

SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

WEST ADAMS PREPARATORY HIGH SCHOOL

1500 W. Washington Blvd.
Los Angeles, CA 90007

Los Angeles Unified School District

April 23-25, 2012

Visiting Committee Members

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Chapter I: Student/Community Profile

Community and History:

West Adams Preparatory High School, located just southwest of downtown Los Angeles, is a comprehensive neighborhood high school in the Los Angeles Unified School District (LAUSD). The school opened in September 2007 on a single-track calendar with 2,174 students. Beginning with grades 9-11, West Adams expanded to include grade 12 in the 2008-2009 school year. Opened as the first “partnership” school in Los Angeles, West Adams Prep pioneered a new leadership and management structure in LAUSD. LA’s Promise is a nonprofit organization that currently manages three South Los Angeles schools including West Adams Prep. The LA’s Promise Superintendent, Dr. Rupi Boyd, ensures the school works in concert with the district and is a member of Superintendent John Deasy’s Cabinet.

West Adams lies at the southern end of the Pico-Union neighborhood in Central Los Angeles. With over 25,000 people per square mile, it is one of the most densely populated neighborhoods in Los Angeles. The ethnic diversity is low, representing a largely Latino and immigrant population. Most of the adults in this community have a high school diploma or less, therefore, the West Adams Preparatory High School community has worked diligently to promote high school graduation and college preparedness.

West Adams provides numerous resources for students and parents including after-school clubs, tutoring, Internet classes, and athletics, as well as after-school adult classes and programs. The school has a fully staffed Parent Center, which offers classes in parenting, computer education, legal services, English, and other issues of interest to parents. Our school site College Center, again staffed by the LA’s Promise College Access Administrator and the LAUSD College Counselor, provides support for students and parents in accessing college admissions and financial aid support. College admittance rates have risen threefold since the opening year of the school.

Student Demographics:

Enrollment

Grade	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
9 th	1,353	941	848	611	611
10 th	529	916	674	612	612
11 th	292	450	717	614	614
12 th	--	356	378	654	645
Total	2,174	2,663	2,618	2,491	2,482

Ethnicity

Ethnicity	Number	Percentage
African American	227	9.1%
American Indian or Alaska Native	7	0.3%
Asian	14	0.6%
Filipino	7	0.3%
Hispanic or Latino	2,221	89.2%
Pacific Islander	2	0.1%
White (Not Hispanic)	8	0.3%

The table above shows the ethnic breakdown of the 2010-2011 school year.

Title I Status

Over 90% of the students are considered below the national poverty threshold. As a result, students are not required to use tickets for free breakfast or lunch; all students may receive both meals.

Program Improvement Status

West Adams Prep is a Program Improvement Year 3 school. In the 2009-2010 school year, West Adams was granted funds from the Quality Education Investment Act (QEIA). The state established this fund to provide additional resources for schools in Program Improvement status in underfunded areas. \$30 million was granted over the span of three years in order to help pull the school out of Program Improvement status. This money is

used to provide additional staff to keep required student to teacher ratios (no core class over 27, 19:1 freshman year, 25:1 sophomore and junior year, and 21:1 senior year) and student to counselor ratios (250:1). Funding is also reliant on continual improvement on test scores. Many schools were not able to meet the requirements, so this funding has been extended for another three years.

Student Attendance

School Year	2008-2009	2009-2010	2010-2011
Attendance Rate	91.95%	92.45%	93.48%
Transiency Rate	--	29.4%	21.6%

English Language Learners

Year	Previous Number EL	Number Reclassified	Percent Reclassified
2010-2011	964	133	13.8%
2009-2010	966	83	8.6%
2008-2009	877	116	13.2%

Class Size:

West Adams has ensured core content classes are limited to 27 students. For 9th grade, the average class size is 19, for 10th and 11th grades, the average class size is 25, and for 12th grade the average class size is 24.

Graduation and Dropout Rates

Originally, the self-study indicated that the dropout rate has risen above district averages over the past three years, the graduation rate began high for the area and exceeded both district and state levels. The data indicate and the committee clarified that the dropout rate exceeded district averages only in 2008-09 year and this was an anomaly. selors and the Pupil Services and Attendance staff increased the school’s ability to track down dropouts and ensure they graduate. However, the most significant issue remains the schools high transiency rate. Last year, the Diploma Project counselor position was dropped due to lack of funding, but additional counselors for each small school were added to fill that void. They make over 50 home visits a year to track down students who registered but never attended school. Over 146 students who left West Adams were successfully enrolled in alternative schools that better fit their needs. There are intervention programs on campus such as Adult School and Apex programs that allow students to make up credits.

Comparison of Dropout Rate between WAPHS, LAUSD, and CA:

	School				District				State			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Grades 9-12 Dropout Rate (1-year)		2.3	8.4	4.1	7.8	6.7	7.6	6.4	5.5	4.9	5.7	4.6
Grades 9-12 Dropout Rate (4-year)		0	33.1	16.5	31.7	26.4	29.6	24.1	21.1	18.9	21.5	17.4
Graduation Rate			87.9	80.5	67.1	72.4	69.6	70.4	80.6	80.2	78.6	80.5

Faculty

West Adams Preparatory High School Teaching Faculty as of 2011	
Total Number of Teachers	113
<i>Number of those serving as Long Term Subs due to RIFs</i>	14
Total Number of Counselors	13
<i>Number of those serving as Long Term Subs due to RIFs</i>	11
Average Number of Teaching Years	8

Student Achievement

AP Test Results

The following charts represent the scores for the 209 students who were tested in the 2010-2011.

School Totals for 2010-2011	5	4	3	2	1	Total Exams
Number of Exams	14	28	48	96	100	286
Percentage of Total	5	10	17	34	35	100

Subject Totals	5	4	3	2	1	Total Exams
English Language and Composition			4	11	4	19
English Literature and Composition			6	31	12	49
United States Government and Politics		1	5	9	21	36
United States History		2	6	19	22	49
Calculus AB	6	11	20	12	15	64
Biology	1	4		7	3	15
Environmental Science				1	17	18
Spanish Language	7	10	5	3	2	27
Spanish Literature			2	3	4	9

API

The following tables show overall changes in the California Academic Performance Index (API) for West Adams Preparatory High School. API scores are based on STAR (Standardized Testing and Reporting) and CAHSEE (Exit Exam) scores. Schools are expected to increase their API each year by 5% of the difference between their API and the statewide target of 800. A school's base API score plus its growth target becomes that school's goal for its next Growth API. West Adams has come close to meeting the LAUSD target, despite being behind the District average with a 113 point gain in API over the last three years.

API Change Over Time				
Year	2008	2009	2010	2011
Point Growth		+31	+31	+51
Growth		554	585	634
Base	523	523	554	583

AYP

West Adams did not meet last year's state AYP targets of 66.7 % Proficient in English Language Arts (ELA) and 66.1% in math. School wide, 35.5% of our students scored at Proficient in ELA and 40.9% in math. Further, we did not meet the proficiency targets for the following subgroups: Latinos, English Language Learners, and those with a low socio-economic background. See table below for details regarding the 2010-2011 school year. We also did not meet the state high school graduation target of 88.14%.

Group:	English		Math	
	% Proficient/Advanced	Safe Harbor Target	% Proficient/Advanced	Safe Harbor Target
Whole School	35.5%	33.7%	40.9%	37.2%
African Americans	25.6%	29.4%	30.2%	28.4%
Hispanics	36.3%	33.4%	42%	37.5%
Socioeconomic Disadvantaged	35.5%	33.4%	40.9%	37.1%
Students w/Disabilities	13.6%	18.6%	12.7%	20.0%
English Learners	25.4%	25.1%	33.9%	30.2%

CAHSEE Data

The following charts represent the number of students testing at proficient or above on the California High School Exit Exam (CAHSEE). These rates presented a critical academic need in the 2010-2011 school year. After a concentrated effort to enhance CAHSEE preparation in core 10th grade classes, there was an increase in the number of students testing at these levels.

Subject	School				District				State			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
English-Language Arts	19.1%	24.7%	25.8%	35.2%	37.2%	36.8%	40.2%	47.0%	52.9%	52.0%	54.0%	59.0%
Mathematics	16.1%	27.7%	29.4%	40.2%	35.5%	38.9%	39.8%	46.0%	51.3%	53.3%	53.4%	56.0%

*Data collected from MyData and Los Angeles Unified School District School Accountability Report Card (2010-2011)

Compared to previous years, significant growth (over 10%) was seen in proficiency rates in the 2010-2011 school year.

Group	English-Language Arts		Mathematics	
	Passed	Proficient or Advanced	Passed	Proficient or Advanced
All Students In The School	71.7%	35.2%	76.1%	40.2%
African-American	62.5%	29.2%	70.8%	31.3%
Hispanic or Latino	72.7%	36.0%	76.6%	41.0%
Male	68.6%	32.7%	74.0%	36.4%
Female	75.1%	37.9%	78.5%	44.4%
Economically Disadvantaged	71.7%	35.2%	76.1%	40.2%
English Learners	43.3%	7.3%	57.5%	15.0%
Students with Disabilities	33.3%	11.1%	33.3%	11.1%

Chapter II: Progress Report

Significant changes have occurred in the school structure and leadership since the WASC Visit in 2008.

