice a year to give feedback. Students are presented with curriculum that is relevant to them and current. Using EAP results, seniors who are conditionally ready are enrolled into an Expository Reading and Writing Curriculum for their senior English class.

Vertical Articulation with the feeder schools is limited but necessary to align curriculum from middle school to the high school and to identify areas of need for students entering the high school. To create a community with their incoming 9<sup>th</sup> graders, SEHS conducts parent and student meetings to relay behavior expectations, academy information, and various clubs. The CTE department works with business partners to develop curriculum which aligns with skills needed in those industry sectors.

## **B2. Curriculum**

Students are able to select the small school of their choice based on their career goals and interests. Each of these schools offer an array of elective courses; students are able to enroll in courses outside of their small school. An individual personal learning plan is developed and adjusted with each student. Study skills support is provided via the Advisory period, although no set curriculum has been set to ensure all students obtain the same information and support. Peer College Counselors in collaboration with academic counselors provide guidance in course selection and college entrance exam results. Course offerings include AP and honor courses and electives that embed career exploration.

Information regarding college and career activities and presentation are delivered in various formats, including classroom presentations, Edmodo, and text messaging programs. Counselors meet with students once a year to discuss and adjust their Individual Graduation Plan. Parent conference nights and teacher meetings are held to give parents information about individual student progress. Graduation check notifications are mailed home to parents when students are in danger of not meeting graduation requirements.

TSP coordinator and Title III coach monitor student progress and make recommendations for interventions depending on their needs. Counselors review 11<sup>th</sup> and 12<sup>th</sup> grade students transcripts to determine if summer school and/or adult school classes are needed to get students back on track with their graduation requirements. The EAP test is also used to adjust student's schedules in English to ensure they are ready for college; students who are conditionally ready in English are enrolled in an Expository Reading and Writing Course.

SEHS has a College Center to guide students in making their selections for college and career. College centers offer a variety of opportunities, such as academic planning, workshops, outreach, SAT and ACT prep, and scholarships and financial aid information. Incoming 9th graders select the small school to enroll in based on interest and career goals. Each small school offers elective courses that focus on career pathways and skills needed for post-secondary success. Peer College Counselors make presentations during advisory to inform students about graduation and college entrance requirements. Additional activities such as a regional college fair and college visits are also available for students to participate. Students with disabilities get additional assistance via their transition plans and DOTS coordinator per their IEP.

## **B3. Curriculum**

Using the PLCs, SEHS staff develops projects that incorporate 21<sup>st</sup> century skills and SLOs to build student's skills and make subject matter relevant. The senior research project presentations require students to utilize these skills by connecting their learning to the community; skills include communicating effectively, working in teams, finding solutions to real-world problems, using data, research skills, and apply technology. Internships and business partnerships also allow students to make connections and get experience in community involvement and career development.

To ensure that students are meeting graduation requirements, SEHS offers intervention classes within the day during a seven period schedule, Saturday CAHSEE classes and ELD intervention is also assigned as needed. The College Center along with Peer College Counselors review transcripts to determine if students are meeting their graduation and A-G requirements. Focus on the daily use of school-wide strategies to monitor student comprehension and mastery is necessary to ensure students are passing their classes and meeting graduation requirements, adjust curriculum and instruction.

PLC meet twice a month to develop SMART goals, identify the essential standards and needs students need to learn, develop common lesson plans with common content areas, deliver lessons, share best practices, and evaluate student work. It is necessary for SEHS staff to develop a school-wide system for checking for understanding to ensure mastery and increase graduation rates. Early identification and opportunities for credit recovery is also encouraged.

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

### **Areas of strength:**

1. Professional Learning Communities are used to evaluate and calibrate student work to guide instruction and make adjustments to curriculum.
2. School Learning Outcomes (SLOs) are embedded in lessons and in student work.
3. Reading and support classes for English Learners are provided.
4. Use of data, such as CELDT, EAP and graduation checks are used to determine student placement and to make adjustments to curriculum and instruction.

### **Areas for Growth**

1. SEHS needs to develop and implement a school-wide instructional process to check for understanding of student mastery of the course content.
2. SEHS needs to develop and implement a system to identify, enroll and retain students in honors and AP classes.
3. SEHS needs to build rapport with feeder schools and collaborate with businesses, and post-secondary institutions to increase college and career readiness.
4. SEHS needs to develop and implement a system to increase graduation rate.

