

SELF-STUDY VISITING COMMITTEE REPORT

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

FOR

ARLETA HIGH SCHOOL

14200 Van Nuys Boulevard

Arleta, CA 91331

LAUSD

March 27 – 30, 2011

Visiting Committee Members

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Chapter I: Student/Community Profile (2 pages)

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

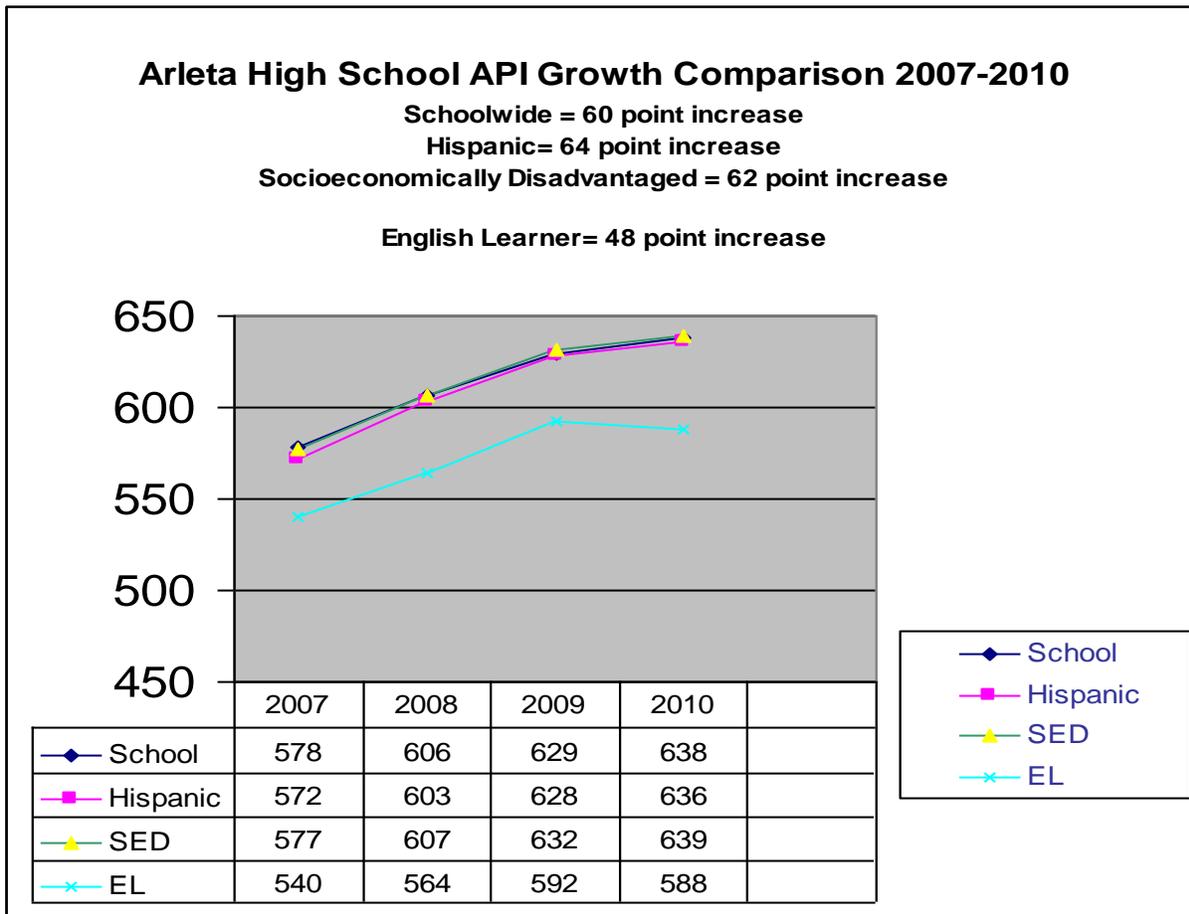
- Brief description of the students and community served by the school.
- School's analysis of student achievement data (e.g., *CAHSEE, AYP, API, AP, college SAT, graduation rates, and Program Improvement status*).
- Other pertinent data (e.g., *attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students*).
- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

Arleta High School is located in the community of Arleta in the northeast San Fernando Valley of Los Angeles. Arleta, like the northeast San Fernando Valley, is a mixed use residential and commercial area in the Los Angeles Metropolitan area. Twenty-six percent of Arleta residents live below the poverty line. The average adjusted gross household income for the northeast San Fernando Valley is \$32,708, the lowest for all reported areas of the San Fernando Valley, and well below the average for the state of California. More specifically, the 2002 average adjusted gross income for zip codes 91331, 91333, and 91334 of which Arleta is a part, is \$26,326. AHS is a newly constructed school which opened in October 2006. Arleta High School houses three small learning communities (SLCs): Science, Math and Related Technologies (SMART), Social Justice (SJ), and Visual and Performing Arts (VAPA). In June 2009, the inaugural graduating class received diplomas.

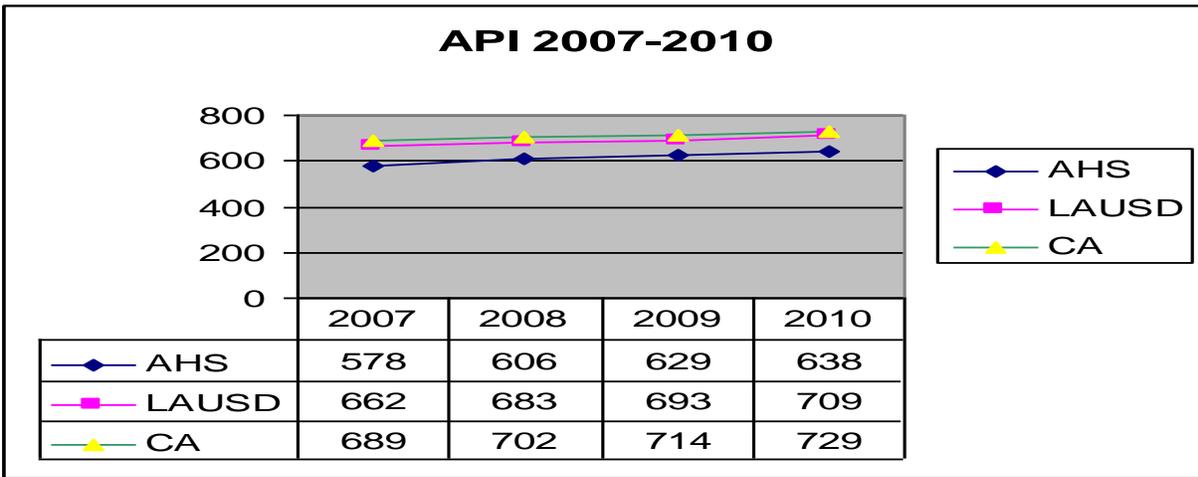
Student Performance Data

Academic Performance Index (API)

Arleta's initial API was 578 in 2007. Over four years the API has steadily increased by 60 points to 638. According to the data presented below the school-wide API is closely aligned with the API for the two largest subgroups (Hispanics and socioeconomically disadvantaged students), while the API for English Learners continues to be significantly below the school-wide API.



Arleta High School's API continues to be below the district and state averages. However Arleta's increase is consistent with improvement trends in the Los Angeles Unified School District and the state of California. It should be noted that the data for LAUSD reflects the average for K-12 schools, while the California data reflects the average for high schools.