Leadership Changes

The leadership of the school has undergone significant changes since the initial visit in 2008. In the fall of 2010, Dr. Jose Iniguez was selected principal. Dr. Iniguez has initiated many changes to the structure and focus of West Adams' Small Schools with the goal of heightening personalization and a sense of belonging for students. The current administrative team has also undergone significant change as well. It is made up of Assistant Principals who are either new to the school, or promoted from within and thus new to administration but familiar with West Adams' history. Currently, one administrator serves in an interim capacity. Overall, the number of administrative changes, including 3 Principals in 5 years, has been challenging for the school and made it more difficult to establish a consistent school culture.

Partnership with LA's Promise

The relationship with the school's partner organization, LA's Promise (formerly MLA Partner Schools), has also shifted since the original opening. Initially, the partnership, which only ran West Adams Preparatory High School, functioned more in a support capacity to the school. In 2009, this structure was revised and the partner instead used targeted LA's Promise staff to oversee specific areas including one in the area of parent and community involvement and one to support the college center. Today, LA's Promise's agreement has developed into full management of the school, in cooperation with the district. On-site, West Adams is assisted by the LA's Promise Director of Teaching and Learning, who works directly with Dr. Boyd and the Principal, Dr. Iniguez. She also supervises the other members of the LA's Promise site team, an Associate Director of Parent and Community Engagement and a College Access Administrator. The partnership continues to evolve to meet the needs of the growing LA's Promise community.

Quality Education Investment Act (QEIA)

In the 2009-2010 school year, West Adams was granted funds from the Quality Education Investment Act (QEIA). \$30 million was granted over the span of three years in order to help pull the school out of Program Improvement status. This money is used to provide additional staff to keep required student to teacher ratios (no core class over 27, 19:1 freshman year, 25:1 sophomore and junior year, and 21:1 senior year) and student to counselor ratios (250:1). Funding is also reliant on continual improvement on test scores. Many schools were not able to meet the requirements, so this funding has been extended for another three years. The QEIA staffing levels provide powerful opportunities for students, but they do place a strain on the physical space of our particular building with the result that many teachers travel.

Budget Cuts

Los Angeles Unified, like many districts, has faced major budget cuts. While the QEIA funding is helpful, it does not make up for the money lost from district funds. These severe budget cuts have also affected hiring decisions. For example, West Adams began the year without a librarian after funding was cut for this position.

In addition, the school is required to hire from the district's teaching pool as the district has placed a hiring freeze on new teachers coming from outside the district. LA's Promise is able to negotiate some of these limitations, including receiving district permission to bring back over thirty West Adams teachers who were sent RIF notices in June 2010, in order to provide stability for the students.

Small Schools and Bell Schedule

The school opened in 2008 with six different Small Schools on a four by four schedule where the students attended four block classes every day for a semester. In the spring of 2011, stakeholders, including all faculty and staff, voted to move to a six-period modified schedule with a semester system.

In addition, the number of counselors serving each small school grew from one counselor per Small School in 2008 to the current three counselors for each Small School who now each serve approximately 200 students.

Progress on Critical Areas for Follow-up

The three Critical Areas for Follow-up identified in 2008 are:

1. The school needs to implement a Formative Assessment program which leads to the modification of instruction.
2. The school needs to provide an instrument so staff can access individualized student data rapidly and efficiently leading to modification of instruction.
3. The Professional Development programs need to evolve so that it becomes more focuses on student needs developed through the review and analysis of formative and summative student results.

West Adams has incorporated their Action Plan into their Single Plan for Student Achievement (SPSA). All PI Year 3 school in Los Angeles Unified School District (LAUSD) must use five goals as presented by the district in the Single Plan for Student Achievement. These goals are:

- 100% Graduation Rate
- Proficiency for All
- 100% Attendance Rate
- Parent and Community Engagement
- School Safety

Previous critical areas for follow-up from the WASC Visiting Committee have largely been addressed. The school is still in the beginning stages of addressing discipline & academic interventions for 9th graders and implementing literacy across the curriculum. While school culture was lacking, there is a focus for improvement. Strategies and actions taken to address the Critical Areas for Follow-up identified in 2008 are apparent in the SPSA and throughout the self-study. Examples of addressing the identified needs are:

- The school purchased “Data Director” so staff can more efficiently upload data from assessments and quickly access individualized student data and thus more rapidly modify instruction to meet student needs.
- The school rearranged the professional development cycle so that it includes specific time set aside for review and analysis of our students’ results in formative and summative assignments. Professional development operates on a three-week rotation. One week the departments meet to discuss data, the next to discuss what they can do as a department to adjust, and the third week is a meeting by Small School. The rotation continues every week.
- Professional development and administrative observations have focused on creating measurable learning objectives in the classroom
- The school implemented a Formative Assessment Program where departments worked to modify assessments. This included using periodic assessments provided by the district as well as creating school and department specific assessments to assist with identifying students’ specific areas of need.
- Departments have implemented common pacing plans, including formative and summative assessments and use meetings to analyze the resulting student data

Chapter III: Self-Study Process

West Adams Prep ESLRs

- Prepared, globally-focused agents of change
- Resilient learners gaining knowledge through critical thinking and academic discourse
- Innovative thinkers proficient in use of technology and analytical thought
- Determined to succeed by creating and pursuing college, university and career goals
- Empowered to question, evaluate, and express differing opinions in response to the world around them

Comments on the school’s self-study process with respect to the expected outcomes of the self-study.

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1. The involvement and collaboration of all staff and other stakeholders to support student achievement
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West Adams Preparatory High School began the “Focus on Learning” process in the winter of 2010. Two teachers were selected by the administration to be co-coordinators of the WASC “Focus on Learning” process. The selection of, Eddie Cuevas and Susan Requa, were ratified by a faculty vote. Once the coordinators were established, a WASC Advisory Team was formed. Assistant Principal Rita Ray, the two co-coordinators, and the school’s two Instructional Coaches formed the core of this Advisory Team that also included the Union Representative, the Principal and a representative from West Adams’ partner organization, LA’s Promise. This Advisory Team then decided that the school’s Instructional Cabinet made up of Department Chairs and Lead Teachers (which already existed) would serve as the Leadership Team.

The Advisory Team shifted slightly at the beginning of the 2011-2012 school year. Ms. Ray was no longer at West Adams. One of the co-coordinators, Eddie Cuevas, became an Assistant Principal. A new co-coordinator, Daniel Choi (English teacher) was selected from the existing staff to replace Mr. Cuevas.

The Advisory Team utilized the SPSA, the school’s initial WASC self-study and visiting committee report, and leadership meeting minutes in its examination of the progress in reaching the goals the school had set over the previous three years. West Adams staff then completed a survey to evaluate the school’s academic progress based on these goals. Focus Group were formed and meetings were held to review progress, determine any additional goals or address concerns raised in the process. In addition, school data included in Chapter 1 of the Self-Study was reviewed. While the opportunity to participate in the process was provided to staff, the degree of participation varied from ownership to no participation.

Students enrolled in the School Leadership Class served as members of the student committee. This class includes representatives from each small school who were selected by their peers. Additional students were added to the student committee to ensure that every student demographic group on campus was represented.

The school has an active Parent Center providing opportunities for parents to participate in this process. Many of these parents attend a monthly “Coffee with the Principal.” The school also administered a parent survey at Open House and during the first annual “Parent Appreciation Week.” Any parent who took the survey was invited to leave their contact information and/or join the WASC committee. Once volunteers were identified, the West Adams community liaison, Maggie Pablo-Vasquez, worked to determine what groups of parents still needed representation and targeted recruitment began.

Surveys were distributed to all community stakeholders beginning in the spring of 2011 and continuing into the summer and fall of that same year. Surveys were available in English and Spanish to ensure that all community members had a voice. The result tally included in the appendix of the report indicated that the return rate of the surveys were insignificant to draw conclusions.

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2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards (*note the selected expected schoolwide learning results examined by the school*)
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As a result of the data review, the school identified the following four critical areas of focus:

- Provide Support for 9th Grade Integration and Intervention
 - ESLRs addressed: 1) Determined to succeed by creating and pursuing college, university and career goals 2) Resilient learners gaining knowledge through critical thinking and academic discourse
- Ensure Consistency and Use of Common Pacing Plans, Rubrics, and Assessments
 - ESLRs addressed: 1) Empowered to question, evaluate, and express differing opinions in response to the world around them 2) Innovative thinkers proficient in use of technology and analytical thought
- Increase Literacy Skills across the Curriculum
 - ESLR addressed: Resilient learners gaining knowledge through critical thinking and academic discourse
- Establish Positive and Consistent School Culture
 - ESLRs addressed: 1) Prepared, globally-focused agents of change 2) Determined to succeed by creating and pursuing college, university and career goals 3) Empowered to question, evaluate, and express differing opinions in response to the world around them

In response to Critical Areas for Follow-up identified in 2008, the school was already working towards Ensuring Consistency and Use of Common Pacing Plans, Rubrics, and Assessments and Increasing Literacy Across the Curriculum. The other two goals, Establish Positive and Consistent School Culture and Provide Support for 9th Grade Integration and Intervention, were determined. These critical needs and ESLRs are embedded in the school's SPSA.