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

- Master schedule
- Student schedules
- Classroom observations
- Student work
- Senior project presentations
- Student, parents, teacher interviews
- Discussions held in focus groups

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

### **C1. Instruction Criterion**

#### **Results of Student Observations and Examining Work:**

The school uses observations of students working and the examining of student work to provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the School-wide learner outcomes. The school has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

#### **Student Understanding of Learning Expectations:**

The students know the standards and expected performance levels for each area of study. These are posted in variety of ways. In the hallways posters display Jaguar PRIDE, Mission/Vision and core values. Daily CCSS standards and learning objectives are posted in the classroom.

#### **Differentiation of Instruction:**

The school's instructional staff members differentiate instruction, including integrating multimedia and technology. Differentiating instruction is an ongoing process that needs to be emphasized. Scaffolding strategies which range from traditional pencil paper graphic organizers to sophisticated, instructor-presented, social media, multi-media technology platforms are ongoing school-wide practice incorporated into the classrooms.

#### **Student Perceptions:**

Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life. During the class teachers ask students to describe what they are learning, why they are learning it and why the learning will be good for them in the future. Yearly senior assemblies held give students the opportunity to be informed of college life and experiences.

### **C2. Instruction Criterion**

#### **Current Knowledge:**

Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology. Peer observations and bi-yearly group observation enable the teachers to reinforce expertise, improve and acquire new strategies for enhancing student learning. This includes areas of technology, classroom document readers that display texts for close reading and adjustment of instruction.

#### **Teachers as Coaches:**

Teachers work as coaches to facilitate learning for all students. Examination of Student Work: Representative samples of student work demonstrate: a) structured learning so that students organize, access

and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge, to research, inquire, discover, and invent knowledge on their own.

Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions, debates, investigate, and use technology to assist them in achieving the academic standards and the School-wide learner outcomes.

Representative samples of student work demonstrate the use of materials and resources beyond the textbook, such as use of library/multimedia resources and services. The opportunities to access data-based, original source documents and computer information networks are regularly available. Students have the opportunity, to experience activities which link student learning to the real world.

Real World Experiences: Some students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects, and other real world experiences and applications.

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

#### **Areas of strength:**

1. SEHS has increased enrollment in AP courses.
2. SEHS has increased AP exam pass rates.
3. SEHS double blocks English classes for Long Term English Learner intervention; general education tutorial; AP core subject and seminar enrichment (English).
4. SEHS teachers benefit from the peer observation process.
5. SLO's have been integrated school-wide and embedded into the schools' curriculum and daily instruction.

#### **Areas for growth:**

1. SEHS needs to develop a process to meet the new LAUSD graduation requirements.
2. SEHS needs more professional development opportunities for the inclusion of special education students in the least restrictive environment.
3. SEHS needs to offer school-wide opportunities for teachers to participate in PD focused on differentiating instruction for all students.

#### **Important evidence:**

- Lesson Plans
- Classroom observations
- PLC records
- Formative and Summative Assessment
- Perception surveys
- Uniform rubrics and common units

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

#### **D1. Assessment and Accountability**

The CAHSEE results are analyzed and reviewed in the English and Math PLCs to determine common units and common assessments. Counselors use the CAHSEE results to determine which students will be placed in the CAHSEE intervention classes, CAHSEE Boot-camp and Advisory classes.

The CELDT takes place every year from September to October. The test assists the school in determining a student's language acquisition proficiency. The results are then used to determine possible student advancement and the intervention needs of students. The TSP Coordinator ensures the proper placement of EL students into English classes, reclassification or intervention classes (ELD, LTEL) according to the scores. Per classroom observations and focus group discussions the school is in need of identifying school wide strategies to differentiate instruction for all learners.

AP and CAHSEE exam results are indicators of student success and whether they are college-ready in particular subjects. Students and parents are informed of the CAHSEE and PSAT test results by mail. AP teachers receive a copy of their class scores and use them to modify their instruction to achieve greater student success. Based on FOL, LAUSD provides professional development to enrich the AP teachers as professionals but based on evidence some of the AP teachers have not gone to training in the past three years. Administrators also have access to the results prior to the school year and can plan additional AP courses for the new school year.

