Category A:
Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Organization Criterion

The school has a clearly stated vision and mission (purpose) based on its students' needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

VISION – MISSION – SCHOOLWIDE LEARNER OUTCOMES – PROFILE

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Prompt: Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.

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<th>Findings</th>
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| The vision of South East High School is to provide a rigorous curriculum, to educate and inspire students to explore higher education, and to expand on career opportunities. South East is committed to every student’s achievement. All shareholders, including students, parents, teachers, and staff worked collaboratively to reach a consensus to revise the vision and mission statements. South East High School’s core values are based on 21st century teaching and learning, collaboration, reading and research, and coaching, reflection, and feedback. Shareholders developed these core values based on the principles of how teachers teach and how students learn. South East High School’s underlying educational core beliefs are that all students must receive a quality education. Shareholders 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 multiple pathways for students into colleges and/or careers. The vision and mission statements from small schools are | ✓ Vision Statement  
✓ Mission Statement  
✓ Schoolwide Learner Outcomes  
✓ Meeting Agendas  
✓ Sign-in Sheets  
✓ Parent, student, and teacher surveys  
✓ Small School (SS) vision and mission statements  
✓ SS plan  
✓ Professional Learning Communities  
✓ PSC 3.0 |
reviewed, revised and posted on the school website annually. The small schools' vision statements are clearly aligned with the school's mission statement, which states the shareholders commitment to prepare students to be life-long learners and productive members of society. Small school teachers work collaboratively with one another to create interdisciplinary “Schoolwide Learner Outcome” projects and imbed them into daily lessons.

The principles of the vision and mission are inspired by the following variety of readings:
Enhancing Professional Practice: A Framework For Teaching by Charlotte Danielson, The Global Achievement Gap by Robert Wagner, From Good to Great by Jim Collins, The Starfish and the Spider by Ori Brafman and Rod Beckstrom, Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Robert Marzano, and Made to Stick by Chip and Dan Heath
Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

**Indicator:** The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission and schoolwide learner outcomes are effective.

**Prompt:** Evaluate the effectiveness of the processes.

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| South East High School reviews the school vision and mission based on student, global, national, local, and community needs as identified by the shareholders. | ✓ Vision Statement  
✓ Mission Statement  
✓ Schoolwide Learner Outcomes  
✓ Meeting Agendas  
✓ Sign-in Sheets  
✓ Parent, student, and teacher surveys  
✓ Small School Vision and Mission Statements  
✓ Small School plan  
✓ Professional Learning Communities  
✓ The Global Achievement Gap by Robert Wagner  
✓ From Good to Great by Jim Collins  
✓ The Starfish and the Spider by Ori Brafman and Rod Beckstrom  
✓ Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement by Robert Marzano  
✓ Made to Stick by Chip and Dan Heath  
✓ Enhancing Professional Practice: A Framework For Teaching by Charlotte Danielson |
| Various advisory councils and committees such as School Site Council, the English Learner Advisory Committee, Shared Decision Making and small school meetings also inform the process. |  |
| SEHS makes every effort to be inclusive in the annual revision of schoolwide data that allows shareholders to connect the vision and mission to students' needs. In preparation for the self-study, opportunities were created for involvement of all shareholders. |  |
| The self-study process afforded opportunities to view the vision and mission through a variety of lenses. SEHS shareholders reviewed the demographic data, considered the needs of the community and the student population, as well as the 21st century skills needed to succeed in college and the workforce when revising the vision, mission, and schoolwide learner outcomes. |  |
| Small schools, departments, and advisory councils reviewed demographic and performance data. Considering the needs of the student population and that 21% of families in South Gate live in poverty, recommendations are made to help SEHS students leave SEHS with skills that will help them continue to develop as contributing members of society. |  |
| Through guidance of professional readings, shareholders strive to ensure that the vision and mission statements prepare students to be life-long learners and productive members of society. |  |
Understanding of Vision, Mission, and Schoolwide Learner Outcomes

**Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

**Prompt:** Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.

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| All shareholders are expected to post, review, and connect teaching and learning to the vision, mission, and schoolwide learner outcomes of South East High School. SEHS is committed to the vision, mission and SLOs and it is evident when teachers introduce a lesson to students, discuss and use effective communication during activities or any of the other P.R.I.D.E. areas. The SEHS PD Planning Team makes sure to embed and close any meeting with P.R.I.D.E during the facilitation or meeting of faculty, staff, and parents. | ✓ P.R.I.D.E. Posters  
✓ Bulletin Boards  
✓ Schoolloop Website  
✓ Agendas  
✓ Meetings (Department, Small School/ Administrative) |

South East High School has also made an effort at making sure that the vision, mission, and schoolwide learner outcomes are posted throughout the campus. All teacher classrooms have posters with the above mentioned statements, as well as offices throughout the school.

Regular Review and Revision

**Indicator:** The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.

**Prompt:** Evaluate the effectiveness of the process for revising these statements with wide involvement.

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| South East High School shareholders are fully aware that local business and industry input and participation in the process of determining the vision, mission, and schoolwide learner outcomes further strengthens the development/refinement of the mission and vision statement. Parents and community members were | ✓ Parent Center  
✓ Newsletter  
✓ Schoolloop  
✓ Bilingual Classroom Posters |
included in the revision of the schoolwide learner outcomes through announcements and various functions such as workshops, coffee with the principal, and monthly calendared school events. Parents, students, teachers, and community members attended data review sessions within their Home Groups then asked to join Focus Groups that included all shareholders to determine learner outcomes as a collaborative group. Future global competencies and current educational research were taken into consideration during this process.