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

During the development of Chapter 1 of the Self Study, the West Adams Advisory Team sought out and incorporated significant data which provided the Self Study Leadership Team and focus groups the basis for their process. The data included student demographics, attendance, discipline, and suspension information, API, AYP, AP, and CST test scores, graduation and dropout information, as well as class and course by course grade analysis.

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

West Adams faculty and other stakeholders reviewed the previous WASC report, current student data, and the SPSA goals to identify the four major areas that represent the critical academic needs. It is evident in the Critical Need analysis that a great deal of time in analyzing the data, the relationship between the data and the identified critical needs of the school and the connection with the established ESLRs. The stakeholders used the self-study process as a methodology for the development and implementation of a school improvement plan.

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

Using the process indicated above, West Adams established the four critical areas of focus. The Self Study report clearly analyzes and identified the connection between the four critical areas of focus, SPSA, Action Plan, and the school's ESLRs.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

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

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

When one enters the front office of West Adams, painted on the wall are the words, "A college preparatory education for every neighborhood child." This short statement has served as the guiding principle for the school since its opening. It continues to guide the school's vision statement as well as the Expected Schoolwide Learning Results (ESLRs). That vision statement has continued to develop over the past two years under the current administration and as the school worked to establish its ESLRs. The current vision statement is "*West Adams Preparatory High School is devoted to public service and in collaboration with our parents will facilitate a high level of intellectual, social and personal growth in each student. We will prepare all students to gain admission into a four-year university. We also prepare students to become concerned and knowledgeable citizens, actively participating in preserving and improving the global community.*" The vision statement is reflected in the ESLRs and is provided to the community through the school's website, annual student contracts, and LA's Promise promotional materials. The West Adams Leadership Team and Shared Decision Making committees annually review data, professional development activities and other resources to set goals which support the vision. The vision statement reflects the belief that every student can achieve at a high level of learning.

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

LAUSD mandates, monitors and supports the Single Plan for Student Achievement which encompasses West Adam's ESLRs, mission and vision statements. There are five performance areas required of Program Improvement Year 3 school by LAUSD which support expected schoolwide learning results and the academic standards. LA's Promise serves as an additional governing body that works in concert with LAUSD to support student achievement and school success. Financial and personnel resources along with staff development provided through LA's Promise plays a vital role in achieving student growth. Both LAUSD and LA's Promise are supportive of the leadership structure which includes opportunities for a variety of stakeholders to participate in and support the school community.

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

LAUSD supports a standards-based instructional program and the use of data assessment to meet established goals. LAUSD utilizes "bulletins" directing actions of the school which are designed to support expected schoolwide learning results and the academic standards. LA's Promise has provided access to Data Director to assist in the availability and disaggregation of data from school-wide to classroom and individual student level. Through their support, atcRel observation tool is utilized to provide staff with timely, objective feedback to improve instructional strategies over time. QIEA program requirements also support student achievement. The mission and vision of LA's promise is closely aligned with the mission, vision and ESLRs of the school.

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

The school has a structure of leadership organizations, established through LAUSD protocols and supported by LA's Promise which are responsible at the school level for implementing District policies. LAUSD mandates that the School Site Council revise and adopt the SPSA annually. The School Site Council, with input from the Compensatory Education and English Learner Advisory Committees establishes the use of funds to support academic instruction. LA's Promise supports student achievement with math and English Instructional Coaches. According to the District/LA's Promise MOU, a significant portion of the responsibility for curricular, instructional and staff development opportunities rests with LA's Promise. LA's Promise supports these efforts with an on-site Director of Teaching and Learning. West Adams incorporates a Shared Decision Making Committee to ensure participation of all necessary stakeholders.

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

The SPSA is annually reviewed and approved by LAUSD in December. The Superintendent from LA's Promise continually monitors the school's progress in achieving SPSA objectives. The school, including the school site council, ELAC, and the shared decision making committee monitors the SPSA and Action Plan activities to move the school forward in the process of improving student achievement. Every staff member has a copy of the Single Plan for Student Achievement for reference.

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

Student achievement data is a central factor in academic decisions made at the school. The school has purchased and the staff has received training on how to use Data Director. Data Director allows staff to analyze data at the school, small school, department, classroom and individual student levels. Counselors provide individual growth plans and monitor student progress. While decisions to implement common pacing plans, formative and summative assessments, after-school tutoring, Read 180 and changing the bell schedule are all examples of decisions made after reflecting on student achievement data, the use of data analysis to address student needs is in its infancy at West Adams. Additional staff development for advanced use and utilization of Data Director is required to fully implement and benefit from the analysis of school and State assessment data.

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

Because the school is in Program Improvement Status (after three years of not meeting the Annual Yearly Progress goals), the District largely guides what will be included in the Single Plan for Student Achievement. The school blends the District requirements with areas identified as school needs in the SPSA and WASC Action Plan in a manner that reflects the school's priorities and goals. Professional development activities are established to assist in achieving established goals. Previous years assessment data and progress toward SPSA goals is reviewed by staff at the beginning of each year. The SPSA is updated by a variety of stakeholders and then reviewed and approved by the School Site Council before the District approves the plan annually in December.

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

The school incorporates an early release schedule on Tuesdays which provide the opportunity for regularly scheduled professional development that includes data analysis. The Shared Decision Making Committee, the Instructional Coaches, Director of Teaching and Learning, the Principal and the administration also plan several opportunities including Thinking Maps training and the teacher designed Literacy and Rigor Professional Development sessions. Title I and ELD funds are utilized to provide targeted professional development. LA's Promise facilitates and funds opportunities for National Board Certification. While misassignments have been an issue in the past, all teachers at West Adams are highly qualified in their fields with no misplacements.

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

Administrators and the Director of Teaching and Learning receive ongoing training with McRel walkthrough software and data collection systems to assist in the monitoring of classroom instructional strategies. Two out of three weekly professional development meetings are utilized by departments specifically to analyze data and student needs and then adjust the curriculum accordingly. Data Director training has been provided to assist teachers with data analysis on a variety of level including identifying student learning needs. Staff participates in professional development activities including District training such as Curriculum Training workshops. Math and English Instructional Coaches provide guidance and activities to staff in those departments.

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

The allocations of resources at West Adams are driven from the assessment data within the parameters of various categorical programs. Budget expenditures from Title I funds and English Language Learner funds are approved by the School Site Council with recommendations from the parent advisory council and aligned with the SPSA. The overall school budget was decentralized so that Small Schools have influence and responsibility to best meet student needs. The school's general budget supports school supplies and instructional materials that comply with state and federal mandates. All students have appropriate textbooks. LA's Promise provides funding for targeted and general school funding needs. All of this is monitored through the management structure including the LA's Promise Superintendent, the Principal, Title I office and School Site Council.

School facilities appear to be adequate to meet the needs of the school and allow for each Small School to operate independently and collectively. Facility improvements have been made to support school safety and improve overall campus security. Facilities are well maintained.

Staff is appropriately assigned and class sizes are lower than most schools. The counseling ratio of 200:1 is exceptional.

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

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:

- Parents and students serve on West Adams' Shared Decision Making Committee and the School Site Council to ensure that the whole community is represented.
- Professional Development is designed and led by the Instructional Coaches and teachers based on the decisions of teacher leaders and feedback from administrative classroom observations.
- Despite the tightening budget, the Principal and the School Site Council use those resources that are available strategically.
- The partnership with LA's Promise provides instructional, financial and administrative support including the Director of Teaching and Learning, staffing to support an active parent center and college and career center.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students:

- Teachers have been trained to review and analyze data through Data Director however, additional training to expand the use of data to effect change in curriculum and instruction is needed.
- A process to obtain feedback from instructional staff on professional development needs, should be incorporated into the staff development planning process.

- A regular process for reviewing the Single Plan for Student Achievement and the Expected Student Learning Results amongst the whole school community needs to be further developed.
- Support from LA's Promise and LAUSD central administration is critical in the process for improvement and increased student achievement.

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

- LA's Promise provides the school with a Superintendent and a Director of Teaching and Learning who works directly with the Principal to support the development of rigorous curriculum and instruction in the school. (LA's Promise MOU)
- Shared Decision Making Committee includes parent, student, teacher and administrative representatives who work to make decisions regarding professional development, scheduling, and other needs that support the growth of the academic program and West Adams community. (Roster/minutes, Interviews)
- School Site Council has parent, student, teacher and administrative representative who made decisions regarding categorical funding that effects the four core academic departments. (Roster/minutes, Interviews)
- Professional development opportunities are provided for staff to improve instruction. (Interviews, Staff Development Records)
- AP Course offering have increased (Master Schedule)
- Data analysis drives instruction. (Interviews, Tuesday Staff Development meetings)
- School website

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results.

Part of the goal of West Adams is to have more students meet A-G requirements; 84% of all courses meet A-G requirements and there is interest from all parties to continue to add A-G courses to complement student career and college goals. West Adams has 13 counselors on campus to provide guidance regarding A-G requirements for postsecondary goals. They are also required to meet with each student on their caseload and their family at least once per year to review their academic progress. They began their annual A-G parent awareness conferences last school year. At this event, the College Access Administrator, College Counselor and counselors from each Small School are present to provide scaffolded information to parents regarding A-G courses and to schedule individual meetings with families.