English Language Arts (ELA)

Overall findings for ELA :

- In 2009-2010 27.6% of students scored at proficient or advanced. This represents a 4.6% increase from the previous year.
- There were increases in the percentages of proficient and advanced for ELA Grade 9 (6.0% increase) and ELA Grade 11 (8.4% increase), while the percentage decreased by 1.5% for ELA Grade 10.
- The percentage of students scoring far below basic and below basic declined for each ELA grade level in 2009-2010.
- Critical areas of need for English:
- Student proficiency in English Language Arts as measured on the CST must be improved for all grade levels.
- Achievement of English Learners (ELs) as measured on the CST must be improved.

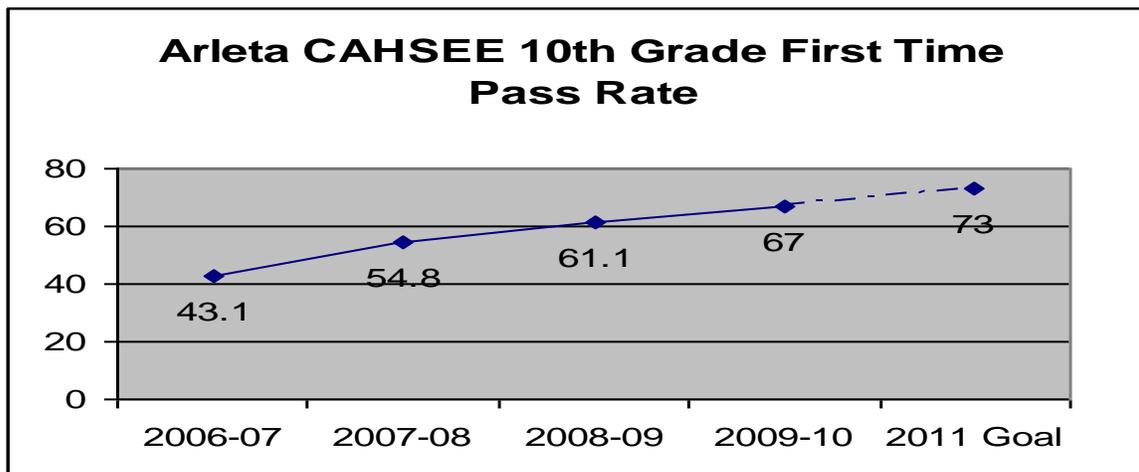
Math

Overall findings for Math:

- In 2009-2010 7.1% of students scored at proficient or advanced. This represents a 2.8% change from the previous year.
- There were increases in the percentages of proficient and advanced for Algebra (1.9% increase), Geometry (2.8% increase) and HS Summative Math (13.6% increase), while the percentage decreased by .7% for Algebra II.
- The percentage of students scoring far below basic and below basic declined for each math test in 2009-2010: Algebra I (6.0% decrease), Geometry (10.2% decrease), Algebra II (6.0% decrease) and HS Summative (28% decrease.)
- The mean scaled scores increased for Algebra I and Geometry from 2007 to 2010. The mean scaled score for Algebra II decreased from 2007 to 2009 and then rose slightly in 2010. The number of students taking the test increased dramatically in the same time period.

Critical areas of need for math:

- Student proficiency in math as measured on the CST must be improved for all courses.
- Achievement of English Learners (ELs) as measured on the CST must be improved.



No Child Left Behind - Adequate Yearly Progress (AYP)

Despite consistent gains in ELA and math for all reporting groups, Arleta High School has not met AYP for the past three years and is currently in Program Improvement (PI) Year 3 status. For high schools, AYP is based on grade 10 CAHSEE participation and percent proficient in English/language arts and math (16 criteria), graduation rate (one criterion), and API (one criterion). In 2008 AHS met 16 of the 18 criteria, narrowly missing the mark for English Learners in ELA and math. In 2009 AHS met 17 of the 18 criteria; missing the target for English Learners in math by 7 students. In 2010 AHS missed AYP by 3 students in the English Learner subgroup for ELA and 12 for math.

Completion Rates

Graduation Rates and Dropout Rates

Graduation rates are calculated based on a matched rate criteria that identifies the dropout rate of 9th, 10th, 11th and 12th grade students. The class of 2010 is the first year for which a true graduation rate is possible for AHS. This rate is calculated by LAUSD because it must account for student completion data for students who leave AHS and receive a diploma from an alternative program (e.g. continuation school, option school, adult school.) At the time of writing, AHS has not yet received this Graduation rate calculation. However, attempts to calculate the graduation rate for 2010 based on data available indicate a 92% graduation rate.

Chapter II: Progress Report (2 pages)

Since the last self-study:

- Comments on the school's major changes and follow-up process.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

Since Arleta High School opened in 2007, this is their first full Self-Study. The major changes at Arleta High School since then have been the addition of 11th and 12 grades and the adoption of the Balanced Traditional Calendar for the 2010-11 school year. The new calendar shortens the summer break and extends the winter break and also allows for the completion of Mester one and two (there are 4 Mesters

each year) prior to winter break. Also, two intercession opportunities are afforded by the implementation of the new calendar.

Each area of the initial visit critical areas has been specifically addressed:

1. The school staff needs to implement procedures to improve student attendance.

- Attendance is taken online every period. This enables teachers to see if students have missed any classes that day. Absence codes (excused, unexcused) are available for teachers to view in the attendance profile.
- The school now uses the ConnectEd communication system to call home to any student who is absent for any period during the school day.
- In the 2008-2009 school year, the school instituted an attendance incentive policy for seniors which ties prom attendance and participation in graduation ceremonies to positive attendance.
- In the 2009-2010 school year, school-wide attendance education and incentive campaigns were initiated.
- The school has purchased additional counseling positions, including a Diploma Project Advisor (DPA) and a Pupil Services Advisor (PSA) to improve student attendance.
- In 2009-2010 the PSA and DPA created attendance support groups for parents and students with chronic attendance issues.
- In addition to the school-wide attendance campaigns and support groups, personnel continues to expand outreach to parents and partnerships with law enforcement (including the Los Angeles City Attorney's Office) in order to support positive attendance habits.

Results of these steps are resulting in an increase in in-seat attendance. The in-seat attendance for 2009 was 93.90%, the second highest among the surrounding comprehensive LAUSD Local District 2 high schools. AHS faculty and staff make attendance a high priority and are working to exceed our goal of 95% in-seat attendance.

AHS Actual In-Seat Attendance	
2006-2007	92.39%
2007-2008	91.63%
2008-2009	92.73%
2009-2010	93.90%

2. The local District and school staff needs to cooperatively plan on how best to accommodate anticipated enrollment growth so as not to overcrowd the capacity of the school site.

- School administrative staff worked closely with Local District 2 to ensure that the school site would not experience overcrowding. The school's attendance area was rezoned to ensure that students closest to the school would have access. From 2008 to the present, no open enrollment seats have been available to students from outside the attendance district.
- A new high school, Sun Valley High School, opened in October 2009. The new school serves students in the adjacent attendance area.

Because Arleta High School opened in 2006 to 9th and 10th grade students only and grew each year to include 9-12 grade students, the enrollment data has been fluid. The decline in enrollment of 95 students from Fall 2009 to 2010 can be attributed to the graduation of students on Open Enrollment permits and the discontinuation of issuing new permits.