South East High School's graduation rate increased from 65% in 2013 to 77% in 2014, currently the LAUSD cohort graduation rate is 67% (LAUSD Preliminary Rate).

#### **Basis for Determination of Performance Levels:**

South East High School staff uses district approved data tools such as MiSiS (previously ISIS), MyData and Welligent software to collect, desegregate, analyze and report student performance data to stakeholders. Other measures of assessment include common formative and common summative assessments, interim assessments, grade point averages, credits earned, or class pass rates.

#### **Appropriate Assessment Strategies:**

Teachers at South East High School use multiple formative and summative assessments and strategies to measure the learning of students in the school. Examples include daily warm-ups, quick writes, peer reviews, journal writing, graphic organizers, rubrics, group work, presentations, art critiques, art analysis, and digital portfolios. Each department uses PLCs that group similar content teachers together to develop additional common and formative assessments to evaluate all students within the same content classes. PLCs develop common writing rubrics and solutions to desired formative and summative assessments.

#### **Demonstration of Student Achievement:**

Teachers use a variety of assessments to demonstrate student achievement of the standards. These include multiple choice, open-ended questions, short answer responses, and essays. Other assessments such as portfolios, group presentations, and projects are utilized by some teachers to denote progress. The assessments are designed to ensure all students are learning and meeting CCSS and college readiness standards.

Last year, 33% of seniors attended a 4-year University and 52% attended a community college. There were a total of 466 California State University admission offers, 138 University of California admission offers, and 98 private university admission offers. South East High School also offers an array of Advanced Placement courses. Last year 14 AP classes were offered and 44% passed with a score of 3 or better.

## **D2. Assessment and Accountability**

### **Curriculum Embedded Assessments:**

Interim Assessments are administered at benchmark dates set by the school district. PLCs meet to create standards-based (content and Common Core) lessons in all subject areas. PLC members share best practices, analyze common assessment results, and make revisions to lessons to improve student achievement. PLCs also work to establish common academic writing across all subjects. At SEHS there is also a planning team that includes teachers, administrators, and coordinators who meet regularly to plan professional development that is supportive of standards-based learning (content and Common Core).

### **Student Feedback:**

Students are given perception surveys where they are able to communicate and express their opinions, needs, and concerns for their own learning. Each small school has a student council that helps organize student activities, award assemblies, and open discussions on issues regarding student learning.

Advisory teachers and counselors work together to inform students of the A-G Requirements and make students aware of their credits and graduation requirements. Mild to Moderate Special education students are mainstreamed into general education classes, where they receive support, and have access to the learning centers where their case carriers can offer additional support. All Special Education students have an annual IEP meeting with the parent, student, coordinator, case carrier, general education teacher, and other itinerant service providers where student receives services from. Students have an opportunity to meet with the College Counselor and Peer College Counselors who help them create a plan for college readiness.

### **Monitoring of Student Growth:**

SEHS provides a progress report every 5 weeks that is mailed home in addition to advisory teachers distributing a copy to each student and having one-to-one discussions about their grades. The school communicates with parents and students about student proficiency levels and high-stakes testing through mailings, phone calls, and the Schoolloop website. LAUSD also sends an annual school report card that charts and graphs student progress and growth.

The school is committed to monitoring the growth of students over time. Each student is assigned to a small school where they will form relationships with their small school teachers who help monitor, motivate, support, discipline, and educate them throughout their high school career. Parents are invited year-round to communicate with teachers through classroom visitations, conferences, and special events. The school also created a Parent-Teacher-Student Compact in which all shareholders sign and agree annually to commitments regarding student success. Small school data is necessary to monitor student growth.

Counselors monitor and evaluate student's progress throughout the year to promote them to the next grade level or determine if intervention is needed. For English Learners, the CELDT test assists the school in determining the language acquisition of a student for English placement and monitors the growth of the academic acquisition of English for continuing students. Through the test results or data, the TSP Coordinator ensures the proper placement of regular English classes or intervention classes (ELD, LTEL) according to student scores.

Students who are not successful the first time in passing the CAHSEE are enrolled in additional intervention classes and are given additional opportunities to pass. Intervention classes are held during the school day, after school, and on Saturdays.