West Adams has support personnel, courses, and monitoring for Special Education students, ESL students, and At-Risk students through categorical monies including Title 1, EIA, and QEIA. Student expectations are the same for all but programs are developed to provide inclusiveness throughout the day.

English as Second Language students have a systematic process monitored by a designated administrator and ESL coordinator on campus. The bi-lingual office coordinates the identification of ESL students, CELDT testing, distribution of test scores, monitoring of the ESL portfolio, and communication with the administrator and counselor for proper course placement. The bi-lingual office also supports parent involvement through sending information home regarding student progress, tutoring, and informational seminars for parents. The Bridge Coordinator also communicates directly with the ESL Coordinator for those students that qualify for both special education and are ESL.

ESL courses include ESL IA/IB, ESL 2A/2B, ESL 3, ESL 4 along with elective courses for English and math support when students are mainstreamed into college prep English courses. High Point is the adopted curriculum for the ESL classes; teachers are trained and follow the curriculum. High Point has built in diagnostics, common assessments, and re-teaching strategies. While courses are not designated SDAIE for re-designated students the EL Coordinator monitors students and communicates with the core teacher. Beginning EL students have the ELD Coordinator and counselor plan the student schedule so that core classes that require proficient literacy skills in English are not part of the initial academic plan but added as the student progresses in English proficiency. The ESL teachers are highly active in ESL student academics and progress in core courses providing extra support and tutoring. Part of the designated PD time has addressed SDAIE strategies that can be implemented across the school.

As stated in the self-study report, support for both ELLs and students with special needs are considered a hallmark of West Adams school culture. However, the awareness of the process and placement of ESL students is not completely supported by the staff. The staff varied on their responses as to how CLEDT scores, modifications and accommodations were relayed to them along with whose responsibility it was to monitor and communicate the ESL data.

Special Education students also have a systematic process monitored by a Bridge Coordinator, a Special Education case carrier, and the student's counselor. The Individual Educational Plan is updated annually or tri-annually with an administrative designee (counselor) present. The IEP team agrees upon proper placement for students and the Bridge Coordinator, counselor and special education department chair determine placement. Special Education students are tagged within the data system so that monitoring is more accessible and class ratio of special education to regular education is kept at a manageable level.

The Special Education program includes RSP taught courses, Special Day Program courses, courses with co-teaching with a general education and special education teacher, and courses with cohorts of students that have a special education aide assigned to support the students and teacher. The Learning Center course is for cross-curricular student support during the school day with a special education teacher. Students may also be pulled out by their case load carrier for individual specialized tutoring or group tutoring for a specific core test or project assigned Teachers can access data from ISES, ELD Coordinators, and other specialists but the process is not part of common knowledge. The process of placement of ESL and Special Education students within the program

and regular core is not widespread in understanding rather they revert to the specific Coordinators or administration.

In the fall of 2011, a ninth grade AVID course was implemented to help at-risk students. A few staff members were AVID trained and AVID strategies are being implemented throughout the school's curriculum and one of the two days of Advisory are dedicated to the AVID tutor model.

Course rigor and relevance is a guiding principle for most teachers. Lesson planning and professional development held by departments are used to explore rigor and further develop the curriculum. The development of a common language and understanding of rigor needs to be developed for curriculum and instructional practice.

To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?

While it is stated that West Adams Prep starts each year with a review and adjustment of the pacing plan that is aligned to California State Standards, due to budget restraints and the turnover rate of the teaching staff, the amount of time the staff has to dedicate themselves to this task at the beginning of the school year is limited. Core departments collaborate monthly and at this time the pacing guides are reviewed. The school continues to transition from a 4X4 block schedule back to a traditional six period day; this decision was based upon improving academic progress and providing more support to their students. Part of the transition included increasing the number of counselors that serve the students so that each counselor had a smaller case load so that student's educational plans were more personalized. Counselors are also responsible for lower level behavior support of their students as part of the relationship building process.

Textbooks are California standards based and many of the teachers supplement the district approved textbooks with ancillary materials (internet, newspapers, novels, etc.). Within the school day, students have the opportunity to repeat courses that they fail or receive a D; they also have implemented APEX online credit recovery to meet student needs as well as summer school and Adult School.

Looping of teachers within academies has been partially implemented when feasible. This provides students with stability and relationships so that students have the majority of the same teacher from 9-12 grade. Looping provides students with stability and relationships so that students have the majority of the same teacher from 9-12 grade. Looping of teachers within the academies has been partially implemented when feasible. However, since the switch to the modified six period schedule administration has found it extremely difficult to loop students due to the increased number of curriculum sections each teacher teaches. At this time, Advisory is the only class in which the students of West Adams are looped.

From the beginning, West Adams' Advisory, which loops students with teachers from 9-12 grades, has been one of the reforms used to ensure that each student has a personalized relationship with a teacher who can assist them with their A-G, CAHSEE, and college and career success. This class curriculum has undergone several iterations. Teachers remain with their Advisory students for four years over which time it is expected the teacher will develop a strong relationship and understanding of those students. This year, the instructional coach designed grade level curriculum to assist teachers in planning this course. Advisory takes place twice weekly; one day is spent in college advisement and the second in an AVID tutorial model. Additional staff has been added to assist with developing this curriculum to meet specific needs such as the college counselors who now assist with eleventh and twelfth grade and the school social worker who will assist with ninth grade. While teachers are beginning to implement this curriculum, West Adams struggles with full implementation of the Advisory program. Administration and the instructional coaches are working on the best methods to be able to design, share, and implement this Advisory program to ensure students receive the personalized advice and support they need.

The master schedule is designed for students to enroll in Advanced Placement and Honors courses. Advanced Placement teachers are offered monthly training sessions by LAUSD to further develop their AP teaching strategies. West Adams administrative team is currently exploring Pre-AP curriculum to help promote their AP program and to give students the opportunity to obtain the necessary skills needed to be successful in AP courses. The former four by four bell schedule also limited the availability of teachers because West Adams offered AP classes as full year classes while other classes were only one semester long. As a result, many students were limited to one or two AP classes a year. The new modified six period schedule allows for more

courses to be offered. Additional course offerings mean additional opportunities for students to benefit from a challenging curriculum.

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

All students at West Adams have access to a college preparatory program through access and equity to AP classes, after-school tutoring, and updates to their graduation status.

Each small school has three counselors assigned to its students. The counselors are expected to loop with the students but because of turnover and the elimination of two small schools at the end of the 2010-2011 school year some students have had multiple counselors over the last two years and consistent communication is not always apparent. Counselors inform parents of their students' progress towards graduation and CAHSEE and CST results through phone calls and letters home quarterly.

Students can be placed in AP courses based upon interest and discussion with their counselor and parent. Currently West Adams has honors courses in some core course. Teachers often pay for their own AP training and then are reimbursed so training is not systematic and consistent. The district offers limited AP training to site teachers; the site leadership often attends trainings to bring information back to conduct staff wide PD. There is support from the departments to investigate the College Board Pre-AP curriculum. The AVID program is specifically designed to prepare students for taking Advanced Placement and rigorous courses as well as put students on the pathway to college.

West Adams provides opportunities in elective classes such as JROTC, sports, music and dance as well as the core classes with low student to teacher ratios. Advancement Via Individual Achievement (AVID) was implemented at the 9th grade level with one section currently to focus on providing academic support and the college experience to students. The high emphasis on math and English proficiency often overshadows elective courses and the master schedule.

West Adams has a dedicated College Center with two full time staff members where students can get information and attend workshops supporting admission to universities as evidenced by the sign in sheets. The College Ambassador Program has been created with students who applied and where accepted to participate. They take on another aspect of leadership on campus that emphasizes the college going atmosphere through after school activities, field trips, and student peer interaction. Students have the opportunity to participate in field trips including tier one universities such as UCLA and specialized interaction with college counselors.

Department chairs are given two conference periods. The first conference period is for them to use for their normal class responsibilities. The second conference period is a dedicated time to work in on department responsibilities. These responsibilities can include any of the following:

- Arranging and distributing common assessment materials
- Creating professional development for their departments including cross-school curriculum and department-specific professional development
- Observing other teachers in their department to provide support in instructional strategies
- Meeting with instructional coaches, the Director of Teaching and Learning, or the Principal to address issues as they arise or plan for future departmental developments

Department chairs are instructional leaders that support the school-wide vision and site priorities among each small school. Lead teachers play a role in supporting instruction however; there is a gap between the awareness of the staff and the responsibilities of the lead teachers.

The English department is focusing on preparing students for the EAP and placement assessments for college entrance. The pacing guides and common assessments need revision and implementation to reflect student rigor and academic alignment for post-secondary instruction. Read 180 is a program that assists struggling readers, and currently work is being done to figure out how to best determine those students who will benefit from its implementation.

An Advisory Period is built into the weekly schedule for all students during the school day. While created and implemented at the school's inception, the Advisory Period has gone through many remodels and transitions. The current Advisory Period team with input has created lessons for the teaching staff for the Advisory Period that

include lessons on the WASC process to how to be a good student. The focus group team identified the need for more participation by staff members in embracing the time allotted to be used to support all students in creating relationships and a college going culture.