Throughout the self-study process, the Leadership Team recognized the need to create a better awareness of the newly refined schoolwide learner outcomes and decided to implement a campaign to promote P.R.I.D.E. The school is taking added measures to ensure students, parents, and community members understand and are committed to the school's vision, mission, and schoolwide learner outcomes by maintaining P.R.I.D.E. awareness while promoting positive behavior. With input from the Leadership Team, the student body leadership group and parents have implemented a Jaguar P.R.I.D.E. incentive. SEHS issues Jaguar Bucks to students who are observed exhibiting one or more P.R.I.D.E. behaviors. The students then have a choice to redeem their Jaguar Bucks in class with teachers, lunchtime rewards, or drop them into a box for other rewards.

Conclusions

**Prompt:** Comment on the degree to which this criterion is being addressed.

### Findings

- Modifying, revising, and updating the school’s vision, mission, and schoolwide learner outcomes is an ongoing process. Data driven decisions continue to guide and inform shareholders to implement what is best for all students. In addition, the implementation of schoolwide incentives for P.R.I.D.E. is also a work in progress. Shareholders continue to collaborate on different ways to ensure students know the school’s learner outcomes and come to internalize them as participants in the school community.

### Supporting Evidence

- SS/PLC Meetings
- Department Meetings
- Focus/Home Group Meetings
- Schoolloop
- ConnectEd
- Newsletters
**Prompt:** Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| Communicating and informing all shareholders through a variety of ways and means is critical to maintaining an open line of communication and positively impacting the school’s ability to address one or more of the critical learner needs. | ✓ Newsletters  
✓ Agendas  
✓ Department Meetings  
✓ SS/PLC Agendas and Meetings  
✓ Schoolloop  
✓ ConnectEd  
✓ Home/Focus Groups |
A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.

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| 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.” As is true of all schools in the LAUSD, SEHS functions under the purview of its School Site Council (SSC), the English Learner Advisory Committee (ELAC), and Shared Decision-Making Council (SDMC). The SSC and the SDMC are comprised of representatives from administrators, teachers, parents, and students. Members of the SDMC are elected for a period of two years while members of the SSC and ELAC are elected for one year. The SSC functions as the school’s local governing board. In addition, SDMC focuses mainly on budgets and bell schedules. Both groups meet on a monthly basis. The SSC conducts a formal annual review of the SPSA. The review serves as a way to monitor the alignment of the Single Plan with the mission and vision along with the WASC Action Plan. The purpose of the SSC is to make decisions that help support student achievement based on data. Any new policies created by school administrators are then delegated to appropriate staff members so that they may be monitored and implemented. | ✓ Vision Statement
✓ Mission Statement
✓ School Site Council (SSC)
✓ Minutes and Agendas
✓ Shared Decision-Making Council (SDMC) Minutes and Agendas
✓ Single Plan for Student Achievement (SPSA) |
Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

**Indicator:** The governing board’s policies are directly connected to the school’s vision, mission, and schoolwide learner outcomes.

**Prompt:** Evaluate the adequacy of the policies to support the school’s vision, mission, and schoolwide learner outcomes through its programs and operations.

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| The School Site Council (SSC) functions as the school’s local governing board and strongly supports the school’s vision, mission, and schoolwide learner outcomes. SSC budgetary decisions are guided by the school’s vision and mission statement. SSC also considers recommendations made by the ELAC. The ELAC and the SSC have policies and bylaws that support the achievement of the schoolwide learner outcomes and academic standards. The Single Plan for Student Achievement (SPSA) reflects school goals, parent involvement, math and language arts objectives, and school climate objectives. Below are examples of services identified for the 2014-2015 school year that are representative of the school’s annual commitment to its purpose of achieving academic standards: | ✓ Vision, Mission and SLOs posted in classrooms, on website, on bulletins and PA announcements  
✓ Research relevant to educational reform  
✓ Agenda/Sign-in Sheet from Professional Development and Faculty Meetings.  
✓ Weekly Small School Lead Teacher Meetings  
✓ Staff and Faculty  
✓ SMART Goals  
✓ PLCs  
✓ Teacher Research  
✓ SPSA Annual Update  
✓ Professional Development Agendas  
✓ CAHSEE Prep  
✓ After-School Tutoring |
| • Summer Bridge program for incoming ninth grade students to acclimate them to the SEHS school culture |  
• Funds for substitutes to enable teachers to attend professional development in support of student achievement  
• Teaching assistants to enable all students to achieve through supporting English Learners and assisting teachers with lessons  
• Instructional materials to ensure that all students have the resources needed to achieve  
• Equipment and supplies to support a technology-rich environment to address our Critical Thinking School wide Learner Outcomes (demonstrate technological literacy) |
Understanding the Role of the Governing Board

Indicator: The school and business community understands the governing board’s role, including how parents can participate in the school’s governance.

Prompt: Evaluate the ways the school community and parents are informed as to how they can participate in the school’s governance.

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| South East High School shareholders, the local community, and parents are well informed in how they can participate in the school’s governance. The ELAC committee, SSC, and SDMC councils include parents that are elected by their peers. This is done in accordance with LAUSD’s Parent Community Student Services Branch. The following list includes the ways in which parents are informed about governing bodies at South East High School: | ✓ SSC  
 ✓ SDMC  
 ✓ ELAC  
 ✓ Marquee  
 ✓ Schoolloop  
 ✓ Coffee with the Principal  
 ✓ Parent Newsletter  
 ✓ ConnectEd  
 ✓ School Newsletter  
 ✓ Small School Newsletters |
| ✓ Announcements for parent elections to committees and councils made via school website, phone, email, mailings, newsletters, and parent calendars |                     |
| ✓ Flyers and the parent newsletter are sent home monthly informing parents of meetings and invitations to participate |                     |
| ✓ Strategies to increase parent participation are discussed regularly at parent participation committee meetings |                     |
| ✓ Parent representatives are sent to district trainings to prepare them for their roles in the school’s governance |                     |
| ✓ Parent workshops and trainings are provided with flexible timing to accommodate parent schedules |                     |

Governing Board’s Involvement in the Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school’s vision, mission, and school-wide learner outcomes.