The AP results are released at the end of June and are shared with students, parents, and other faculty members the following school year. Students, teachers, and administrators have access to the results prior to the beginning of a new school year and can plan AP courses accordingly.

### **D3. Assessment and Accountability**

#### **Assessment and Monitoring Process:**

PLCs use common formative and common summative assessments to inform and guide instruction and look at student work. Teachers reflect on strategies used and make necessary changes to improve the learning results for future instruction. Within each PLC, teachers share best practices. They also analyze periodic writing assessments and establish common rubrics to score them. This informs teachers of students' writing needs. In addition, the PSA Counselor provides weekly grade checks or daily attendance checks to support at-risk students.

Parents are invited to attend Back to School Night, Parent Conferences Night, and Parent Conference Week where they are given the opportunity to discuss with individual teachers about their child's progress.

#### **Reporting Student Progress:**

South East High School uses LAUSD's new data system; My Integrated Student Information System (MiSiS) to help teachers better inform parents about student achievement such as grades, attendance and intervention. LAUSD is working on fixing the system, which is aimed to share all MiSiS student data with parents and shareholders online. Full implementation is expected in August 2015.

Progress reports and assessment results help inform shareholders about achievement of academic standards, college and career readiness standards, and School-wide learner outcomes.

In order to inform the appropriate shareholders of student achievements, SEHS utilizes monthly newsletters that are sent home, awards assemblies at the close of each semester, Open House nights featuring student work, articulation for the eighth graders entering high school, websites such as Schoolloop and Smartjaguar, and information on the school marquee in the front of the school. The school also utilizes mediums such as the school newspaper, The Jaguar Times, and the Parent Center to maintain students and families informed of school functions.

### **D4. Assessment and Accountability**

South East High School uses assessment results to directly inform the school's academic program using multiple measures. For examples, during the past 3 years SIG funds have added a seventh period to the academic schedule that has allowed credit recovery, enrichment courses and to improve the graduation rate.

Assessment results have been analyzed resulting in changes to the school's Professional Development plan. Greater emphasis has been given to PLCs to plan instruction around CCSS and Content Based Standards. PLC time has been used to help teachers design lessons and units that meet the needs of all learners.

Students are placed in double blocked English, (regular English plus a support class (Advanced ELD or Language and Literacy) based on multiple measures including previous course grades. Students are placed in double blocked Algebra I or Geometry math classes if they earned a grade lower than a “C” in their previous class. Intervention courses for CAHSEE are offered for 11th and 12th grade students who have yet to pass the exam. Saturday CAHSEE preparation is offered for 10th grade students and those who have not passed.

Student assessment results such as AP tests, CELDT, CAHSEE, and graduation rates are used to drive the school’s decision making about the instructional program and resources required to support it. Further analysis of disaggregated assessment data should be used to make changes in the quality of the overall instructional program.

Specific modifications and accommodations were implemented for special education students, including: special education assistants to support teachers with specific IEP goals, lessons shortened, lessons extended or lessons modified based upon individualized student needs per stated in students IEP’s. Per observations, severely handicapped students while in general education classes need to have adequate support to interact with general population students and be actively engaged.

The various academic assessments such as AP, CELDT, CAHSEE, PSAT, Benchmarks and graduation rates, permit the analysis of the data generated to become beneficial to all shareholders. There are various opportunities throughout the year to share the information with shareholder groups. This assists SEHS in addressing proficiency for all students by informing school staff so that informed decisions regarding classroom instruction can be implemented.

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

### **Areas of strength:**

1. SEHS reviews some formative, summative, and high stakes student achievement data in order to identify areas of growth.
2. SEHS encourages parents to be involved and accountable for overseeing their children’s progress through the use of the parent center.
3. SEHS has PLC planning time and meetings to train and encourage teachers to be accountable for benchmark data.
4. SEHS uses common formative and summative assessments created by PLCs that are data driven and aligned to Common Core State Standards.
5. SEHS PLCs collaborate to develop, analyze, and assess student work.

### **Areas for Growth:**

1. SEHS needs to increase the number of parents involved in school workshops and conferences.
2. SEHS needs additional PLC time and professional development to review and calibrate student work and Small School data.
3. SEHS needs to create school-wide opportunities for students to receive immediate feedback from their teachers.
4. SEHS needs to increase differentiation of the curriculum school-wide.