In addition, West Adams will begin transitioning next year to the Common Core standards. Currently, instructional coaches are receiving training in the Common Core standards. Following this, the administration will receive training and then the teachers. In preparation, the 9th and 10th grade English pacing plans have begun to be altered to reflect the Common Core standards.

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

Based on the self study, a variety of remediation programs have been put in place to help students who are struggling to meet the academic needs of meeting graduation requirements including A-G. The graduation rate was 80.3% for the class of 2011, the 4 year cohort graduation rate increased and the number of students attending a post-secondary institution has tripled.

CAHSEE tutoring is offered after school and on Saturdays; students are placed in CAHSEE courses or scheduled in the Saturday CAHSEE seminars based upon CAHSEE diagnostics and CAHSEE tests. Math and English support classes are offered during the regular school day for students who have not passed the CAHSEE. There is not a school-wide understanding of how staff is assigned to teach the intervention courses or the curriculum used.

Courses have been created to allow access to repeat deficient credits for graduation requirements such as Algebra. Algebra 1A second semester was implemented for those students who did not pass the first semester. In conjunction with the math TOSA the S2 Algebra 1A curriculum is being developed to assist students in foundational skills needed to be successful in Algebra. The curricular strand for struggling algebra students is in discussion as to whether students move on to a S1 Algebra 1B course or repeat the entire course.

A math tutorial lab was implemented for RSP students and others struggling with math skills.

Many teachers are available before and after school for tutoring. As well, the college center is open for students to come into to work, receive support, or meet in small groups.

APEX online courses have been implemented for students who are deficient in credit. All APEX courses meet A-G requirements except Health. A-G approved APEX courses consist of an essay component that are graded by certified English teachers and then entered into the program. Also, credit deficient students may be recommended for enrollment off site at alternative schools.

Students are given clear and consistent objectives that align with the state standards; this is an expectation of all teaching staff and is present in all classrooms to varying degrees.

The College Center lies in a central location on campus and is open and staffed all day and after school. The College Counselor and College Access Administrator work together, and with Small School counselors, to provide informational programming regarding meeting graduation requirements, A-G course completion, the college application process, and applying for financial aid, to students. Graduation and college attendance are a central message put forth through the work of the College Center. Counselors are required to meet with every parent to discuss graduation requirements, whether the student is on track to graduate, how the students are doing in their courses, and what parents/guardians can do to support student success. In addition to providing information on various 4-year universities, the College Center hosts an annual Community College Faire to inform students of other post secondary options.

All 10th-11th grade students are provided access to taking the PSAT during the school day and free of charge. PSAT results are used to target students for AP classes using AP Potential. PSAT scores are provided to students through the Advisory Period; lead support staff creates a script for teachers to use when reviewing student test results. Parents receive PSAT information when they meet with the counselors for the academic planning session for their student. The access code for PSAT website for students is also shared.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

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

- Professional Development (PD) is set aside for department and small school meetings.
- Weekly professional development opportunities provide training and support the investment in Data Director to assist in driving change in curriculum and instructional strategies.
- Courses are offered to all students to meet A-G requirements.
- The Advanced Placement Program has an open door policy for students who want to challenge themselves to a rigorous course.
- Counselors play an active role in monitoring student progress towards graduation.

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

- Professional Development needs to focus on pacing guides for all department courses which include strategies for ELL, Special Education, and other sub-groups along with supplemental texts.
- Professional Development needs to focus on common site assessments that align to the pacing guides and are supported by rubrics.
- Advisory period needs to be supported by all staff members to assist students with personalized attention and goal setting to meet their post-secondary objectives.
- West Adams Prep needs to have standardized agreements for student expectations including syllabus, homework policy, late work, and grading scale.
- There needs to be a stronger school-wide understanding of ELL and Special Ed placement, courses, data interpretation and resources.

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

- Course Pacing Guides
- Advisory Pacing Guides
- AP Flyers
- Master Schedule
- Process for AP enrollment
- Counseling information on A-G, NCAA, Graduation
- Common Assessment calendar, dates for planning/revising
- PSAT or other college prep opportunities; what is done with data
- McRel Software Observation Form
- District Periodic Assessments
- Course Listing
- PD Schedule
- Rigor PD PowerPoint
- Counselor Parent Contact Log

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

Through department and focus group meetings, West Adams Preparatory High School has developed a unified series of strategies to improve instruction based on research-based methodologies. Resources like the Internet, the library, College Center, and computer labs allow for experiences beyond the classroom. Strategies including discovery, graphic organizers, Thinking Maps, questioning at higher levels of Bloom's taxonomy, Costa's levels of reasoning are used to encourage higher order thinking skills. The teachers elaborated that they not only use the previous strategies but they also use Gallery Walk, triage, open discussion, and a lot of collaboration while working in groups. West Adams Preparatory High School faculty, staff and administration are working hard to see to it that all students are involved in challenging learning experiences to achieve the academic standards and the expected school wide results. The teachers feel strongly that the students are challenged across the curriculum, level placement, and small schools. The teachers stated that every student can be in an AP class, however, they would like to see there be two levels of AP instruction. offered. They stated that they would like an entry level AP course to better prepare students for the higher level of instruction and faster pace. They feel that with the open door policy it hinders the students who are truly at the level necessary to be successful with the rigor of the AP courses. The teachers suggested that they would like to do research to help create a true Honors program. They felt that with proper research and direction they can have the tools to revamp the Honors program and improve the rigor. The teachers also would like a way to properly identify which students are GATE and implement proper placement for those students. The teachers stated they need more resources for AP classes, proper placement, more electives specifically in Science, and a true Honors program. The Small School model cultivated by West Adams Preparatory High School creates a stronger support system to help all students achieve standards & learning results. WAPHS is better able to serve their students with the small schools because they can provide a focused curriculum, and develop closer relationships with their students. Allowing for a more personal approach. More needs to be done to learn strategies for differentiation, especially targeting our high performing and gifted populations, so every student receives the best instruction possible. There are current discussions to possibly provide a pre AP course. This would provide teachers with the chance to cultivate students who need extra help to better prepare for the rigor involved with AP course work. Teachers mentioned that they would like to develop a means to properly identify GATE students and also a true Honors program. It is recommended that there be professional development offered to train teachers how to create and use differentiation across the curriculum specifically in GATE, Honors, and AP.

West Adams Preparatory High School has Programs such as Read 180 (Strategic Literature), AVID, APEX, Math Tutor Lab, Essential Standards ELA/Math which are all intervention programs designed to assist underachieving below-basic or far below-basic students. Constructivist instructional strategies are used across departments, i.e. Socratic Seminar, Thinking Maps, Annotating the Text. The teachers stated that although Read 180 has only been used for a little over a year, the hope is that it will soon reach its potential and help students who are struggling. The Special Education department finds the Read 180 program to be helpful for their student population. AVID is currently in its first year with only 9th graders in the program. AVID utilizing three main components: binder, tutorial, and Cornell notes. Teachers in other areas feel that their students who are in AVID are learning skills needed to prepare them for upper level courses. In regards to intervention programs there is a second semester English 9A and Math course which are restructured and the curriculum is adjusted to approach the core class from a different angle to better help those who failed the class first semester. Although the Intervention courses are beneficial it was noted that the teachers felt that a redesign of the courses during their Professional Development time on Tuesdays would be of service to the students.

Utilizing classroom observations has provided constant focus and feedback on checking for comprehension of all students and addressing the needs of all students. The teachers in the Instruction WASC meeting stated they were able to visit many of their peers in preparation for the WASC visit. They said that they would like to have more opportunities to do so especially since some teach all periods and don't get chance to go during an Auxiliary period since many don't have one anymore. Common Assessments have been developed in most of the core subjects. Questions on common assessments reflect those on CAHSEE and CST exams to better prepare students for the CAHSEE and CSTs. CAHSEE writing rubric is utilized in 9th and 10th English classes.

West Adams Preparatory High School has been successful at achieving a high EL redesignation rate. Teachers work in conjunction with the EL coordinator to identify ELs via My Data and Data Director and to redesignate English Learners. Teachers are also provided with IEP goals and benchmarks for their Special Education students. Special Education students are assessed by a transition assessor at the age of fifteen. Transition plans are developed during the IEPs and case carriers are responsible for implementing the transition plans.

There is Advisory Curriculum designed so every student interacts with the ESLRs outside of their core classes, and there are several school clubs like: The Purpose Riders, Black Panther Mentorship Program, and the Service ComeUnity club gives students additional opportunities to work on achieving the school ESLRs.

For college preparedness AP classes are open enrollment and are taught by trained AP teachers. The California State University Early Assessment Program writing prompts and rubrics are utilized in 11th grade English classes.