Prompt: Evaluate the processes for involving the governing board in the regular review and refinement of the school’s vision, mission, and school-wide learner outcomes.

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| ELAC and SSC regularly monitors results, analyzes data, and implements changes as necessary to the vision and mission statements to address the learning needs | ✓ SSC Meetings  
 ✓ SSC Agendas |
of all students at South East High School. In addition, the SSC approves and monitors the implementation of the SPSA.

The SPSA steps are:
1. Measure the effectiveness of current improvement strategies
2. Seek input from school advisory committees
3. Reaffirm or revise schools goals
4. Revise improvement strategies and expenditures
5. Approve and recommend The SPSA to the governing board (SSC)
6. Monitor implementation

School administrators and program coordinators meet weekly to review and discuss the effectiveness of current programs, significant calendar events, and distribution of resources.

The ELAC and SDMC meet monthly to review and discuss current issues regarding student achievement and to construct recommendations that are reviewed by the SSC. The SSC meets monthly to review any recommendations submitted by the SDMC and ELAC committees. All meetings are guided by agendas with key topics. All committees require a quorum in order to conduct a recognized meeting and to vote on agenda items.

The school community is informed about the governing board’s role via several methods of communication including: automated calls, digital marquee messages, and internet and mailed correspondence. Shareholders are aware that the effectiveness of automated calls is affected by the accuracy of erroneous information stored in the My Integrated Student Information System (MiSIS).

Community members are invited to participate in SSC, and ELAC. Additionally, parent involvement is further increased by the presence of our on-campus Parent Center. The Parent Center, led by a parent community representative, provides the staff with much needed
motivation in the form of faculty gatherings, teacher and staff appreciation meals, and grad night management.

**Professional Staff and Governing Board**

**Indicator:** There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

**Prompt:** Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.

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| The governing board makes revisions to the vision, mission, and schoolwide learner outcomes based on demographics and performance data such as CAHSEE, assessments, grades, and LAUSD’s performance meter. | ✓ Sign-in Sheets
✓ Professional Development
✓ Buy-Back Days
✓ UTLA Contract
✓ Faculty Meetings
✓ Agendas
✓ District Bulletins
✓ SS Lead Meetings with Administration |

Professional staff, including certificated and classified personnel, understands the importance of and their role in carrying out the mission, vision, and schoolwide learner outcomes. Certificated staff supports the use of the statements and outcomes by integrating them into their daily lessons, agendas, and/or classroom objectives. Furthermore, classified staff understands that instructional services and programs are identified through an evaluation of data and information of the SPSA at governing board meetings such as ELAC, SSC, and SDMC.

**Board’s Evaluation/Monitoring Procedures**

**Indicator:** There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

**Prompt:** Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.

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| The evaluation and monitoring procedures carried out by the governing board include the review of student performance toward career and college readiness as well as the fiscal health of the school programs and operations. The mission of the performance meter is to support LAUSD’s move from a culture of compliance to a | ✓ SSC
✓ SDMC
✓ Title 1
✓ College Center
✓ Counseling Office
✓ PSA Counselor |
culture of performance.
The performance meter is a scorecard used to measure and guide the school’s performance within the District. These indicators center on the District’s goals as stated below.

At the Los Angeles Unified School District, our goals are:
1. 100 percent graduation
2. Proficiency for all
3. 100 percent attendance
4. Parent and community engagement
5. School safety

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<th>Complaint and Conflict Resolution Procedures</th>
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<td><strong>Indicator:</strong> The established governing board/school’s complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.</td>
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<td><strong>Prompt:</strong> Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures.</td>
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<tr>
<td><strong>Conclusions</strong></td>
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<td><strong>Prompt:</strong> Comment on the degree to which this criterion is being addressed.</td>
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| The school’s governing board complaint and conflict resolution procedures are evident and in place for all shareholders to access efficiently. Complaint and conflict resolution procedures are posted in every classroom. | • Complaint rights attachment A  
• Teacher code of conduct  
• William’s rights posters  
• Uniform complaint procedures posted  
• PSA counselor  
• PSW counselor  
• Student to teacher-administration  
• District bulletins  
• Faculty meetings  
• Child abuse training  
• Dean’s office |

South East High School addresses complaint and conflict resolution procedures with clarity, transparency, and inclusion of all shareholders. SEHS continues to review and maintain the governing boards’ as well as the district’s policies.
**Prompt:** Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

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| SEH fully understands the importance of a collaborative team working together in a unified effort to better address the learning needs of all students. The team needs to include and actively involve the administrators, teaching staff, clerical staff, parents and guardians, students, and community leaders. | ✓ Newsletters  
✓ Vision, Mission, and Schoolwide Learner Outcomes  
✓ District Bulletins  
✓ WASC Meetings  
✓ PD Meetings  
✓ Small School Meetings  
✓ SS Lead Meetings  
✓ ConnectEd  
✓ Parent Calendar  
✓ PD Calendar  
✓ PLC Agendas  
✓ Department Agendas |

All shareholders are equally important in providing each student with a 21st century education. SEHS has recognized that it is vital to increase parental involvement and has taken action in accomplishing this goal. Monthly newsletters, the school web site, ConnectEd, weekly coffee meetings with the principal and Title I parent meetings have served SEHS in improving parental involvement. SEHS is committed to continue improving parental involvement and has addressed parental concerns about the size and accessibility of the parent center.