### **Important evidence:**

- CAHSEE scores

- CELDT scores
- Graduation rate
- Classroom observations
- PLC records
- Formative and Summative Assessment data
- Perception surveys
- Common lessons, common rubrics, common units

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

### **E1. School Culture and Student Support**

South East High School continues to improve upon the evaluation of strategies and processes that encourage parental, familial, industrial, and community involvement. Parents of non-English speaking, special needs, and general education students are active partners in the learning and teaching process by participating in the Parent Teacher Student Association (PTSA), parent participation and leadership on school councils such as ELAC, SDMC, SSC, the school supported Parent Center and many other areas.

Decisions about School-wide policies are brought to one of three council meetings: School Site Council, English Learner Advisory Committee, and Shared Decision Making Council (SSC, ELAC and SDMC). The agendas, newsletters, calendar of events, school website, and telephone calls help parents stay informed about school policies, procedures, and functions.

Parent Meetings/Workshops and articulation meetings with parents of incoming 9th graders and future Jaguars, 5th graders, are hosted annually where parents are informed about SEHS' five small schools (Visual and Performing Arts, Technology and Media Magnet, Justice Law and Service, Health Science and Environment, and Business Innovation and Leadership) as well as other school programs and services.

South East High School is invested in the success of the school and its community. The school offers opportunities for students to participate in a variety of partnerships, opportunities to engage with guest speakers, attend field trips, and create community based projects that help meet SEHS' School-wide learner outcomes (P.R.I.D.E.), especially R – Responsible Citizens.

SEHS small schools continue to seek community partnerships that will prepare students to become responsible, global citizens who are life-long learners. Small school partnerships and other teacher initiated opportunities provide opportunities for all students to engage with guest speakers. These speakers provide first-hand experiences, insights, and real-world applications to motivate students in pursuing a career path. Fieldtrips are also an integral part of these partnerships, as they offer students a chance to connect their educational learning to career pathways.

SEHS supports student achievement by ensuring that all shareholders, including parents/community are informed and involved in understanding student achievement of the academic School-wide learner outcomes through the many curricular/co-curricular programs offered at SEHS. Based upon student achievement data, the school's leadership team, comprised of department chairs, small school leads, and

the professional development team; strategizes, plans, and executes work that focuses on improving student learning, School-wide learner outcomes, and the Common Core State Standards (CCSS). To better support student achievement and academic standards, the Community Representative and parent volunteers have been trained to understand the implications of SEHS School-wide Learner Outcomes (P.R.I.D.E.). LAUSD hosts a parent training on effective parent leadership. Through the District Volunteer Program, parents learn how to become active participants in their student's academic achievement.

## **E2. School Culture and Student Support Criterion**

South East High School has a school discipline policy, school safety plan, and emergency plans to ensure a safe environment for students, teachers, and staff. The school's disciplinary policy is based on the district's suspension matrix.

At the beginning of every year, a general breakdown of the contents within the school safety plan is presented to the faculty. The school also has various emergency plans for fires, lock downs, and earthquakes. Every classroom has an emergency clipboard with updated maps of evacuation routes, signals and actions for various drills, and procedures for the sign that everything is "all clear." The procedures for the various emergency plans are practiced on a yearly basis so students, teachers, and staff can actively engage in the emergency protocols. Each drill is practiced a minimum of once a calendar school year. In addition to the various plans implemented by the school, teachers and staff are reminded of the procedures and plans throughout the year through faculty meetings.

Cleanliness at South East High School is the responsibility of students, teachers, and staff. Students are encouraged to be responsible and pick up after themselves, teachers maintain cleanliness of classrooms, and custodial staff assists in the upkeep of school grounds. Out of classroom staff and administration lead by example by supervising and connecting with students while ensuring the campus remains clean. An orderly environment is created at South East High School by having clear rules and expectations.