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

Many resources that help kids to learn beyond the classroom are available to faculty and students at West Adams. From Robotics to STEM conferences to Academic Decathlon competitions, students have many opportunities to engage in high-level enrichment activities. Instruction based in technology and collaborative projects also serves to enhance learning. Teachers instruct students on the effective use of technology to do research, engage in collaborative projects, and engage in active learning for their future. Teachers also utilize technology within the classroom to increase student engagement and create greater curricular relevancy. There are four computer labs, a library, computers in classrooms, and portable laptop carts for student use. Classrooms also utilized projectors, overheads, hover cams, and scientific calculators. Teachers felt there was a lot of technology, but feel that WAPHS would benefit with more computers in the classes and available for student use. They also feel that their peers use technology daily and that there is a desire for a technology based professional development. Technology professional development would assist teachers in learning the many technology resources available, so they could be more readily incorporated into the classroom. Teachers have identified that PD rotating roundtables were an effective way to provide differentiated PD based on teacher needs. Teachers also peer plan during the professional development days. Teachers participate in team teaching and peer observations across small schools and curricular areas. All teachers have either hover cams, overheads, SMART boards, or projectors in their classroom that they use often. With more professional development provided it will help teachers utilize more technology and benefit the students. There is one student response system per small school, and this team feels that the school would benefit with more systems in place to get immediate feedback of student understanding. After meeting with the classified employees they stated that they would like for WAPHS to explore options for providing time for support staff and teachers to collaborate as to be of better service to the school and the students

Students are encouraged to work cooperatively facilitating the teacher's option of planning cooperative groups to make use of Vygotsky's "Zone of Proximal Development." It was noted during classroom visits that several classrooms demonstrated the use of cooperative grouping. It was observed that students were cooperatively grouped for paired reading, group projects and presentations. Students who are more capable are able to help struggling peers, which benefits both students in learning and reinforcing learning. The teachers stated that they enjoy using groups and that they set up their rooms to facilitate this type of cooperative learning. The teachers also said that they utilize peer helpers in their rooms. They said that by using student peers they improve the potential for student learning, and not only do the students being helped benefit, but the peer that is helping is learning in a different way as well. Teachers noted that they have all been trained in Specially Designed Academic Instruction in English (SDAIE) and that collaborative grouping is a strategy learned and implemented from this certification training. As teachers expand their strategies, one that could be developed is that of teacher as coach allowing for more student autonomy using more student-centered teaching techniques. The teaching staff stated that they often model teacher as coach in the classroom by utilizing strategies such as a large amount of collaborative group work, peer to peer tutoring in the classroom, and paired reading. They feel that this allows for the students to not only learn from each other, but in the process they are learning themselves by having to explain what they have learned in a different way to explain to their peers. The teachers said that there is also a lot of project based

learning that helps students to be more independent that builds on the differentiation. They believe that it gives students ownership of their education on a higher level of engagement.

West Adams teachers use mobile laptop computer carts as well as the computer lab. Teachers incorporate current global events to increase relevancy for students across disciplines. The teaching staff use Bloom's Taxonomy higher order thinking skills and Costa's levels of reasoning and incorporate them into class assignments.

A few items of interest in regards to student opportunities are:

- Some students from AP Biology courses work at Labs at USC afterschool and on weekends including a summer research program.
- A teacher attended an AP readiness program at UCLA which provides instruction and support for students.
- Girls interested in science and math attended a STEM conference sponsored by the Girl Scouts and have started a troop based around STEM appreciation.
- Street Law program sponsored by Fox Studios brings lawyers into the classroom to work with students, culminating in a field trip to Fox Studios.
- A teaching garden donated through chef Jamie Oliver's foundation is maintained by the American Heart Association (AHA) in concert with our Advanced Culinary class who uses the herbs and vegetables in their cooking.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

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

- Teachers use a variety of instructional strategies to get the information/curriculum across to the students.
- The students appear to be actively engaged in their instruction and show a desire to learn.
- The courses offered give students a chance to be challenged academically and to take more difficult level of courses.
- Students are given the opportunity to self-initiate taking AP courses as well as be recommended by a counselor or teacher.
- The systematic use and posting of agenda's in all classrooms
- The high percentage of English Learners who are re-designated fluent English proficient

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

- Increase the use of technology in the classrooms as an instructional strategy to enhance student learning.
- Consider creating a pre-AP course to better prepare students for the rigor of the AP curriculum.
- Continue to expand teaching strategies and incorporate them into daily teaching practices.

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

- Classroom visitation
- Class syllabi
- Meeting with focus groups
- Master schedule
- Course listing
- School website
- A-G poster
- White Board with objectives, standard, assignments
- Classwork displayed
- Posters with academic language
- Staff and student interviews.

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

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- D1.** To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?
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The priority recommendation from the preceding WASC committee was that the school develop common assessments and rubrics to be able to better control the understanding of what is successful at the school.

West Adams began with each department designing their own assessments. While these were in development, Los Angeles Unified School District decided the school should administer the District's periodic assessments for 9th/10th grade that align to the District curriculum. This has allowed the school to compare the results of this common assessment with other schools in the area and across the district.

West Adams purchased "Data Director" and 6 scanners (originally 1 per Small School) for the 2011-2012 school year for a more comprehensive comparison of data. Since the scanners are on-site, the system provides teachers with immediate results as to how students are doing on each assessment rather than the district database "My Data." Teachers have the freedom to input the standards that correlate with the appropriate question in order to regularly assess how the students are doing on specific standards. Some departments were able to immediately incorporate this tool such as the social studies and math departments. Other departments are shifting their assessment practices to Data Director as well, but it is an ongoing process as the school learns this new system. The school is working to see if there is a way to get the multiple systems (MyData, Data Director, and Core K12) to communicate, so the school can more easily review data from the District alongside the school-designed assessments.

In English Language Arts, 9th and 10th graders are given the district's periodic assessments. There are common essay assessments for eleventh graders in English. The math department has developed several common assessments in all subject areas. The science department uses both common assessment and district assessments. The history department has developed common assessments in the form of timed writing essays that incorporate primary source documents. The English Learner Department at West Adams makes use of the District mandated High Point series with its accompanying assessments. The assessments are given at each level and the exam answers are sent to the District offices for scanning. Scanned results are then automatically uploaded to the High Point e-Assessment webpage, and the results are analyzed and transferred to each teacher's individual webpage on the e-Assessment site. Teachers, Bilingual coordinators, and District coordinators at the Language Acquisition Branch in the District offices are able to access their students' exam results. Teachers are also able to compare their students' exam results across the school, local district, and district-wide results for the same ability-level. The e-assessment website also analyzes results from the student tests and provides additional learning opportunities to remediate skills when needed.

Once every three weeks, the professional development time is dedicated to reviewing the results of the various assessments by content area. Departments often fill out reflection sheets that allow them to review and analyze results and begin considering how to make adjustments to their practice in order to meet student needs. Discussions are held about how to adjust the pacing plan to meet the needs of those students who are still behind and changes are made accordingly. Strategies are shared about how one standard was taught successfully.

This time also allows for valuable discussion of some of the areas Data Director cannot show. If the students are doing an alternative assessment like a presentation or an interactive notebook, the multiple choice limitations of Data Director may not reflect the needs of the assessment. However, if the Department chose, it could take the professional development time to explore capturing alternative assessments in a more rubric based system that could then be inputted into the system.

McRel observation data also provides insight into areas in need of additional professional development. And the master schedule has been modified to address student needs. One example of this is the second semester Algebra 1A and English 9A courses that were added to address the needs of students who failed the first semester. The teachers noted that this is the first year of the modified 6 period schedule. As a result there is an overall improvement in the period assessments, since students are now given more time to master the standards.

As West Adams teachers become adept at using Data Director to analyze the results, more attention will need to be paid to how parents and students receive information regarding student and school data. "Back to School

Night,” “Open House” and the “A-G Parent Awareness Conference” provide opportunities for teachers to talk with parents. For example, this year’s Open House parents are invited to an “AP Open House” which will allow the school to provide parents with information regarding the Advance Placement courses offered at WAHS. Counselors meet with many of their caseload parents regularly, often with student work samples in hand. However, there is currently not a system in place where parents/guardians can easily access their student’s data at home. When speaking with parents it was noted that their limited access to technology was one reason why they were unable to access their students’ data at home. Through resources such as the school website, the school is able to build relationships when or where technology is not available at home. Also, many teachers have a set of techniques to share the data with parents including online grade books such as “Engrade” and Los Angeles Unified School District’s online grade book. There is still, however, progress to be made. Based on the results of a district parents’ survey, the Parents’ Center does not seem to have bridged the gap between parents and their students’ teachers in order to discuss assessment results. Currently, the school is working on developing systems to more effectively disseminate the new data the faculty gathers from Data Director to the parents. Students also need to be able to look at their own data, so they can self-monitor their own educational development. The assessment and accountability focus group noted that departments share the common assessment results with students. They noted that students appreciate the immediate and specific feedback. Teachers also mentioned that error analysis is done following common assessments so that students understand their strength and weaknesses. As the school becomes more familiar with Data Director, the teachers and other staff should be able to use it to its fullest potential.

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

At West Adams Prep High School, teachers utilize several assessment tools and strategies. These assessments, given to promote student learning, range from district and state assessments to daily and weekly essays, labs, projects, quizzes, tests, and oral student presentations. As West Adams Prep has been focused on raising our proficiency rates on the CAHSEE and the CST, CST and CAHSEE-like problems are embedded in students’ unit tests and final exams. Included in this effort to raise test scores is an administration of the CAHSEE Diagnostic three times a year. As soon as standardized test results are made available, they are used to identify students who are below grade-level standards; these students are then programmed into intervention classes.