The administrative team is stable at SEHS and the teaching staff collaborates through small schools and content specific PLCs to address the learning needs of all students. SEHS continues to value the participation of community leaders and welcomes their input and support. Student leaders are also critical in ensuring that all students understand the mission and vision of SEHS and that the student body remains focused in preparing themselves for post-secondary educational opportunities and/or careers.
A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the school-wide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

**Broad-Based and Collaborative**

**Indicator:** The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

**Prompt:** Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.

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| SEHS’ planning process is collaborative, transparent, and research based. There are many entities that foster this process including: small school leads, department chairs, PLC facilitators, administrative team, professional development team, PD sub-committee, staff, parent representatives and students. The commitment and feedback by all shareholders helps ensure that all students graduate prepared and college ready. The focus of all school planning drives professional development planning on student learner outcomes and the school’s vision, mission, and core values. | ✓ CAHSEE Intervention  
✓ Smartjaguar  
✓ SSC  
✓ SPSA  
✓ ELAC  
✓ SEHS Parent Center  
✓ Annual Budget Meeting  
✓ SEHS Website  
✓ College Center  
✓ Small Schools  
✓ Weekly Small School Meetings  
✓ Lead Teacher Meetings  
✓ Department Chair Meetings  
✓ Department Meetings  
✓ PD Planning Team  
✓ Partnerships |
| SEHS also has a formal school governance board in which the principal serves as a leader and/or facilitator. The board is composed of community representatives and other shareholders such as parents, teachers, and school administrators. | |
| The school’s leadership consists of administrators, faculty, students, staff, and community members who work together to shape and promote the school’s mission and vision. Together, participating members make decisions and allocate resources to ensure that the established schoolwide learner outcomes and Common Core state standards are achieved. | |
| The Single Plan for Student Achievement (SPSA) is updated annually by the Title I coordinator with input from staff, the SSC, and shared collaboration among | |
ELAC councils.

A number of partnerships have been established with colleges and community-based organizations. South East High School has a long-standing relationship with USC, Cal State LA, and ELAC.

A needs assessment is conducted regarding budget decisions for categorical funds (such as Title I, Bilingual, etc.). An enrollment forecast report is done for the upcoming year and provides information for the school’s budgetary needs for the upcoming year.

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.

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

Prompt: How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, school-wide learner outcomes, and academic and career readiness standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?

Findings

SEHS staff is focused on ensuring that all students achieve, review, and monitor the school plan yearly to give insight into Professional Development, resources, workshops, peer observations, PLC time, and intervention which all correlate to critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness.

SEHS implements and monitors the SPSA 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, all Professional Development is focused on these areas of need in order to help students achieve.

Supporting Evidence

- SS meetings and agenda
- School budgets
- College center data
- 15 hours of required community Service Learning
- Peer College Counselors
- SPSA Annual Review
- PD
- PD Calendar
The SSC annually monitors and refines the schoolwide action plan and budgets based on available data and student enrollment.

The Single Plan for Student Achievement (SPSA) is updated annually by the Title I coordinator with input from the SSC and shared collaboration among ELAC councils and teachers and staff.

A needs assessment is conducted regarding budget decisions for categorical funds. During February and March, an enrollment forecast report is done for the upcoming year and provides information for the school’s budgetary needs for the upcoming year.

Student learning at SEHS is correlated to the critical learner and career readiness needs by providing students with opportunities to learn 21st Century skills such as senior year when students contribute to their community by volunteering fifteen hours.

**Correlation between All Resources, Schoolwide Learner Outcomes, and Plan**

**Indicator:** There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

**Prompt:** Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.

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<td>The allocation of resources to help support, implement, monitor, and accomplish goals from SPSA include: additional PD funds, staff training, principal/Title 1 monitoring of implementation, and providing additional resources such as counselors, overtime, teacher assistants, equipment maintenance and technology, and funds for fieldtrips.</td>
<td>✓ SSC Minutes and Agendas ✓ Master Program ✓ Sign-ins ✓ Classroom Observation Logs ✓ Reports ✓ Master Schedule ✓ PCCs ✓ College Center Partnerships ✓ Community Assistant</td>
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<td>These resources help provide the additional help students need in order to achieve as they provide the support staff needs in order to help implement the goals, focus tasks, and timeline for SPSA.</td>
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<td>SEHS’s Single Plan for Student Achievement is reviewed by and updated by SSC yearly. SEHS’s Master Program</td>
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for the upcoming year is discussed, beginning in February, by SEHS’ AP in charge of scheduling.

The importance of college readiness is at the forefront of discussion during SSC meetings. This resulted in the SSC funding a community assistant in the college center to help the College Counselor with the day-to-day operations of helping students prepare for colleges and careers. The college center also provides partnerships with universities such as USC Trio, Pepperdine, ELAC, Pitzer, CSULA, along with peer-to-peer college support.