Every year students and parents sign the district's parent/student handbook, which clearly lays out rules and policies to abide by. In addition, emergency cards are requested of all students to remain on file in the attendance office. Before the school year begins, each small school hosts a 9th grade orientation for parents to familiarize themselves with the expectations of the small school's teachers. Some students participate in the Summer Bridge program, a freshman orientation, which familiarizes students with the South East campus. Shortly after school starts, a Back to School Night is held for parents to meet their son's or daughter's teachers, and learn about the expectations of the classroom. Teachers have clear rules and expectations, which are also given to the students through a syllabus. Beginning in the 9th grade, students are made aware of South East's No Tolerance policy in regards to bullying, hazing, discrimination, and harassment. In support of the No Tolerance policy, 9th graders are required to take a Health class where the above named topics are discussed further.

South East High School works to ensure that an atmosphere of caring, concern, and high expectations is created for all students, regardless of differences. Evident through the school's vision statement, mission statement, and core values; the school aims to create a climate for learning. Every classroom has the vision, mission, and core values posted to remind students and teachers alike in what is expected of them.

South East has also established School-wide Learner Outcomes (SLO's) to create high expectations for students. This year South East rolled out the P.R.I.D.E. acronym: Problem solvers, Responsible citizens, Independent resilient individuals, Disciplined learners, and Effective communicators.

South East is dedicated to creating an atmosphere of trust, respect, and professionalism. All shareholders take an active role in ensuring that students are the number one focus on campus. To begin, faculty, staff, and parent meetings have norms that are established to ensure a safe environment where all group members can be heard and opinions are respected. The norms facilitate trust and professionalism when discussing difficult situations by establishing parameters for working with a large or small group. The school also creates an atmosphere of trust, respect, and professionalism through the Faculty Staff Association (FSA). A newsletter is distributed on a monthly basis to share information about faculty and staff's personal lives to unify staff and build camaraderie. Lastly, each small school organizes an annual picnic to give students the opportunity to get to know each other and build relationships. This is also an opportunity for teachers to interact with their students outside of the classroom. The picnics are held afterschool and all students from a particular small school are encouraged to attend.

### **E3. School Culture and Student Support**

South East High School has a plethora of services to support students in the areas of health, career, and personal counseling and academic assistance. In addition to the nurse, the school has a school psychologist and a psychiatric social worker to assist students with mental health related issues. The school has lists of local services to assist with specific types of mental health services, for instance, rape, child abuse, or grief. The school has two PSA counselors who work with students with attendance problems. The PSA counselors make house visits when necessary and meet with students who have attendance issues to make sure students are in class. South East has a College Center that offers students information about career/college pathways. In addition to the College Counselor, the college center has a new Counselor Liaison to support career/college pathways for students. SEHS also provides students with additional support by providing them with Peer College Counselors.

At South East direct connections between academic standards, college and career readiness standards, and School-wide learner outcomes is demonstrated through different avenues. Academic, career readiness, and college readiness standards are supported by the counselors. The College Counselor also organizes workshops for students and parents. For instance, SAT and ACT preparatory classes, college admission workshops, financial aid workshops, Edmodo announcements, social media updates, and personal statement workshops are just some of the events hosted to assist in getting students college and career ready.

South East High School strives to develop personalized approaches to learning, which allows students access to a rigorous standards-based curriculum. Teachers work in Professional Learning Communities within their respective departments to develop rigorous lessons. General education and special education teachers work together to develop modifications for students that require them. South East has a full inclusion special education model, where special education students are immersed into general education classes with support from special education teachers and teacher assistants. South East also personalizes learning for struggling students. LTEL students are double blocked in their 9th grade English classes and

Algebra 1 students are also double blocked. The double blocked classes allow for teachers to spend more time with students that need additional assistance or extra time to grasp standard concepts.

South East has support services to assist students with learning within and outside the classroom. Services are provided to assist students with mental health, learning disabilities, attendance, academics, and graduation. Students are able to access the resources on their own or they may be referred by any shareholder. Each service provider has a role in providing a specific service.

South East's accessibility of a challenging, relevant, and coherent curriculum is evident in a variety of ways. The school also offers a variety of AP and honors courses across all subject areas, so students can select which subject matter best fits their needs. Struggling students in English and Algebra I have double blocked classes for extra support. South East also offers seven periods, which is part of the SIG requirement. These courses can be used for enrichment or credit recovery depending on the student's needs. Students can also make up classes during summer school.