	Grades Enrolled	Total Enrollment
2006-2007	9-10	1077
2007-2008	9-11	1657
2008-2009	9-12	1826
2009-2010	9-12	1995
2010-2011	9-12	1900

3. The District and school need to collaborate to better align the periodic assessments with the instructional calendar of the 4 X 4 schedule.

The school continues to believe that the 4 x 4 schedule best meets the needs of its' students.

The school has taken the following steps to better align the LAUSD assessment schedule with the 4 x 4 schedule.

- In 2009/2010, working in conjunction with the instructional coaches, the math and English departments developed pacing guides including dates for the three periodic assessments.
- Social science and science have also developed pacing guides that list the assessments for each Mester by course.
- Collaborative groups continue to evaluate the alignment of LAUSD periodic assessments and make recommendations so that data can be most effectively used to inform instruction in a timely manner.

4. The school needs to implement additional procedures for interventions for academic deficiencies as well as making up credits.

Examples of additional interventions that have been initiated within the school day:

- CAHSEE Prep for math and English.
- Year-long Algebra I and English 9/10 for students who score Far Below Basic or Below Basic on the CST.
- Additional special day classes.
- Before and after school tutoring is available through the KYDS program.
- Individual Instruction Lab in partnership with Pacoima Skills Center is offered on site before and after school.
- Independent study classes are offered on site in partnership with Van Nuys Adult School.
- Students participate in off site opportunities for credit recovery at North Valley Occupational Center, Pacoima Skills Center, LAUSD Adult Schools.
- CAHSEE preparation classes have been offered on Saturdays and during Summer and Winter Sessions.

School-wide reforms to increase opportunities for students:

- In 2010-2011, Arleta began piloting the Balanced Traditional Calendar (BTC).
 - This calendar enables the school to offer both summer school and winter session classes for credit remediation.
 - The calendar is aligned with the local community colleges, allowing students to attend classes there while still enrolled at Arleta.

5. The school's leadership needs to collaborate with the teaching staff and plan the timeline of preparation for the school's first full WASC self-study and next Visiting Committee.

- The school's leadership developed, a timeline for preparation of the Self-Study and the March, 2011 accreditation visit.

6. With District support, the school's leadership and future Self-Study coordinator need to attend appropriate WASC training workshops and, if possible, participate on a WASC Visiting Committee and especially one visiting another comprehensive high school.

- The school's assistant principal and coordinator attended the appropriate WASC training workshops.
- Seven staff members have served as visiting committee members at comprehensive high schools in California.

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

- Include a copy of the school's expected schoolwide learning results.

Arleta High School students will become:

Community contributors who:

- Donate their time and individual talents to improve the quality of life within their community.
- Demonstrate an awareness that fosters acceptance of individual and cultural differences.
- Understand how local and global issues impact their community.

Critical thinkers who:

- Identify and solve problems effectively.
- Read with comprehension, discerning relevance and reliability of information.
- Interpret, evaluate, and reflect on learning.

Effective communicators who:

- Write skillfully with meaning and clarity.
- Speak with confidence to an audience.
- Present organized information using technology.

Self-directed learners who:

- Set and accomplish personal, academic, and social goals.
- Exercise honest self-evaluation.
- Demonstrate motivation and discipline.

Each Small Learning Community (SLC) has identified a success indicator that is relevant to the focus of the SLC for each ESLR. These are listed below.

Arleta High School Science, Math, and Related Technology students will also become:

Community contributors who:

- Collaborate effectively to reach consensus, facilitate objectives and share responsibility.
- Comprehend, acknowledge and respect the relationship between the scientific disciplines and the human community.

Critical thinkers who:

- Assess and synthesize outcomes.

Effective communicators who:

- Listen empathetically showing respect for the ideas of others and presenting alternative solutions to roadblocks in communication.
- Express themselves in quantitative terms and use numerical techniques of mathematics.

Self-directed learners who:

- Conducts oneself in a professional manner dressing appropriately for a school and professional environment.
- Master and apply technological tools effectively, use electronic information appropriately, and adapt to new technology and its uses.

Arleta High School Social Justice students will also become:

Community contributors who:

- Identify and apply themes of social justice to community activities.

Critical thinkers who:

- Analyze and interpret social and political issues.

Effective communicators who:

- Communicate knowledge of social systems by participating in school and/or community activities.

Self-directed learners who:

- Create and implement solutions for issues impacting the community.

Visual and Performing Arts students will also become:

Community contributors who:

- Provide community performances and exhibitions of art and media.

Critical thinkers who:

- Interpret, evaluate, and apply aesthetic qualities of art.

Effective communicators who:

- Perform and present in a variety of media.

Self-directed learners who:

- Be fully aware of their creative passion, talent and expressive ability.

- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
 1. The involvement and collaboration of all staff and other stakeholders to support student achievement

From the opening of Arleta High School in 2007 the school leadership have striven to incorporate the concepts of Focus on Learning into the fabric of the school. Therefore, they took a less than traditional approach in preparing the self-study. Rather than initially organizing around Focus groups, all existing work groups looked at the criteria for Ch IV and examined evidence. All faculty was involved in the analyzing of data and assessing needs. This year, the existing groups restructured into Focus Groups to further examine and refine the findings for each section. Although some classified staff was involved in the process, all were not.

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*)

Arleta High School did not select specific ESLRs for the self-study: They are imbedded in the daily operation of the entire school. Arleta has developed and implemented a sophisticated and highly effective process for measuring the attainment of the ESLRs as demonstrated through assignments, projects, performances, etc. Each year all students are required to produce eight artifacts (two artifacts per ESLR) that are then placed in a portfolio that is presented to a panel during the senior year. This is requisite for participation in graduation ceremonies. Through this process students understand and have "experienced" the ESLRs. In addition, many assignments are explicitly linked to ESLRs.

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

The school has developed a system for gathering and analyzing data. However, the school needs to explore a way to measure the effectiveness of schoolwide strategies and informal formative assessment.

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

The ESLRs are embedded into the everyday operation of the school and are assessed, along with progress toward the attainment of the academic standards and other criteria.

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

The SPSA is created to meet the guideline of the state and LAUSD and is monitored continuously.

Chapter IV: Quality of the School's Program

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

Based on the self-study and Visiting Committee findings, for each criterion in the following categories:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
 - B. Standards-Based Student Learning: Curriculum
 - C. Standards-Based Student Learning: Instruction
 - D. Standards-based Student Learning: Assessment and Accountability
 - E. School Culture and Support for Student Personal and Academic Growth
- Summarize an analysis of what currently exists and its impact on student learning.
 - Highlight areas of strength (if any).
 - Highlight the key issues (if any).
 - List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

Note: When writing the analytical summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed.

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

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

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Vision – ESLRs – Profile: The school has established a clear, coherent vision (purpose) of what students should know and perform; it is based upon high quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

Development/Refinement of Vision/ESLRs: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results are effective.

Understanding of Vision and ESLRs: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected schoolwide learning results.

Regular Review and Revision: The school is implementing an effective process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.

The schools vision and purpose are clearly stated and are based on the needs of the students at AHS. The vision states that every student will attain personal and academic success through a rigorous and relevant curriculum that is supported by positive relationships. The WASC committee has witnessed positive and encouraging relationships among teachers and students. Students feel highly supported, emotionally and academically by all staff members at AHS. In the student ad-hoc focus groups students shared their personal experiences with staff members on campus. They all agreed that they had made one or more connections with a staff member and could go to them if they ever needed assistance.