Conclusions

**Prompt:** Comment on the degree to which this criterion is being addressed.

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<tr>
<td>SEHS’ Core Values are based on Collaboration, Reading &amp; Research, 21st Century Teaching &amp; Learning and Coaching, Reflection, and Feedback; therefore SEHS shareholders work together to review data that is pertinent to student achievement. Decisions are made collaboratively by providing leadership staff resources to help facilitate academic, college and career standards via PD so that alignment is correlated to all student needs.</td>
<td>• Master schedule</td>
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<td>• PD planning team development</td>
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<td>• Department chair meetings</td>
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<td>• Lead teacher meetings</td>
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<td>• Small school meetings</td>
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<td>When funds were more readily available, shareholders used data to make decisions regarding allocation of resources. Specifically, the math and English department received support in the way of class reduction, technology, and paid Professional Development. A counselor was also purchased to alleviate the student-to-counselor ratio.</td>
<td></td>
</tr>
<tr>
<td>Ideas and input from all members of the school community are appreciated and valued, and both 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 benefiting students.</td>
<td></td>
</tr>
</tbody>
</table>
**Prompt:** Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| An area of improvement SEHS shareholders need to work on is the need for all faculty to regularly embed the schoolwide learner outcomes in instruction and to articulate these goals to students. When SEHS revised the vision, mission, and schoolwide learner outcomes this year, shareholders needed more time to familiarize themselves with the new criterion. | • Vision  
• Mission  
• Schoolwide learner outcomes  
• Parent sign-ins  
• SSC agendas and sign-ins  
• ELAC agendas and sign-ins  
• SSC and SDMC election results |
| Additional opportunities for teachers to participate in the shared decision making of the school could be expanded in order to increase participation. |                                      |
| Higher parent participation would help bolster opportunities for students to be successful. Continued outreach programs and events would help streamline parent participation. |                                      |
A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the school-wide learner outcomes through a system of preparation, induction, and ongoing professional development.

Employment Policies and Practices

Indicator: The school has clear employment policies and practices related to qualification requirements of staff.

Prompt: Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| Applicants for teaching positions at SEHS must be highly qualified with appropriate credentials to be considered for a position. LAUSD interviews all teachers and determines if they meet the criteria and have mastery of teaching that is required of all teachers. Once the teacher is hired by the LAUSD, SEHS is provided with a list of teachers who are eligible for interviews. Teachers who have already been hired by the district are also allowed to submit resumes and portfolios to be considered for interviews. LAUSD offers programs to train teachers such as internships and partnerships with various teacher colleges such as Cal State Dominguez Hills to offer student teachers opportunities to practice with experienced teachers at the school. Special education emergency credentials are being considered because of the special education teacher shortage within LAUSD. All SEHS teachers and paraprofessionals are fully qualified for assigned areas based on district certification requirements. | • Human resources  
• Department hiring procedures  
• Credential analyst  
• NCLB highly qualified teacher requirements |

Qualifications of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Prompt: Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified based on staff background, training, and preparation are qualified for their responsibilities.

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<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Although LAUSD interviews and processes all teachers to determine and verify their qualifications, SEHS has interview procedures in place to hire teachers who will</td>
<td>• LAUSD human resources</td>
</tr>
</tbody>
</table>
become part of the Jaguar family. A panel that includes an administrator, a coordinator, and a classroom teacher interviews candidates. Department chairs are also invited to communicate the department’s expectations. Part of the selection process includes ensuring potential candidates share the school’s vision and mission statement.

To prepare teachers for their responsibilities, SEHS’ professional development program is designed to improve student learning by engaging teachers in a meaningful and challenging curriculum. Professional learning communities (PLCs) encourage teachers to conduct research in an area of interest or concern. Common planning time allows teachers to meet by content level groups or content area to analyze student work.

SEHS’s professional development design focuses on all students achieving academic standards. Teachers experience and learn about strategies and modifications. Professional development is developed collaboratively and supported by professional staff. The design promotes interdisciplinary discussions regarding educational research (i.e. SDAIE, Learning Objective).

SEHS uses the TGDC (Teacher Growth Development Cycle) to go through the evaluation process to develop educators. The process includes reflection opportunities that allow teachers to continue to develop their craft and improve student achievement. Administrators work with selected teachers throughout the school year to monitor and support them in their teaching. During these meetings, administrators have conversations guided by the Teaching and Learning Framework (TLF). These are the standards teachers use to guide them in their professional practice.

### Maximum Use of Staff Expertise

**Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

**Prompt:** Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.

<table>
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<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>The LAUSD ensures teachers have the proper</td>
<td>• LAUSD learning zone</td>
</tr>
</tbody>
</table>
credentials and go through a screening process before they are hired. Once hired by our school, SEHS administration and staff work with teachers to ease their transition. New teachers at SEHS participate in monthly "new teacher academy" meetings. The "new teacher academy" meetings are lead by NBC teachers. New teachers are informed of policies and procedures including grading, attendance, discipline, referrals, bullying, child abuse, etc. Facilitators also invite coordinators and administrators to speak with the new teachers as they become familiar with the student population and become acclimated to the core values at SEHS that include collaboration, reading and research, 21st century learning, and coaching and reflecting.

LAUSD offers a variety of online trainings through The Learning Zone. SEHS also has a PD development committee that includes teachers, coordinators and administrators who meet regularly to select strategies and programs to introduce to teachers that will maximize student learning.

Teachers at SEHS work in Professional Learning Communities (PLCs). PLCs are comprised of 2-6 teachers who teach the same subject. PLCs use the cycle of continuous improvement to guide them as they work together to define standards, set student learning and teaching goals, and develop curriculum that is aligned to the Common Core. Teachers create, execute and reflect on lesson plans during PLC meetings. Working in content-specific groups allows teachers to review assignments and data such as assessment results to identify best practices and determine student interventions.

<table>
<thead>
<tr>
<th>Defining and Understanding Practices/Relationships</th>
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<tbody>
<tr>
<td><strong>Indicator:</strong> The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.</td>
</tr>
<tr>
<td><strong>Prompt:</strong> Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.</td>
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</table>

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<th>Findings</th>
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<tbody>
<tr>
<td>With LAUSD policies and procedures in mind, SEHS administrators and leadership work together to create documents such as the emergency evacuation plan, the teacher handbook, the discipline and tardy policy,</td>
<td>• SPSA</td>
</tr>
<tr>
<td></td>
<td>• Emergency binders located in main office</td>
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</table>
and the administrator responsibilities list to help guide teachers.
SEHS works with governing councils such as SDMC to make decisions regarding bell schedules, testing dates, and discipline policies. SSC members make decisions about enrichment and intervention programs that are outlined in the SPSA and affect teacher curriculum and guides.