#### **E4. School Culture and Student Support Criterion**

Student involvement in curricular and co-curricular activities is evident through the endless amounts of athletic teams and clubs offered on campus. Academic standards are supported through these activities since students are required to maintain a 2.0 GPA to participate.

SEHS surveys its faculty, staff, students and parents on a yearly basis through School-wide perception surveys. LAUSD also makes sure to know the needs of the school by giving all shareholders the LAUSD

School Experience Survey. These surveys give administrators and decision makers at SEHS the opportunity to provide support services that may be needed based on the responses.

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

### **Areas of strength:**

1. SEHS has fewer fights than other LAUSD schools, requiring only one dean.
2. SEHS maintains a clean and safe campus.
3. SEHS' Parent Center is a strong liaison on campus in assisting with Parent/Community and student achievement.
4. Support services are available to students and parents when needed.
5. Student involvement in co-curricular activities has increased.
6. SEHS' counseling personnel, support staff and teachers prioritize individualized graduation plans.

### **Areas for Growth:**

1. SEHS staff needs to continue to collaborate with parents to be active participants in their child's education.
2. SEHS stakeholders need to participate in the monitoring of academic achievement and behavioral infractions.
3. SEHS needs to increase school-to-career pathways to meet the needs of all students as identified by the Common Core Standards.

### **Important evidence**

- Classroom/Campus Visit
- School Wide Discipline Plan
- School Safety Plan
- College Center Report
- Parent center
- Parent Center sign in sheet
- Parent conferences
- PTSA agendas and meeting minutes
- ELAC agendas and meeting minutes
- SDMC agendas and meeting minutes
- SSC agendas and meeting minutes
- Parent Newsletter
- Counseling Sign-In Sheets
- Parent Conferences
- List of Clubs and Activities
- Student Activity Participation and Involvement Survey

## **Part B: School-wide Strengths and Critical Areas for Follow-up**

### **School-wide Areas of Strength**

1. School-wide implementation of School Learning Outcomes (PRIDE).
2. School-wide implementation of writing across the curriculum.
3. School-wide implementation of common lesson plans, assessments, and rubrics.
4. Safe and secure campus.
5. SEHS has established a communication network that supports a positive school culture and welcoming environment.

### **School-wide Critical Areas for Follow-Up**

1. SEHS needs to use checking for understanding strategies and techniques as a formative assessment tool to ensure student mastery of the lesson content.
2. SEHS needs to ensure that the Severe SWD population is actively engaged in the daily lessons while in attendance in their general education courses.
3. SEHS needs to develop CTE (School-to-Career) pathways to meet the needs of all students as identified by the Common Core State Standards.
4. SEHS needs to develop a school-wide instructional differentiation plan that promotes universal access to a rigorous and relevant curriculum.
5. SEHS needs to analyze student achievement data to make informed decisions that pertain to curriculum, instruction and assessments to improve student mastery of the course content.

#### **In addition, the Visiting Committee has identified areas that need to be strengthened:**

- Focused professional development in research-based common core instructional strategies and techniques.
- Focused on research-based strategies to increase student engagement and higher order thinking skills.

## **Chapter V: Ongoing School Improvement**

### **Summary of the School-Wide Action Plan**

The WASC Visiting Committee concurs with the findings of the previous WASC committee, which resulted in the developing of an action plan and the WASC goals that have given direction for the staff in improving their instructional practices and student achievement at South East High School. The current WASC Visiting Committee has identified the need for modification to the current action plan to maintain the goal of South East High School to continue to improve student achievement for ALL of their students.

South East High School will need to follow the established procedures for modifying the School Plan for Student Achievement (SPSA) and informing all stakeholders. The entire school community needs to take ownership of the school improvement process and the items contained within the SPSA. The administration will be the primary leader in monitoring and implementing the SPSA. South East High School's ongoing school improvement rests on the school leadership with consistent communication with all stakeholders as to the importance of analysis of school data in making educational and resource decisions that are in the best interests of ALL students.

In summary, the school community has a desire and is looking forward to an ongoing progress that celebrates the accomplishments and achievements of all of their stakeholder groups. The increased student achievement with respect to the school-wide learner outcomes, illustrate the improvement of the

educational programs and services for a diverse student population. There is a high degree of stakeholder support to include the South East High school community members to implement these action steps.