The creation and implementation of their ESLRs is a key component of their belief that all students can achieve at high levels. The ESLRs are ingrained in every aspect of the school's teaching. From the murals on the walls, to classroom expectations, ESLRs are posted and students are reminded daily that they are expected to behave and perform at the highest of their ability. It is notable that the students believe they can.

The governing board supports the school purpose and the central administration by providing AHS periodic assessments three times a year and pacing guides to all core classes. California Standards are provide to all teachers and are posted in their classrooms.

Schoolwide learning results are shared among staff and students. One example of this is “The Arleta 7” campaign which derived from their API scores in 2009-2010. Seven students per teacher were identified as needing academic support. Those students were supported by teachers and counselors through tutoring opportunities and advisory. Those students were excited and motivated to be part of a cohort that encouraged learning.

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

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

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Governing Board: There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Relationship of Governance to Vision and ESLRs: The governing board’s policies are directly connected to the school’s vision and purpose and expected schoolwide learning results.

Understanding Role of Governing Board: The school community understands the governing board’s role, including how parents can participate in the school’s governance.

Governing Board’s Involvement in Review/Refinement: The governing board is involved in the regular review and refinement of the school’s vision and purpose and expected schoolwide learning results.

Professional Staff and Governing Board: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Board’s Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

Complaint and Conflict Resolution Procedures: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s shareholders are effective.

The governing board policies and bylaws 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. The Single Plan for Student Achievement (SPSA) is updated annually, reviewed and approved by all school councils. The SPSA is reviewed and approved by LAUSD personnel to ensure compliance. Through previous school year data AHS has refined their A-G policy. As the district’s mission states, all students will be college prepared. AHS has aligned their vision to provide A-G access to all of their students. LAUSD MyData system is also provided to all teachers with current student data.

The governing board delegates implementation of policies through teacher trainings. Policies are posted in the main office and every classroom. AHS reviews their procedures annually and are reviewed regularly at SLC meetings.

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

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Broad-Based and Collaborative: The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

School Plan Correlated to Student Learning: The school's Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards.

Correlation between All Resources, ESLRs and Plan: There is correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan.

Arleta High School's governance system consists of a site-based leadership team that includes administrators, instructional coaches, department chairs and other selected staff. In addition, the School Site Council meets regularly to approve and monitor the implementation of the Single Plan for Student Achievement. In order to oversee the categorical funding that the school receives, the school holds Compulsatory Educational Advisory Committee (CEAC) meetings and in order to orchestrate support for English Language Learners, the English Learner Advisory Committee meets regularly. These governing bodies work together to shape and promote the culture, vision, and goals of the school.

The teachers and administrative staff have deep ties to the surrounding community, as evidenced by the initial meeting when neighbors came to testify about their loyalty to the school, and their yearly involvement in fund-raising and participation in sporting events. The administrative team communicates Arleta High School's unique needs to district-level staff, in an effort to ensure that its special structures, programs, vision, and culture are supported and sustained for the long-term.

The school's leadership team meets weekly to shape and promote the culture of the school. The staff encourages and celebrates excellence, improvement and learning. The school orchestrates celebrations and recognitions for students who have shown academic success and improvement. Besides the recognition of success, Arleta also uses data to target intervention for students.

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Employment Policies/Practices: The school has clear employment policies/practices related to qualification requirements of staff.

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

Maximum Use of Staff Expertise: The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

Defining and Understanding Practices/Relationships: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations.

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

Arleta High School teachers utilize banked time every Tuesday morning to collaborate and engage in professional development. The teachers meet as Smaller Learning Communities once a month and during

this time the teachers have been reading *Teach Like a Champion* and examining ways that they can use the strategies contained in order to improve their practice. The professional development calendar shows that professional development time has been dedicated to particular strategies like “Cold calling.”

Teachers also meet twice a month in departments. The department time is driven by the instructional coaches and department chairs with teacher input. The STAR Action Plan shows that three times a year, teachers in department meetings review the periodic assessment data and determine how to refine pacing guides or support individual students. Staff has also engaged in peer observations. The professional development time is well received by staff, as evidenced by survey data.

The Arleta High School teachers are all highly qualified, except for a few special education teachers who are working towards meeting this qualification.

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Support of Professional Development: The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results.

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

Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development on student performance.

The teachers and leadership team utilize data to guide decisions about professional development. The professional development time is focused on student academic growth. In August, the teachers meet to review and analyze statewide mandated testing results, such as CST and CAHSEE. Then three times during the regular school year, the staff review and analyze the periodic assessment data. This analysis leads to decisions about students’ course choices, interventions, and test preparation for students. Special education teachers utilize both legalized mandated testing results and additional assessment results along with teacher input to guide programs of special education students.

- 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Allocation Decisions: There is a relationship between the decisions about resource allocations, the school’s vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

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

Facilities: The school’s facilities are adequate to meet the school’s vision and purpose and are safe, functional, and well maintained.

Instructional Materials and Equipment: The procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Well-Qualified Staff: Resources are available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Long-Range Planning: The district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results are effective and are regularly evaluated.

The human resources are sufficient and utilized effectively. Arleta has one principal, five administrators, eighty-eight certificated, and fifty-two classified staff on site. Students have access to all support staff and there is a mutual trust and respect between all staff and students. All teachers are NCLB highly qualified, are CLAD and BCLAD certified, and all new teachers are in BTSA. AHS benefits from per-pupil funding and from supplemental categorical funds. The per-pupil funding pilot allows AHS greater flexibility in resource management to meet school-site needs.

As a school community AHS has focused its professional development and school resources on identified student needs. Research-driven staff development efforts, efforts have resulted in significant improvements in student performance.

The school provides adequate instructional materials to support the instructional program. In August 2010, the school successfully completed a Williams compliance audit. The report complimented the school's resource readiness and found no items of non-compliance. The survey of students found that 85% agreed or strongly agreed that the "school provided the materials I need for school." There is technology available to staff and students. All students have textbooks and instructional materials available.

All AHS community members work to maintain a safe learning environment. Two deans and one school police officer monitor and support school safety. AHS is a closed campus. Campus supervisors monitor the campus for unidentified visitors and unusual student activity. Once school has begun, all visitors must enter and exit through the main office. The entire school community works to maintain the campus in a clean and "like new" condition. The plant manager and seven buildings and grounds staff members keep AHS clean.

Areas of strength 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.

- Arleta High School stakeholders share a common vision and dedication to success for all students.
- Arleta High School provides a safe and clean learning environment.
- Teachers receive formal and informal support.
- Professional development needs are determined by student need.
- The strong, supportive, positive relationships with community.
- Communication and collaboration.

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.

- Continue to develop an academic culture in which all students work toward academic success and achievement.

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

- Vision Statement
- Interviews of students and staff
- The self-study document
- Initial Vision Committee
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CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

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

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Current Educational Research and Thinking: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Academic Standards for Each Area: The school has defined academic standards for each subject area, course, and/or program.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results.

Student Work — Engagement in Learning: There is congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results.

Accessibility of All Students to Curriculum: A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

Integration Among Disciplines: There is integration among disciplines at the school.