Department chairs work with their departments to ensure each PLC has pacing plans that support the Common Core state standards and SEHS’ core values are imbedded in the pacing. Departments are broken down into PLCs where they meet to discuss content, pacing and lessons.

Internal Communication and Planning

**Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**Prompt:** How effective are the existing structures for internal communication, planning, and resolving differences?

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<th>Findings</th>
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<tr>
<td>There are several avenues for internal communication and planning at SEHS. SDMC meets monthly and is composed of teachers, administrators, students, parents, and community members. This council provides an instrument for staff to express concerns and to make decisions regarding operations at SEHS. Teachers are encouraged to submit agenda items to council members. Small school and department meetings are other avenues for staff to participate in planning and communicating school issues. Both meetings are held monthly. Staff may present ideas and recommendations to be addressed at SSC meetings. Faculty and staff meet monthly to discuss and review new guidelines, procedures, and recommendations set by the district.</td>
<td>• Emergency binders located in main office. • SDMC binders and minutes • SSC binder and minutes • SS and department agendas • Faculty meeting agendas</td>
</tr>
</tbody>
</table>

Staff Actions/Accountability to Support Learning

**Indicator:** The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies
used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

**Prompt:** How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

### Findings

Faculty members attend regular monthly meetings concerning new procedures, district mandates, emergency procedures, and any new requirements stipulated by the district. Besides SLC and department meetings, new staff members and teacher assistants meet monthly with an administrator or coordinator to update them with new requirements. PLCs have been implemented to support teacher research of student and schoolwide needs.

All SEHS shareholders participate in the SPSA evaluation and the Needs Assessment to determine what programs are contributing to student learning and to make decisions about which programs to maintain and which should be removed or altered.

All shareholders participate in classroom observations to gather data and determine what strategies and/or programs are impacting student learning. Teachers have the opportunity to observe each other in PLCs, departments, small schools, and different subjects. Teachers use the cognitive coaching to reflect on and improve their teaching practice.

### Evaluation of Existing Processes

**Indicator:** The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

**Prompt:** To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

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<th>Findings</th>
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<tr>
<td>SEHS seeks input regularly from all its shareholders through several meetings such as department, small school, leadership team, and faculty meetings to review the school’s processes to ensure decisions SEHS makes are positively impacting student learning. New procedures, district mandates, emergency procedures, and any new requirements stipulated by the district are updated monthly.</td>
<td>- Department, faculty, small school meetings with agendas and minutes</td>
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<td></td>
<td>- Coaching observation schedules</td>
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<td></td>
<td>- Coaching observation notes</td>
</tr>
<tr>
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<td>- Observation data</td>
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</table>
Conclusions

**Prompt:** Comment on the degree to which this criterion is being addressed.

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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| At the beginning of the school year and the end of each semester data is analyzed and recommendations are made. | • Faculty agendas  
• Agendas at faculty and staff meetings.  
• PD planning team |

**Prompt:** Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.

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<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| By using available data, SEHS is able to review improvements and areas of concern. Also, local district gathers data and comparisons are made with other high schools with similar demographics. | • Faculty agendas  
• Agendas at faculty and staff meetings.  
• MyDATA |
A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

**Support of Professional Development**

**Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

**Prompt:** How effective is the support of professional development/learning? Provide evidence and examples.

<table>
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<tr>
<th>Findings</th>
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</table>
| Professional development at SEHS is guided by our Core Values that emphasize collaboration, reading, and research. On site professional development opportunities are provided for teachers in various areas including, CCSS, EL strategies and support, peer observations, and coaching and Writing Across the Curriculum. ESC South has provided all day training to teachers by content area and subject. | ✓ PD Calendar  
✓ Certificates of teacher completion.  
✓ Latest Core Materials  
✓ PD Agendas  
✓ Teacher feedback survey  
✓ Learning Zone  
✓ PD survey  
✓ Stull conference and review  
✓ Periodic check-ins and discussions  
✓ Smartjaguar.com  
✓ Googledocs  
✓ PD Sub Committee  
✓ PD Planning Team |
| Teacher surveys of professional development needs are provided annual and a professional development plan is created based on those needs with input from teachers. |                                                      |
| CELDT Scoring Training, and Common Core Standards Training. SEHS has already begun implementing Common Core Standards in Mathematics, English, Science and Social Studies department. SEHS has analyzed the data in standardized tests and recognize the difficulties our EL students face and has committed itself to address the issue in our daily classroom practices. |                                                      |
| All departments are engaged in discussions to improve test scores such as CAHSEE, CELDT, and interim assessments, and revise lessons and materials to better meet test demands. |                                                      |
**Supervision and Evaluation**

**Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**Prompt:** How effective are the school’s supervision and evaluation procedures?