Teachers at West Adams Prep employ a variety of strategies to evaluate student learning. Some of the most common strategies used to evaluate student learning that were observed were checking for understanding by way of timed essay assignments, oral presentations, Costa’s 3 level question assessments, PowerPoint presentations, interactive journals, shared reading, Socratic Seminars, lab reports and cooperative grouping projects.

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

Data Director allows for quick and individualized reports, so teachers can quickly analyze the data for each student. However, the program is still relatively new to the campus. Additional Professional Development that explores the potential uses of Data Director will encourage more teachers to adjust their practice based on the test scores. Working within the LA’s Promise Partnership, who facilitated the contract and training with Data Director, allows the school some flexibility not granted to other schools in moving forward. Yet a few teachers reported that once an assessment is given they will have students complete an error analysis, to determine their areas of weakness and areas for support. In addition individual teachers that are becoming familiar with Data Director have utilized an item analysis report to identify the top 3 items missed on an assessment in order to modify their instruction. In this transition year, teachers are adjusting quickly to the new system. However, professional development once every three weeks is dedicated to reviewing assessment data collected. Additional Professional Development that explores the potential uses of Data Director will encourage more teachers to adjust their practice based on the test scores. Working within a large District with many requirements, it can sometime be a challenge to move quickly but working within the LA’s Promise Partnership, which facilitated the contract and training with Data Director, allows the school some flexibility not granted to other schools.

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

The assessment and monitoring system to determine student progress toward achievement of academic standards and ESLRs at West Adams Preparatory High School include several components. One system in place that monitors student achievement would include the department chairs, lead teaches, the literacy coach and math coach.

In addition Data Director allows for teachers to create their own assessments in order to see immediate, on-site results and better adjust their instruction. It is also used to monitor the effectiveness of the assessments for each classroom. Another system would be Engrade. Many teachers use Engrade, which helps teachers communicate with students and parents consistently regarding student progress.

CAHSEE and CST data is shared with the entire teaching staff. All common assessment results are shared within each department, where the data is analyzed and strategies and modifications are discussed. CEDLT scores are shared with teaching staff and the EL department. AP scores are disseminated to the AP teachers. Teachers also noted that student progress towards achievement of the expected school wide learning results is done via: common assessments, the district’s periodic assessments, research based reports, current event discussions and global awareness projects.

Administrators also monitor classrooms to determine that students are progressing towards achievement of the academic standards and the expected school wide learning results. Teacher observations and feedback from administrators follow the McRel Model and provide data feedback. This feedback is then used for the purpose of planning professional development. A couple teachers noted that they appreciate this specific, immediate instructional feedback, as well as the open ended questions sent from the Assistant Principals to the teachers.

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

The assessment of student achievement in relation to the academic standards and the expected school wide learning results drive the school’s program, its regular evaluation and improvement and usage of resources. The common assessments results are used to modify the instructional program, specifically the pacing plans. In addition the Master schedules are modified to meet student needs. For example the intervention courses, such as the modified second semester Algebra 1A, English 9A, CAHSEE prep and Strategic readings classes were added as a result from the the assessment of student achievement. The periodic district assessments and common assessments provide immediate data which allows adjustments, such as reteaching.

Data also is used for the allocation of resources, as in the case of CAHSEE and SAT prep free weekend classes. West Adams Preparatory High School has implemented intervention classes to help support and improve students’ achievement. Funds for these classes are allocated through the proper channels.

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

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

- Continued API growth of 113 points over the last three years.
- Data Director allows for teachers to create their own assessments in order to see immediate, on-site results and better adjust their instruction
- Two of three monthly professional development meetings are dedicated to reviewing assessment data collected.
- The district has provided three common assessments for the four core departments (English, Math, Science and Social Studies) for the 9th and 10th grades, so West Adams can compare its results to other similar schools is the district.

- Administration reviews teachers' data weekly to implement school reforms such as intervention classes.

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

- Monitoring off data for all subgroups to ensure the needs of all students are being met.
- Students need to be trained how to read their own assessment data through different reflection models, so they can become more autonomous. Teacher need to use data consistently and provide feedback to students so that reflection of individual student data is part of the classroom instructional practice.
- While one purpose of assessment is to then modify instruction, some departments are struggling to balance delivering the required course material while also modifying their instruction and the pacing plans.
- More teachers could develop a greater variety of assessments, such as portfolios or other projects, in order to supplement the multiple choice and essay assessments.

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

- The school staff is in the beginning stages of utilizing Data Director
- The school staff has developed and implemented, with varying degrees across the departments, common assessments
- The school staff is in the beginning stages of developing rubrics for student work, based on the standards, which is the first step in addressing the common core standards
- Professional Development dedicated for data discussions
- The formation and offering of Intervention classes for students based on assessment data

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

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

West Adams Preparatory High School works in collaboration with LA's Promise to offer a variety of community, parent and student support. Some examples of such support are Fox studio's *Street Law*, USC professor-student collaboration, Robotics team, annual college and career fairs, including *Go for College*, which provides student access to various college recruiters and other informational services. Additional extracurricular activities that support student learning and parent/community involvement include the *Academic Decathlon*, *August Wilson Fellowship*, *Literacy Night*, *Math Night*, *Pi Day*, Black History Night, Poetry Night and UCLA's *Black Panther* tutoring program. Committees such as SSC, ELAC, and *Coffee with the Principal* are additional methods of encouraging parental/community involvement.

Some teachers use Engrade, a grading system, to provide grades to students and parents. However, it was reported by the leadership team that many parents do not use this system due to a lack of knowledge or understanding of its function. The leadership team acknowledges that more work needs to be done to facilitate parents' use of the Engrade system.

Many of the parents only speak Spanish. To accommodate these parents the school provides translators for scheduled meetings. Also, parents from the Parent Center will translate to help teachers communicate more effectively with non-English speaking families.

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

All *stakeholders* state that West Adams Preparatory High School is a safe, clean and orderly place that nurtures learning. West Adams Preparatory High School has adequate campus security and administrators who are ever-present – providing and maintaining a safe school environment. In order for the staff and students to be prepared for emergency situations, disaster drills are rehearsed using established emergency routes and procedures. West Adams Preparatory High is in compliance with the Americans with Disability Act. However, concern was raised about the lack of ability to make emergency P.A. announcements during these drills.

All staff members take pride in the aesthetics of their school. To maintain a campus that is conducive to teaching and learning, the custodial staff dutifully services the entire campus and each classroom to the best of their ability.

A good discipline policy that is reinforced is a key component in providing an environment conducive to teaching and learning. When students enroll at West Adams, parents/guardians and students receive a *student handbook* that informs them of the school's rules and discipline policy. Classroom rules are written in the syllabus and are posted in all classrooms. The school's staff uses the District Student Informational Systems to monitor student adherence to the school's discipline policy. In addition, the PLASCO electronic monitoring system, records tardies and the progressive-tiered consequences for each student. Further, each Smaller Learning Community (SLC) has one administrator and three counselors who collectively administer discipline. This structure provides an additional method of effectively managing any discipline issues that may arise. Teachers and students state that rules are enforced fairly across the SLCs.

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

Trust is a bond that fosters strong relationships. The Principal, administrative team and instructors have worked to ensure that students and parents are treated with dignity and respect. This has formed a strong sense of trust between many of the *stakeholders*. However, due to the past high turn-over rate in the leadership team, this sense of trust, which continues to grow, has been a gradual process.

To motivate and recognize the accomplishments of teachers and students, the school rewards their efforts. Students are rewarded as Student of the Month, whereby, their picture is displayed on a bulletin board which is

located at the entrance of the school. Teachers are given the designation of Employee of the Month and they are provided a luncheon and designated parking space.

The school fosters and maintains high expectations for all students. A course syllabus is provided by each teacher for every student. The leadership's emphasis on common assessments has resulted in many departments utilizing common pacing guides, common assessments and rubrics. There continues to be an increased emphasis placed on students attending college after high school. As a result, the College Center hosts many activities to promote college awareness. These activities are designed to motivate students to complete college applications and to attend college. To this end, a display case which is located in the quad, is set up to recognize students who have been accepted to college. Pictures of students and their acceptance letters are displayed.

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

Students are exposed to the ESLRs and California Standards in each classroom that are incorporated in the daily lessons. Teachers clearly communicate expectations by having objectives and agendas posted in the classroom.

During weekly collaboration meetings, staff is required to participate in professional development to improve and enhance student learning. School site professional development is held weekly and some teachers participate in professional development outside the school. Small School Principals, the Director of Teaching and Learning and the Principal conduct weekly teacher observations using McRel walkthrough software that provides instructional feedback data for the faculty.

Counselors are a cohesive group who work together to provide students with academic support (i.e. Graduation Plans), emotional and behavioral support and academic and personal counseling. Counselors also perform in-home visits and referrals to specialists, as needed.

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

There are many services and organizations available for West Adams Preparatory students to participate. The school's organization into small schools has a career and educational focus for each student. The students have demonstrated increased campus participation and academic growth over the past 4.5 years as indicated in performance and assessment data. Supplemental programs include after school tutoring and Saturday school for CAHSEE preparation. Counselors also carry a 200:1 ratio that facilitates personalized access to a variety of counseling services.