Curricular Development, Evaluation, and Revisions: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Policies-Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

In order to provide a rigorous and relevant curriculum that is supported by positive relationships, all students at Arleta High School are a part of one of the three Small Learning Communities (SLCs): Science, Math and Related Technologies (SMART), Social Justice (SJ), and Visual and Performing Arts (VAPA). Students in all SLCs are enrolled in an academic program that is aligned with state standards and offers thematic electives and experiences aligned to one of the three themes. This is evidenced by students being enrolled in the SLC of their choice, as space allows upon registration.

All core classes meet the A-G requirements and are college prep. UC/CSU approved electives are available to all students, including those with special needs. According to school-site data that accounts for the school's 4 by 4 Mester system, 97% of 9th grade students and 98% of 10th grade students are enrolled in an A-G program. All students are continually encouraged to meet the challenges of a standards-based curriculum through concept lessons developed by the district for English, math, social science/history, and science that are implemented across the grade levels. District-developed periodic assessments are administered three times per year to all students throughout the year to assess mastery of the standards taught. Department-wide assessments are also administered in some subjects and are being developed in others. AP courses include English Language and Composition, English Literature, Spanish Language, Spanish Literature, Calculus, Statistics, US History, Physics, and Studio Art. Placement in AP/Honors classes is based on student desire, teacher recommendations, test scores, and parental requests. The first AP classes were established in 2008-2009 and 84 students enrolled in three classes. This year, 295 students are enrolled in 9 AP classes. All students have access to and are encouraged to take AP classes and community college classes that are available on-site and at the local community colleges.

Arleta's curricular program follows the LAUSD Response to Intervention and Instruction (RTI2) framework in order to ensure that all students achieve at high levels. Professional development and collaboration help to maximize the quality of teaching. Analysis of data, including class assignments, class assessments, periodic assessments, CST scores and CAHSEE scores helps teachers to identify topics requiring additional curricular emphasis. The three initiatives are vocabulary instruction that focuses on academic vocabulary, writing, and the use of complete sentences. Teachers participate in some school-wide, research-based staff development including the work of Dr. Kate Kinsella and Dr. Robert Marzano and using professional articles from educational journals to implement these initiatives. Action research

projects in English and math are being conducted by groups of teachers on a voluntary basis with the support of the instructional coaches. These action research projects are chosen based on surveys of staff and students to identify research needs. Teachers attend offsite staff development as needed, both through the district and outside sources such as the College Board, LAUSD Learning Zone and the State Department of Education. According to a teacher survey conducted, 85% of teachers felt that what they learn in the school's professional development meetings addresses their students' needs. 88% say that they use ideas from my professional meetings in their classrooms. 88% of teachers feel that the professional development at this school is appropriate for their level of teaching experience.

Student achievement continues to improve in all areas. In 2006-7, the API score was 578, and in 2010 it was 638, a growth of 60 points. The percentage of students scoring proficient or advanced in English Language Arts increased from 22.8% in 2007 to 27.6% in 2010 and in Math from 3.7% in 2007 to 7.1% in 2010. The percentage of 10th grade students scoring proficient on the CAHSEE is also increasing. In 2007 20.5% scored proficient in ELA. In 2010 44.5% scored proficient on the ELA portion of the CAHSEE. 21.7% of students scored proficient in Math on the CAHSEE in 2007. In 2010 that percentage increased to 42.1%.

Students can demonstrate mastery of the standards and ESLRs through a variety of means: advisory curriculum, discussion, writing, technology, project-based learning, and the senior portfolio. RSP students are in core curriculum classes with support from a co-teacher or paraprofessional. SDC students are enrolled into general education elective classes. Teachers have access to MyData and collaborative protocols to identify topics for additional curricular focus and students who require additional intervention and instruction.

- 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Variety of Programs — Full Range of Choices: All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education and pre-technical training for all students.

Student-Parent-Staff Collaboration: Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.

Monitoring/Changing Student Plans: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Post High School Transitions: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

All students have a personal learning plan that is viewed as a blueprint to allow them to meet or exceed all academic standards. The three SLCs provide students with course work and some opportunities to pursue career interests. Elective courses, guest speakers, SLC specific advisory lessons, and activities provide students with experiences to enhance core content. The school's counseling program encourages students to make decisions and select courses based on both current interests and future goals. Students complete interest inventories in advisory and life skills classes. Students are encouraged to take career assessments such as the ASVAB in their junior year, though other course offerings within the school related to careers are unclear. Students with special needs receive transition services from the itinerant Department of Transition Services Teacher.

Students review college requirements in their advisory classes. With the assistance and guidance of advisory teachers and counselors, students track their own progress in completing A-G requirements after each marking period. The college counselor holds regular meetings with students, both individually and in groups, in advisory classes, and at grade-level meetings to review requirements for college admission. The college counselor uses trained peer college counselors to assist in college advisement activities in the college center.

Portfolios track student interest inventories, grades, and progress toward graduation. Counselors meet at least twice per year with students to develop and revise high school and post-secondary plans. Senior Advisory classes use the College Summit Curriculum and all seniors track their progress using the CSNAV (College Summit Navigator) program.

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Real World Applications — Curriculum: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Meeting Graduation Requirements: The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

The majority of students meet the graduation requirements. CAHSEE prep courses using Revolution Prep in English and math are offered for students who have failed the CAHSEE at least once. CAHSEE and CST practice is reviewed through advisory classes and the Mustang Academy. Tutoring is offered through the Keep Youth Doing Something (KYDS) program in the morning and afternoon. Credit recovery is offered to students through summer school, winter session, LAUSD Adult School and the Pacoima Skills Center. A New Balanced Traditional Calendar was adopted during the 2010-2011 school year to increase opportunities for student success by eliminating the long summer break and providing two opportunities for credit recovery within the school year.

Additional support within the school day is provided to ensure that students are meeting the requirements. Students receive a printout of their earned credits, grades, and progress toward graduation every Mester during the advisory period. Advisory teachers monitor student progress and make sure that students are meeting the A-G requirements. Progress is reviewed with parents at four conferencing opportunities each year. Progress reports and final report cards are mailed home eight times per year. Students develop the Individual Graduation Plan which is updated annually and shared with parents. CAHSEE results are communicated through the mail and by notice in person with students. According to the School Experience Survey, 90% of students agree or strongly agree that the courses at Arleta High School prepare them for college. The Diploma Program Advisor works with the families of students who are in danger of not graduating.

The Arleta High School community is committed to actively engaging students in challenging learning experiences and promoting high levels of success in academic standards. All students participate in standards-based, rigorous, relevant curricula, supported by technology and real-world experiences, in order to prepare them for their post-secondary goals.

Areas of strength for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- The collaborative professional culture and professional development program that supports curricular work.
- The school provides an A-G curricular program that is accessible to all students.
- Data-based interventions are developed based on student need.
- A broad range of support (Mustang Academy, year-long English/math, KYDS, tutoring and College Summit program) is coordinated for student success.
- The four-year advisory program curriculum and College Summit curriculum.

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

- Enhance exploration of career choices and preparation.
- Enhance the use of cross-curricular work and curriculum planning.
- Post daily learning objectives in a systematic manner school-wide.

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

- Self-Study Document
- District Concept Lesson Binders/Books
- Examples of Arleta High School Curriculum Maps and Pacing
- Dialogue with Curriculum Focus Group and Others

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Results of Student Observations and Examining Work: The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Student Understanding of Performance Levels: The students know beforehand the standards/expected performance levels for each area of study.