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<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>Instructional supervision at SEHS is intended to support teachers in growth and development. The school’s mission and vision as well as the student learner outcomes provide a focus for all learning and evaluation. 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. Classroom observations are normal activities for administration and staff. SEHS has begun implementing the district new evaluation process for teachers and our vision and vision and our school learning outcomes provide a focus for all learning and evaluation.</td>
<td>✓ LAUSD Teaching and Learning Framework ✓ Teacher Growth and Development Cycle (TGDC) ✓ TDGC preconference and post conference ✓ Periodic check-ins and discussions ✓ Administrative Team Observations ✓ Peer-to-peer observations</td>
</tr>
</tbody>
</table>

**Measurable Effect of Professional Development**

**Indicator:** There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

**Prompt:** Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.

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<th>Findings</th>
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<tr>
<td>The measurable effect of our professional development is in our test scores, which have climbed steadily the past few five years. Although our district and High School did not participate in CST testing at the end of the 2013 - 2014 school year, SEHS continued to focus its attention on the rising graduation rate. We look at the scholarships and grants awarded to our graduating seniors. We look at our attendance rates for faculty, students, and staff. In addition, SEHS teachers sponsor many different clubs and organizations to mentor students and promote our student learner outcomes.</td>
<td>✓ Graduation rates ✓ EL reclassification rates ✓ Meeting A-G ✓ CAHSEE pass rates ✓ Money awarded our seniors ✓ Attendance rates. ✓ Sign-in sheets. ✓ Teacher and administrator documentation.</td>
</tr>
</tbody>
</table>
For the last several years, teachers have had the opportunity to work in collaborative groups such as PLCs in our attempt to address and enhance student learning at all levels. PLCs have improved their teaching practices by participating in UCLA coaching workshops. In addition, research based learning strategies have found their way into our classroom for the direct benefit of student learning (Marzano). The Jane Schafer model and writing across the curriculum has remained our central focal point and continues to guide our instructional methods in the classrooms.

During department and Small School meetings, teachers have the opportunity to work on designing and implementing projects that enhance student learning and encourage student participation in school activities. Teachers meet during conference periods for training or to prepare for upcoming events such as CST/CELDT testing and for updates on new requirements and procedures. These meetings are facilitated by school coordinators as needed.
Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

<table>
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<tr>
<th>Findings</th>
<th>Supporting Evidence</th>
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<tbody>
<tr>
<td>South East HS leadership and staff are committed to ongoing professional development through multiple strategies that meets the learning needs of all students as evidenced by both onsite training and offsite training, seminars, and conferences.</td>
<td>✓ SPSA ✓ SIG Plan ✓ Core Waiver Plan ✓ PD Plan and Calendar</td>
</tr>
</tbody>
</table>

Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

<table>
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<th>Findings</th>
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<tr>
<td>SEHS’ Core Values support the ongoing research and data-based professional development needed to provide more academic support for all SEHS students. Opportunities are given to all teachers to attend workshops on current pedagogy, CCSS and Reading and Writing Across the Curriculum strategies and skills. Teachers are encouraged to share best practices from such workshops with their departments or small schools.</td>
<td>✓ Workshops ✓ PLCs ✓ RAWC</td>
</tr>
</tbody>
</table>
CHAPTER 4

A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Allocation Decisions

**Indicator:** There is a relationship between the decisions about resource allocations, the school’s vision, mission, and student achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**Prompt:** To what extent are resources allocated to meet the school’s vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

<table>
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<th>Findings</th>
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</table>
| The material resources are and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learner outcomes. | ✓ Student learner outcomes  
✓ Vision and mission statement  
✓ Textbook inventory list  
✓ Department pacing plans  
✓ Small School hallway bulletin boards  
✓ iPad inventory list  
✓ Computer lab sign up sheets  
✓ SIG Grant |
| SEHS teachers receive all required textbooks and resources to teach their content. English, math, science and social studies departments receive all requested resources, however art and technology departments, that use consumables to help students achieve the class objectives, are affected by the lack of funds provided to elective courses, which lead to career pathways. |  |
| Most classrooms have ample storage and board space. Bulletin boards in the hallways are assigned to Lead teachers in order 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 our SIG Grant. |  |
| In addition to the library/media center that is open during the school day for classroom use and before |  |
and after school for individual student use. SEHS has two computer labs, one laptop cart, and two iPad carts available for whole class use. Sign up sheets are posted in the teacher’s mailbox room. The steady depletion of technological resources makes it difficult to help vary instructional strategies and help students become more technologically literate.

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

The SEHS library services hundreds of students per day. It carries periodicals, films, and books for student and teacher check-out. Since it’s opening in 2005, the library has greatly expanded its selection of teacher resources and reading selections for students to help increase literacy. Teachers have expressed a desire for a greater book selection.

**Practices**

**Indicator:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

**Prompt:** Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

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| English Learner Advisory Committee (ELAC) is created so schools can make 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. SSC also monitors the budgets | ✓ SSC minutes and agendas  
✓ ELAC minutes and agendas  
✓ SPSA minutes and agendas |
allocated to the school by the state to ensure resources are used to target identified student needs.

SEHS forms a budget development subcommittee yearly to develop the annual budget. The subcommittee includes parents, students, teachers, community members, and administrators. This committee meets to develop a budget that is presented to SSC for review revisions if necessary and final approval. SEHS follows the SPSA when making budgetary decisions.

The district conducts audits and monthly accountability checks. This ensures that schools are adhering to state and federal guidelines when making expenditures.

Facilities

**Indicator:** The school’s facilities are adequate to meet the school’s vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

**Prompt:** Specifically, to what extent do the facilities support the school’s vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?