Programs such as APEX, Adult School and City of Angels provide opportunities for credit recovery by way of on-line independent study courses and vocational education.

The (ASB) Student leadership governs student activities and is a clear strength on the campus. The group meets as class every 4th period and these student leaders help to add campus pride and spirit to the school community.

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

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

- The Parent Center serves as a central location to gather volunteers and inform parents of school events, especially for the many Spanish-speaking parents on campus
- Student Leadership exemplifies the Expected Schoolwide Learning Results and promotes positive activities around campus like Spirit Week and charity drives.
- A wide variety of options including retaking failed classes during the school day, APEX credit recovery, Adult and summer school exists for students.
- Students and parents have embraced the academic culture of the school, a desire to learn and recognize the positive environment, care and concern demonstrated by the staff.

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

- LA's Promise should continue to support the school community and communicate its efforts more broadly so more teachers, parents and students can benefit from the assistance they provide.
- The Gifted and Talented Education program needs to develop to include parental support and more students receiving the attention they need.
- Student mentorship programs have been identified as important, but are still not built into the school culture as a whole.
- Additional information needs to be shared with every parent to assist in creating a home and school connection including sharing the Expected Schoolwide Learning Results.

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

- A-G posters
- ESLRS and California Standards posted in each classroom
- Agenda posted in all classes
- Student Handbook
- Coffee with the Principal flyer and meeting minutes
- Parent Teacher Conference Notices
- List of College Center informational sessions and agendas for these sessions
- School website: <http://www.westadamsprep.org/>
- ConnectED log
- College Acceptance display board
- Photos are displayed and awards are presented at monthly faculty meeting. Banners sit above premium parking spaces for one month.
- LA's Promise Press Kit
- Online Directory of services at: <http://www.laspromisedirectory.org/>
- Results of Academic Decathlon competition
- Staff and student interviews
- Parent Center
- College Center

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

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

General Comments:

The school has implemented a formative assessment program and provided an instrument so that staff can identify individual student data to modify instruction. (Data Director) A weekly staff development program has been developed and continues to evolve. Further development and use across departments is required.

- Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

Schoolwide Areas of Strength (list numerically)

1. The partnership with LA's Promise provides instructional, financial and administrative support including the Director of Teaching and Learning, staffing to support an active parent center and college and career center.
2. Students and parents have embraced the academic culture of the school, a desire to learn and recognize the positive environment, care and concern demonstrated by the staff.
3. Teachers use a variety of instructional strategies to get the information/curriculum across to the students.
4. Continued API growth of 113 points over the last three years.
5. Weekly professional development opportunities provide training and support the investment in Data Director to assist in driving change in curriculum and instructional strategies.

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

Schoolwide Critical Areas for Follow-Up (list numerically)

Teachers have been trained to review and analyze data through Data Director however, additional training to expand the use of data to effect change in curriculum and instruction is needed.

1. Teachers have been trained to review and analyze data through Data Director however, additional training to expand the use of data to effect change in curriculum and instruction is needed.
2. Increase the use of technology in the classrooms as an instructional strategy to enhance student learning.
3. Professional Development needs to: focus on pacing guides for all department courses which include 1) strategies for ELL, Special Education and other sub-groups along with supplemental texts; 2) incorporate feedback form instructional staff in the planning process.

Chapter V: Ongoing School Improvement

- Include a brief summary of the schoolwide action plan

The school's Action Plan was developed as part of the self-study process and focuses on eight areas. These areas are a combination of the four identified areas of need and the five goals required of Year 3 Program Improvement schools in Los Angeles Unified School District in the Single Plan for Student Achievement. These components and rationale are:

1. Provide Support for 9th Grade Integration and Intervention
Rationale: Freshman year can be critical to student's later success. Last school year, 37% of freshman failed English 9A and 57% of students failed Algebra IA (largely taken by freshman). These numbers decrease as these students tend to reach their senior year, but they represent a significant need for improvement. In addition, the freshmen represent 47% of the suspensions on campus.
2. Ensure Consistency and Use of Common Pacing Plans, Rubrics, and Assessments
Rationale: One of the critical areas from the 2008 WASC review, the school has been working to develop consistency across classes. Currently when students are moved from one class to another, they may be repeating material they already covered and never hear other standards. West Adams needs to use common pacing plans for each class with expected learning for each class. As the school developed common assessments, the API growth jumped from 32 points to 51 points in one year.
3. Increase Literacy Skills across the Curriculum
Rationale: West Adams has just over 1000 English language learners on campus in addition to those who have already been reclassified. According to the California State University Early Assessment Program results in 2010, 4% of West Adams students are ready to enter freshman college English courses and 32% are conditionally ready to enter freshman mathematics courses. Often times this can also translate into a student's performance on other tests since their ability to do well in any standardized test depends in part on their ability to read and understand the question being asked on the test.
4. Establish Positive and Consistent School Culture
Rationale: Discipline, as measured LAUSD, has improved substantially in the last year. Suspension rates have dropped from 9.4% in 2010 to 5.0% in 2011 with a decrease in number of days lost to suspension decreasing by 95. However, safety is still a priority and we continue to work to improve student and faculty safety on campus.
5. Increase the number of students graduating within four years, meeting their A-G requirements, and passing the CAHSEE to 100% of the students. (District Goal)
Rationale: The graduation rate has decreased in the last school year by 7.2% leaving the school almost 8% below the 2011 goal. While the CAHSEE pass rates are increasing for tenth, eleventh and twelfth graders taking the test, and more students are passing their required courses for college than the year before, those gains need to be translated into gains in graduation rates.
6. Increase the number of students scoring proficient or advanced on both portions of the California High School Exit Exam, and each section of the California Standardized Tests in May. (District Goal)
Rationale: The Academic Performance Index goals, used by California schools to measure testing results, and participation goals were met in the 2010-2011 school year, but the yearly progress on test scores is still not to the state's expectations. The school is moving towards more proficiency, increasing the number of students score proficient or above in English by 2.7% and math by 3.5%, but the number is still not enough to move the school out of Program Improvement status. Once the school can meet the proficiency for all goal, the Program Improvement restrictions will be lifted.
7. Increase the number of students and staff attending school 96% of the time. (District Goal)
Rationale: Students attending school 96% of the time dropped by 1.1% in the 2010-2011 school year and the downward trend is continuing from the peak at 94.1%. While the overall attendance is still pretty high, students need to be in school to learn the material they need for success.
Staff attending school 96% of the time rose by 1% in the 2010-2011 school year to 94.9%.
8. Increase the involvement of parents and other community partners. (District Goal)

Rationale: West Adams is in a unique position for developing community partners with LA's Promise partnership therefore the framework is laid however, the structures and habits are still being developed. According to the last state survey of parents, only 36% of West Adams' parents feel comfortable talking to their child's teacher about grades. The strong base of parent volunteers and community partners needs to feel more welcomed in order to increase interaction with the whole school community.

- Comments on the following school improvement issues:
 - ✓ Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
 - ♦ Do the action plan sections address the critical areas for follow-up?
 - ♦ Will the action plan steps enhance student learning?
 - ♦ Is the action plan feasible within existing resources?
 - ♦ Is there sufficient commitment to the action plan, schoolwide and system-wide?
 - ✓ Existing factors that will support school improvement
 - ✓ Impediments to improvement that the school will need to overcome
 - ✓ Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

The schoolwide Action Plan was modified during the visit to ensure that Growth Targets for each goal in the Action Plan was measurable, attainable, realistic and timely. The Action Plan adequately addresses the critical areas for follow-up which have been identified. After significant data analysis, review of student work, interviews with students, staff, parents, and other stakeholders, the committee concurs with the plan of action described in the plan. The school's Action Plan provides the focus to meet the identified needs of students and improve student achievement. The school has designed their schoolwide Action Plan with an emphasis on their areas of need to improve student achievement. The plan has a focus on intervention, curriculum alignment, and instructional change including common pacing plans, rubrics, and assessments. The development of a positive school culture will also play an important role.

While limited resources are a way of life in California public education, the partnership between LAUSD and LA's Promise along with the QEIA financial support will be an asset to the school's efforts to enhance student learning and overall school improvement. Existing factors that will support school improvement include: 1) the administration and staff has demonstrated commitment to the process; 2) the administration and staff is committed to improving student achievement; and 3) students care about their own learning and have demonstrated improvement

The continuous changeover of administration and staff provides an area of concern and could impede the school's efforts to improve student achievement. The continued threat of fewer resources resulting in fewer school days could contribute to the challenge.

Staff and administration have demonstrated their commitment to improvement through previous efforts. The Single Plan for Student Achievement incorporates the schoolwide Action Plan and addresses the established ESLRs. The follow-up process that the school has identified in the schoolwide Action Plan appears to be adequate. The Leadership and Advisory Teams will play an essential role in implementing the Action Plan. The school has demonstrated that they are committed to the process by addressing previous WASC recommendations.

In summary, there is a commitment to improving student achievement. The school has identified and developed a plan of action that will be the roadmap for that progress. Meeting these goals will require the commitment of all staff as well as consistency within departments and across the curriculum.