Differentiation of Instruction: The school's instructional staff members differentiate instruction and evaluate its impact on student learning.

Student Perceptions: The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.

All students are enrolled in an academic program that is aligned with state standards and A-G requirements. All students are continually encouraged to meet the challenges of a standards-based curriculum. Teachers personalize instruction and use a variety of approaches and teaching strategies to maximize the learning potential for students. Laptop carts and Smart board technology enhance learning and the library media center is an active resource for student learning.

Arleta High School provides support and encouragement for students in achieving the academic standards and the ESLRs. Support and encouragement are provided through Advisory, portfolios, tutoring, awards for excellence, individualized instruction, CAHSEE Prep, CST prep, Honors Breakfasts, Mustang of the Week and use of Learning Labs by Special Education students.

Students are made aware of their level of performance in achieving the academic standards and expected school-wide learning results. Teachers post standards for student assignments in most classrooms and teacher, state, district and class developed rubrics are used to determine student achievement of the standards. Portfolio rubrics and artifact evidence sheets determine student achievement of the ESLRs, and advisory is used to analyze CST scores and review grades and grade point averages.

Teachers use lecture, group work, thinking maps, graphic organizers, co-constructed charts, and modeling to differentiate instruction to meet the needs of students. Students demonstrate mastery of the standards through discussion, writing, technology, and project-based learning.

Resource students are fully included into core curriculum classes with support provided by a co-teacher or one or more paraprofessionals, and SDC students are mainstreamed into elective classes only.

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Current Knowledge: Teachers are current in the instructional content taught and research-based instructional methodology.

Teachers as Coaches: Teachers work as coaches to facilitate learning for all students.

Examination of Student Work: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Examination of Student Work: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results.

Examination of Student Work: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Real World Experiences: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Teachers use a variety of teaching strategies to maximize the learning potential of students. Assignments are designed to require students to think individually or in group settings. Essays, service learning projects, cooperative and/or individual project-based learning, oral presentations including speech and debate activities, the use of library resources for research and Book Talks, are all used to actively engage students and promote higher-order thinking skills to help students achieve at high levels.

AHS teachers act as facilitators for student learning, guiding students in gathering, organizing, applying, and presenting information. Using a variety of methods, teachers guide students in relating new information to personal experience and in evaluating the new information. Many teachers scaffold lessons to build student confidence that allows them to reach their goals. All students in core classes are required to gather and evaluate evidence and to write or present their findings in science labs, research papers and

essays for English and social science/history, Book Talks, and health class presentations and brochures. Field trips and guest speakers allow students to personalize their learning and increase the relevance of their educational experiences.

AHS is dedicated to preparing students for life and teaching skills necessary for the professional workplace. Students, faculty, and staff participate in "Professional Dress Day" each Tuesday where students have the opportunity to earn extra credit for wearing business attire. Students practice public speaking and are held accountable for their portfolios. Their portfolio presentation and defense process provides interview skills development. Also, their strict tardy policy and enforcement teaches students appropriate workplace behavior and the importance of good attendance and being punctual.

Instructional resources are readily available for teachers and students. All classrooms are equipped with computers and other technology. Mobile laptop carts are shared amongst teachers to support teaching and learning. Two instructional support services staff members maintain proper functioning of campus technology, and two instructional coaches assist classroom teachers in lesson planning and instructional support.

There is a fully stocked library with a full time Library Media Teacher who provides support for teaching and learning. Classes are scheduled into the library for skill building lessons and research opportunities. The library is open for student use before and after school and during lunch.

Arleta High School provides students with a well-balanced education that prepares them for their future and supports them through their challenges. A wide variety of intervention strategies including yearlong English and math (in the Mester system), Intersession school twice a year between Mesters and summer, and a

highly organized and effective Advisory exists to keep all students, regardless of ability level, on track towards graduation and post high school work. The professional staff collaborates to design, implement, evaluate and improve upon effective teaching methods for student success.

Areas of strength for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- The school community shares a common vision and strives to engage students in challenging learning experiences.
- Teachers collaborate to improve practice.
- Various response and interventions are used to help students succeed as indicated by student data.
- Positive attendance habits of students and staff promote effective teaching and learning.

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

- Continue to identify, expand and implement motivational and intervention activities to support success for all students.
- Expand targeted use of classroom technology for student learning.
- Expand teaching and learning experiences that promote analysis and critical thinking at high levels.
- Refine the structure of the program for EL students to enhance learning and proficiency in all core areas.

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

- Academic program aligned with state standards
- Academic program that meets the UC/A-G requirements
- Technology in the forms of computers, laptop carts, Smart Boards
- Successful Advisory program that supports the Portfolio process
- Portfolio process of creation and defense
- Students are rewarded for their achievements
- Collaborative environment
- ESLRs and academic standards intertwined and understood by students

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

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Professionally Acceptable Assessment Process: The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Basis for Determination of Performance Levels: The school has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Appropriate Assessment Strategies: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Demonstration of Student Achievement: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.

The staff, administration, and school community of Arleta High School review, analyze, and report

assessment data in numerous ways. The assessment results are an integral part of creating the school plan and determining the needs of the school and its students. Student achievement data is shared with stakeholders through the school's website and the School Accountability Report Card. The API score and AYP results, CST results, graduation rate and attendance data are shared with School Site Council, CEAC and ELAC members. School-wide and individual student data are shared with students during Advisory and at assemblies. Key data points and goals are communicated through posters around campus, for example the school produced a poster that summarizes each of its measurable goals.

The school has allocated resources for a testing coordinator to compile student achievement data and assist in its interpretation and distribution. The testing coordinator compiles data for specific tests and student groups to perform gap analysis, and identify students for targeted intervention.

Student achievement is monitored and communicated to students and families in a variety of modes. The school and district work together to create a system that monitors student achievement and reports to the students, parents, and community that includes report cards, calls to parents, and student-led conferences and progress reports given to students via the advisory teachers every five weeks.

Arleta High School teachers meet as a whole at the beginning of every school year to review the standardized test results from the previous year. The teachers review CST and CAHSEE scores in order to set goals and discuss how to improve student achievement. Throughout the school year, teachers meet to discuss the results of the periodic assessments and determine student needs. The STAR Action Plan indicates that teachers administer and analyze assessment results three times per year. Departments focus on individual student data and strand data. District periodic assessment results are available to teachers online through LAUSD's MyData system. English and math instructional coaches provide the data to their department members and the social studies and science department chairs support the dissemination of periodic assessment results. In individual cases, teachers change instruction and implement strategies to respond to students' areas of need. In some cases the strategies are implemented department-wide and this information is communicated to administrators. In Arleta's self-study, the teachers have identified the addition of formative assessments as a next step in the area of assessment. These formative assessments will also assist in the identification of instructional strategies that can be implemented systematically schoolwide.

The special education department utilizes a variety of additional assessments in addition to the legal requirements for assessing special education students. There is collaboration between special education teachers and regular education teachers in order to provide support for the periodic assessments.

In addition to the district's periodic assessments, the English teachers administer reading diagnostic tests at the beginning and end of classes to determine student growth and identify students in need of remediation. Reading diagnostic test scores are shared with counselors, instructional coaches and students. Reading scores are used to ensure correct programming and to identify students for additional intervention.