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<tr>
<td>The conditions of the school’s facilities effectively support the school's vision, mission, and student learner outcomes. All shareholders take pride in maintaining a clean campus free of debris and graffiti.</td>
<td>✓ B &amp; G Schedules/Duties</td>
</tr>
<tr>
<td>Buildings and Grounds (B&amp;G staff not only help maintain the facilities but also provide trouble calls to District Maintenance for plumbing, electrical, carpentry, landscaping and HVAC needs. Two full time restroom attendants ensure the student restrooms are clean and well stocked. One full maintenance worker is assigned to the school for minor repairs.</td>
<td>✓ Maintenance Logs</td>
</tr>
<tr>
<td>The school's Safe School Committee reviews and revises Safe School Plan (SSP) regularly. The SSP provides guidelines and resources in the areas of emergency procedures and health safety. A full time school nurse, school psychologist, psychiatric social worker, and two pupil services and attendance counselors are on staff to ensure the physical and emotional health of students. Two LAUSD School Police Officers are assigned to protect students, staff and...</td>
<td>✓ Safe School Plan Vol. 1 and 2</td>
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<td>✓ OEHS Inspection Report</td>
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<td></td>
<td>✓ iSTAR Reports</td>
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<td>✓ Injury and Illness Prevention Program</td>
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community members.

**Instructional Materials and Equipment**

**Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audiovisual, support technology, manipulatives, and laboratory materials are effective.

**Prompt:** Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

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| The policies and procedures for acquiring adequate technology and instructional materials have proven effective. Thus far the Title One coordinator, oversees this process. It involves submitting a single technology request, prior to renting / borrowing technology. However, technological materials needed for classroom instruction are often in need of upgrading. | ✓ Title One purchasing order receipts.  
✓ Teacher signature forms for Williams Act compliance  
✓ District approved text book lists  
✓ Book inventory control system |

The entire staff at SEHS has been informed that due to the Williams Act, all students must be in possession of a textbook. Therefore, a clerk is available through out the school year to ensure that each student has received a textbook for each class that they are enrolled in.

**Well-Qualified Staff**

**Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

**Prompt:** Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college career preparation programs are in place.

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<tr>
<td>Department chairs, PLC leads, Lead Teachers, PD Sub Committee and PD Team ensure that all teachers bring access to the core curriculum into the classroom for the learning benefit of all students. Additional district mandated professional development be offered to make sure that all teachers in core subjects are aware of teaching practices needed to make sure that common core standards are addressed in every classroom. SEHS’ professional development fosters a community of learners, building knowledge, skills,</td>
<td>✓ PowerPoint and MyData training, Common Core Training, EL professional Development.</td>
</tr>
</tbody>
</table>
processes, attitudes and leadership that facilitates student learning. The school publicly recognizes the critical importance of this ongoing improvement effort, and provides sufficient time and resources for successful implementation (PLC & CPT).

Long-Range Planning

**Indicator:** The district and school’s processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the school-wide learner outcomes.

**Prompt:** Evaluate the effectiveness of these processes.

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| The district regularly updates its goals and indicators of success. SEHS’s SLOs and mission statement are aligned to plan for life after high school. Achievement of State Common core standards and the high school exit exams are of primary importance to students and staff. SEHS will continue to focus on data analysis and make appropriate changes to continue addressing the learning needs of our student population. | ✓ Observation
✓ Matrix
✓ Library Newsletter
✓ Lab/Laptop Carts
Sign-Up Sheets |

All teachers have their own permanently assigned classroom.

The library is open from 7:00-3:30 and during lunch to meet student need.

The SEHS campus hosts 8 student computer labs. When lab teachers have a conference period, their rooms are opened to the faculty to use as an Open Lab. Teachers request a greater availability of technologies to help students meet course objectives.

Conclusions

**Prompt:** Comment on the degree to which this criterion is being addressed.

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<th>Findings</th>
<th>Supporting Evidence</th>
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</table>
| The financial resources are sufficient in some areas and progressing in others. Financial resources are utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the | ✓ Classroom visits
✓ SEHS Budgets |
expected schoolwide learner outcomes.

Finances are allotted to teachers both through their Small Schools and the department. Once allotted, SS’s and departments utilize funds effectively.

While teachers receive the instructional materials requested, the procedure for teachers to order general supplies is not consistent across the board.

There has yet to be enough funding to meet the needs of the two departments with the most consumables: technology and art.

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<th>Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.</th>
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<tbody>
<tr>
<td>Findings</td>
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| Although SEHS has made strides towards funding all departments and small schools in a democratic way, many departments that help support the well-being of all students, especially academically, physically and emotionally, still lack sufficient supplies to effectively support career readiness and career pathways for those students interested in pursuing the arts, technology etc.. | ✓ Lack of funding  
✓ Class size |
WASC Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength**

1. We have already begun the discussion of Common Core in professional development and department meetings, and we are beginning to become more familiar with the changes associated with the shift to Common Core.
2. 8 week Saturday intervention for CAHSEE has steadily contributed to increase graduation rate and API scores.
3. Faculty and staff assisted in developing more concise and meaningful mission and vision statements and SLOs to address student needs.
4. Facilities/environment

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

1. South East High School has become aware that the size of the parent center is not conducive to large groups of parents coming in on a daily basis and becoming active participants in their student's learning needs. South East High Schools' leadership team will proceed by holding informational meetings with parent leaders as to what additional steps are necessary to alleviate all obstacles and ensure additional parental involvement.
2. South East High School has become aware that academic intervention at core subjects is a critical area of need if students are to continue improving their performance in state standardized tests and be college ready or career ready by the time they graduate. South East High School has been considering an after school-tutoring schedule. Better monitoring the effectiveness of at risk students' progress.
3. South East High School has also been informed that we need to continue looking at data such as graduation rates, grade promotion rates, quality of grades and the effectiveness of a seven day period schedule vs. an alternating six period day year long schedule similar to South Gate High School and other schools in Whittier Unified School District.
4. South East High School has also identified promoting the Student Learning Objectives and PRIDE to all students as a critical area of needs. It is of vital importance for all stakeholders to recognize that active participation at all levels is important to the overall success of SEHS.
5. Technology Improvements (band-width, computers, software)