Twice during the school year, the counselors provide the advisory teachers with a school-wide reflection sheet that includes a student's transcript information and previous year's CST scores and if appropriate, the student's CAHSEE score. Advisors counsel students and assist them to personal goal setting. These school-wide reflection sheets are sent home to families. In addition, regular progress report information is communicated to each advisory teacher.

Arleta's instructional program includes the creation of a four-year portfolio. Students collect artifacts from their curricular and instructional experiences that demonstrate progress towards the ESLR's. The final assessment of the portfolio occurs at the end of a student's senior year when the SLC administrator and the student's advisor award the "golden ticket," to the student, which signifies that the contents of the portfolio are intact. The student then "defends" his/her portfolio to a panel of staff members and a student. After the presentation, the panel debriefs according to the following structure: positive comments, recommendations for growth, and a final overall evaluation (distinguished, proficient, or unsatisfactory). Student who receive an unsatisfactory evaluation have one week to present their presentations again.

Arleta High School is just beginning to collect data from the SAT/ACT programs. Information from the last

two years shows that the number of Arleta SAT test takers rose from 116 in 2009 to 216 in 2010.

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

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Curriculum Embedded Assessments: The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Student Feedback: Student feedback is an important part of monitoring student progress over time based on the **academic** standards and the expected schoolwide learning results.

Modification of the Teaching/Learning Process: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Monitoring of Student Growth: The school has an effective system to monitor all students' progress toward meeting the academic standards and expected schoolwide learning results.

Arleta High School employs a variety of strategies to evaluate student learning, specifically, classroom assessments, such as tests and essays, district-created periodic assessments in the core content areas, and state mandated CST and CAHSEE assessments. Arleta High School administers a CAHSEE Diagnostic test in September and then identifies CAHSEE census target students for intervention. Arleta High School also evaluates student progress toward meeting the goals of the ESLRs through the senior portfolio, graduation rates (new data for this new school) and SAT and ACT scores. Teachers use this data during late start Tuesday to identify needs and direct resources. Also, students direct their own learning by setting goals for CST, CAHSEE, graduation and college.

Teachers discuss the results of the periodic assessments, and those who have experienced success within a specific strand share practices and lesson plans with other teachers within their department. The school has initiated a significant number of interventions designed to meet individual students' needs, for example the "Arleta 7" campaign of the 2009-2010 school year, the twice a year school-wide reflection sheet, and the "Bump the Band" program which allows students to raise a grade in a class if they move from one band proficiency to the next. Special education students participate in all the interventions listed above, but also can access the Learning Lab according to their IEP for additional support in the core content classes.

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Assessment and Monitoring Process: The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

Reporting Student Progress: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results.

Arleta's curricular program is aligned with LAUSD's Response to Intervention and Instruction (RTI2) framework to ensure success of all students. Analysis of data, including class assignments, class assessments, periodic assessments, CST scores and CAHSEE scores helps teachers to identify topics requiring additional instruction, and students in need of additional intervention. Intervention opportunities to address identified student needs are available within and beyond the school day. Intervention opportunities

include: tutoring, year-long English, year-long math, CAHSEE preparation classes, and Mustang Academy.

This year LAUSD has initiated a CAHSEE Diagnostic test that was administered during the census administration of the CAHSEE. Instructional coaches report using the data to identify which students need CAHSEE intervention.

Since the initial WASC visit, the school has initiated several attendance activities, such as the ConnectEd communication system, an attendance incentive policy for seniors, the addition of a Diploma Project Advisor (DPA) and a Pupil Services Advisor (PSA) to improve student attendance, and a support groups for parents and students with chronic attendance issues. As a result, the in-seat attendance for 2009 was 93.90%, the second highest among the surrounding comprehensive LAUSD Local District 2 high schools. In addition to its high attendance rate, Arleta High School is anticipating a 98% graduation rate for its 2010 graduating class of seniors.

- 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

Arleta High School has made significant programmatic decisions that are the result of knowledge about their students. For example, Arleta uses the Mester system, which allows its students to take more classes throughout the school year, increasing the likelihood that students will graduate on time. Arleta also has rearranged its calendar so that summer and winter are equal in length, which makes it possible for students to participate in both credit recovery and intervention programs twice a year. The school also has an advisory period everyday in order to increase personalization, increase the school's focus on post-secondary choices through the Senior Summit program, and direct information to students about their own academic success data. Arleta's program reflects the needs of its student population: a strong connection to the school, and opportunities to reinforce learning, as evidenced by its PI.

CST and CAHSEE data analysis has led to the implementation of a CAHSEE Prep for English and Math, the purchase of computers and CAHSEE Revolution Online software programs were purchased or licensed to assist learning in math and language arts, and students whose CST performance band is "Far Below Basic" or "Below Basic" are placed into four Mester long Algebra I and English 9. Interventions that have been implemented include, Mustang Academy and Read 180. Credit recovery opportunities have expanded to currently include: Summer School, Winter Session, the Independent Instruction Lab, off-site opportunities, including the Pacoima Skills Center and LAUSD Adult Schools.

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

- Arleta High School maintains a high attendance rate through a variety of strategies.
- Arleta High School graduates a high percentage of students through a variety of programmatic supports.
- Arleta High School provides a significant number of formal and informal interventions to students.
- Arleta High School has implemented, in concert with the district, a coordinated system of assessment that allows stakeholders to monitor student achievement.
- Arleta High School shares individual assessment data with students and facilitates opportunities for students to set personal goals.

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

- Implement a method to evaluate the effectiveness of schoolwide instructional strategies.
- Respond to students' needs through the refinement and implementation of a variety of formal and informal formative assessments including checking for understanding.
- Develop and implement common formative assessments.

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

- Attendance rate data
- Graduation rate data
- Portfolio defense and handouts
- STAR Action Plan
- Professional development calendar
- Periodic 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

Use of Community Resources: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Parent/Community and Student Achievement: The school ensures that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program.

School staff and leadership provide opportunities for parents and community members to become involved in the teaching and learning process at Arleta High School. Teachers, parents, and students meet four times per year for students to lead conferences regarding their teaching and learning. Student led conferencing is the norm for Back to School Night, Open House, and two PHBAO (Predominantly Hispanic, Black, and Other Minority) conference mornings. Teachers have seen an average of 24 families at these conferences, approximately 18%.

At School Site Council meetings, stakeholders collaborate on decisions affecting the school, including budgeting and discipline. ELAC meets monthly to discuss the progress of the school's English Learners.

According to the 2010 School Experience Surveys for Parents, most agreed or strongly agreed that they feel welcome at the school and that there are opportunities for involvement in the teaching and learning process. Various informational meetings and educational opportunities are offered to parents. Most of the parents also agreed or strongly agreed that the school informs them about academic services available and about the training and workshops they can use to help their child. Classes for parents include: the Parent Institute, Parenting, and Computer Studies. Workshops for parents include the College-Going Culture Institute and the AHS Website. Parent meetings include: Orientation, the Senior Class Parent Meeting and Attendance Intervention. Over half of the Arleta students speak Spanish in their homes, so AHS provides bilingual communication for Spanish speaking parents in many forms including the ConnectEd phone message system that communicates school information in English and Spanish. All school announcements, permission slips, and notices are also printed in English and Spanish and many teachers, as well as aides, are English-Spanish bilingual and are able to communicate directly with parents, or facilitate communication for colleagues.

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

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Safe, Clean, and Orderly Environment: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning.

High Expectations/Concern for Students: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Atmosphere of Trust, Respect and Professionalism: The school has an atmosphere of trust, respect and professionalism.

Arleta High School, completed and opened in October of 2006, prides itself in maintaining a clean, safe and orderly campus. The campus is well maintained, functional and attractive, free from graffiti, which enhances the learning environment. All stakeholders, including staff and students, share in the responsibility of maintaining the facilities in a clean and like-new condition, promoting a culture of respect, safety and order.

AHS is a collaborative environment where parents are partners in their children's education. According to the 2010 School Experience Survey for Parents, parents agreed or strongly agreed that Arleta HS teachers and staff members respect them and make them feel welcome on campus. Additionally, they are confident that if their child has a problem, it will be handled quickly and professionally.

AHS follows all LAUSD policies regarding emergency preparedness and safety. Lessons for students on safety, emergency procedures, abuse and tolerance are taught in content classes as well as in Advisory to help students maintain a safe learning environment. A full time nurse is available to students. The campus is monitored from 7:30 AM to 4:00 PM. AHS has two deans and five campus supervisors and all school support staff and administrators actively supervise the campus before, during, and after school and at all school activities. A school police officer is provided through the Los Angeles Unified School Police. Attendance is taken in every class, every period, every day. Teachers enter attendance information directly to the district website which is followed by a call to the parents of absent students.

All personnel enforce a progressive discipline policy. The school culture is characterized by pride, respect and trust. Teachers are available to meet with parents and/or students before, during, and after school. All seniors participate in the College Summit Program and curriculum, which supports students in the college search and application process.

AHS's instructional program includes the creation of a four-year portfolio. Students collect artifacts from their curricular and instructional experiences that demonstrate progress towards the ESLR's. Students have the opportunity to maintain and develop their portfolio through the advisory program, a cornerstone of Arleta's program, designed to create a college-going culture and forge strong relationships between students and staff. The final assessment of the portfolio occurs when the student is awarded the "golden ticket" upon completion and approval of the portfolio based on a common rubric. The student then defends his/her portfolio to a panel of staff members and a student and at the end, the committee marks recommendations for growth, and a final overall evaluation. Students who do not finish the portfolio cannot participate in the graduation ceremony.

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Adequate Personalized Support: The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

Direct Connections: The school has direct connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services.

Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Support Services and Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education and other programs.

Equal Access to Curriculum and Support: All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Students at Arleta High School experience a high degree of monitoring and support for academic success. Individual Graduation Plans (IGP) are developed and monitored in a collaborative process between the counselors, advisory teachers and students. Activities and services are focused on providing students with strategic and standards-based courses. Using data, targeted support is identified and implemented both inside and outside the school day. Students who are English Learners are given additional support to make the transition to core, non-ESL classes. Students with special needs are provided additional levels of support to succeed. RSP students are placed in general education classes as part of the school's overall special education program.

Funds have been used to purchase additional counseling positions, thereby reducing the student counseling load as compared to other LAUSD high schools. Each SLC has two counselors who provide services for students. The current counselor load is approximately 320 students. Counselors meet with grade level groups and Advisory class groups regularly. They provide personal and academic counseling to students as requested and visit Advisory classes twice annually to go over college requirements and progress toward graduation. A full-time College Counselor serves Arleta High School students. A Diploma Project Advisor provides services to students at risk of dropping out of school and Pupil Services and Attendance Counselors provides services to students with attendance issues. Additionally, a School Psychologist is on staff to provide services to students as needed. The College and Career Center has a full-time counselor who provides research assistance and guidance daily. Career and college opportunities are advertised in the Center and in the "Mustang Messenger."

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Co-Curricular Activities: School leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results.

Student Involvement in Curricular/Co-Curricular Activities: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Student Perceptions: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

A system of support ensures that all students are connected to the school in meaningful ways through the academic program, small learning communities, extra-curricular activities, and counseling and health services. The counseling staff works with, and advocates for, students at risk, providing referrals or information about school and community to social, psychological, and health services where appropriate.

School sponsored activities, such as clubs, sports, and leadership are tied to the schoolwide vision of success for all students. Students participate in a wide variety of activities and feel accepted and supported as participants. There are many programs that focus on the needs of at-risk students, as well as the needs of those students who are excelling, providing direction and support. Tutoring is available on campus before and after school. Scholarship opportunities are posted in the College Center as well as in the “Mustang Messenger.”

Students develop leadership skills in Student Leadership Class, College Peer Counseling, HART, SMART, Ambassadors, Social Justice Ambassadors, Visual and Performing Arts Ambassadors, KYDS Leadership opportunities and athletic programs. Clubs on campus include: Music, Cheer and Dance, Drama Club, Eco Club, Academic Decathlon, Model United Nations, Travel Club.

There are extracurricular trips and travel opportunities available to students throughout the year such as the Europe trip, OPI (Olympic Park Institute), Finance Park, etc. Student leadership is in charge of rallies, dances, and lunch activities and participates in community service. In the past year, they organized food, toy and blood drives, and a fundraiser “Change for Haiti,” that raised more than \$5,000.00.

Areas of strength 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.

- Arleta High School is a clean, orderly and safe learning environment.
- Arleta High School provides a coordinated multifaceted program to support personal and academic success for all students.
- The Arleta High School community is characterized by trust, respect, professionalism and high expectations.
- All stakeholders share a common vision for student success and a dedication to realizing that vision.
- Advisory program
- School culture
- Counselors

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

- Continue to improve coordinated services to assist all learners, and English Learners in particular, to achieve success.
- Continue to increase the amount of parent involvement in order to support student success.

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

- Self-study Document
- Classroom Document
- Dialogue with focus groups and key stakeholders
- Displays of student work
- Report of analyzed student achievement data, including API scores.

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’s self-study was comprehensive and identified the areas of critical need discovered by the visiting committee.

- 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. A shared common vision that is understood and demonstrated by all
2. Safe, clean, orderly learning environment

- a. High attendance rates for both students and staff
 - b. Low suspension rate
 - c. High graduation rate
3. The caring, professional faculty and staff
 4. Extensive counseling support for students
 5. Collaborative and professional environment
 6. Extraordinary personal support for academic success
 - a. Highly effective advisory program
 - b. A-G curriculum for all students
 7. Professional development based on student need
 8. Dedicated and effective leadership team
 9. ESLR's embedded school-wide as demonstrated by the senior portfolio.
 10. Outstanding community support
 11. Per pupil funding that allows discretion in the organization of the school
 12. Autonomy granted by the LAUSD Superintendent of Schools to continue implementation of Arleta reform initiatives.
- 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)

1. Continue to develop and refine assessments and the systematic use of assessment data in order to improve student achievement of the academic standards.
2. Respond to students needs by the use of a variety of formative assessments including checking for understanding.
3. Continue to increase the amount of parent involvement in order to support student success.
4. Develop a schoolwide implementation of a uniform lesson format.

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

- Include a brief summary of the schoolwide action plan

The school action plan will be developed by the school and submitted no later than June 1, 2011. There current plan has incorporated the item of need from the last visit, and the items of critical need will be incorporated into the revised plan.

- 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.

As demonstrated by the school since the initial visit, the school understands their responsibility related to the creation, updating and monitoring of the action plan.