

**WESTERN ASSOCIATION OF SCHOOLS AND
COLLEGES**

FOCUS ON LEARNING

A Report by the Visiting Committee

For

**EL SEGUNDO HIGH SCHOOL
El Segundo, California**



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CHAPTER 1: Student/Community Profile

El Segundo High School (ESHS) is located in a small coastal community of 16,000 residents. The Pacific Ocean, Los Angeles International Airport, Chevron Oil Refinery, and a large corporate business center border the city. This unique position creates a small hometown atmosphere with a strong sense of community amidst a larger metropolitan area. This distinctive spirit is reflected in all facets of El Segundo High School.

El Segundo began as the company town for Standard Oil Refinery #2; thus the name El Segundo. For the past few years, El Segundo has been transitioning from middle to upper-middle class community. The commercial/industrial area has become home to many Fortune 500 companies in areas such as aerospace, technology, and manufacturing.

Because of El Segundo's unique community atmosphere, the crime rate is low and families feel safe. Many students are second and third generation residents, and some of the faculty are ESHS alumni. ESHS enjoys high participation from parents and local businesses. A unique relationship with the city government includes joint use of facilities between the community and the school, including shared library and sports facilities. ESHS, housed in a landmark building, has a long history and tradition. This classic 1927 brick structure is frequently used for film and television productions. The community has passed two significant bonds totaling \$49 million in the last five years, the second specifically to renovate the high school. They are currently occupying the campus during this renovation process. The Educational Foundation, an organization of business leaders and community members, contributes heavily to education. The most significant contribution to date is the funding of \$300,000 for the district's Wide Area Network, increasing the school's access to technology.

El Segundo High School has a strong academic program. The majority of classes are college preparatory courses. It is a comprehensive public high school for grades 9-12, offering over 150 course selections, including honors, Advanced Placement, special education, English Language Development, and vocational programs on campus and at the Southern California Regional Occupational Center (SCROC). Students are also able to take advantage of various internships with local companies. Approximately 60% of our students take the SAT in preparation to enter a four-year college, and the remaining 40% attend community and vocational institutions.

ESHS promotes a safe, supportive learning environment. Because they are a small school (1026), students have a greater opportunity to be involved in school activities and sports. There are 670 students who are involved in campus clubs and activities. During any given season, more than 20% of their students will be participating in sports programs. El Segundo sports programs, particularly the baseball and aquatic programs, have received national recognition. Students receive more personal attention from teachers, counselors, coaches, and

administrators. This small, nurturing atmosphere helps them meet the academic, social, and athletic needs of all of our students.

While the economic trend in El Segundo is upward, ten percent of students receive free or reduced lunch. Approximately 25% of ESHS students do not live within the boundaries of the district (permit students). These students help increase cultural and ethnic diversity. The community-at-large is 77% white and 11% Hispanic. The student body of ESHS is 67.5% white, 17.9% Hispanic, 6.8% Asian, 5.3% African American, and 1.3% Pacific Islander.

The WASC Leadership Team discovered that the process of gathering data at both the high school and district level is archaic and prone to error. Data is collected haphazardly and there is no consistent process in place. Different individuals at ESHS and at ESUSD are responsible for collecting raw data; however, nothing is done to organize the data to facilitate analysis. A system is not in place to define exactly who is responsible for collecting and organizing data at either site. In the past several years, the staff sporadically received the school STAR scores, yet they had never seen this data broken down into sub-categories.

API

	2000	2001	2002
API Base	787	766	786
State-wide Rank	10	9	Not available
Similar Schools Rank	10	10	Not available
Growth Target	1	2	Not available
API Target	788	768	Not available

Hispanic or Latino Subgroup	2000	2001	2002
API Base	684	676	714

Subgroups 2000- 2001	Number of Pupils Included in API		Numerically Significant		Subgroup API Base		Growth Target		API Target	
	2000	2001	2000	2001	2000	2001	2000	2001		
Ethnic/Racial										
African American not Hispanic	19	28	no	no						
American Indian or Alaska Native	7	9	no	no						
Asian	36	45	no	no						
Filipino	7	10	no	no						
Hispanic or Latino	113	110	yes	yes	684	676	1	2	685	678
Subgroups 2000- 2001	Number of Pupils Included in API		Numerically Significant		Subgroup API Base		Growth Target		API Target	

White not Hispanic	377	419	yes	yes	808	788	*	2	*	790
Socio-economically Disadvantaged	77	74								
Total	564	630								

CAHSEE 2001 ENGLISH/LANGUAGE ARTS

	ESHS	County	State
ALL STUDENTS	N=248		
% Passed	90	55	64
% Not Passed	10	45	36
Mean Scale Score - 350			
SUB-GROUPS % PASSED			
Females	94	61	71
Males	86	48	57
Hispanic	86	44	48
White	92	80	82
Asian	100	80	76
African-American	82	45	50
English Learners	58	29	30
IFEP	100	71	74
RFEP			
English Only	92	65	73
Economically Disadvantaged	85	42	45
Non-Economically Disadvantage	91	67	74
Students Receiving Special Services	50	14	18

CAHSEE 2001 MATH

	ESHS	County	State
ALL STUDENTS	N=252		
% Passed	69	35	44
% Not Passed	31	65	56
Mean Scale Score - 350			
SUB-GROUPS % PASSED			
Females	67	33	43
Males	72	37	46
Hispanic	57	22	40
White	71	62	64
Asian	100	77	70
African-American	71	21	24
English Learners	37	16	17
IFEP	88	46	51
RFEP			
English Only	70	43	51
Economically Disadvantaged	68	22	26
Non-Economically Disadvantage	69	46	54
Students Receiving Special Services	26	6	9

AP Scores								
	1999		2000		2001		2002	
	Students Enrolled	% Grade 3 or higher	Students Enrolled	% Grade 3 or higher	Students Enrolled	% Grade 3 or higher	Students Enrolled	% Grade 3 or higher
AP Language Comp	---	---	---	---	---	---	10	90%
AP English Literature	42	64%	22	82%	32	87.50%	32	65.60%
AP Economics	24	100%	0	0	18	94.40%	15	100%
AP US History	20	75%	9	67%	20	65%	22	68.20%
AP Calculus AB	17	82%	20	75%	9	67%	7	85.70%
AP Statistics	---	---	---	---	---	---	29	37.90%
AP Physics B	13	46%	12	67%	11	54.50%	17	58%
AP Biology	34	56%	21	57%	37	51.40%	36	61.10%
AP French	4	50%	0	0	1	100	5	100%
AP Spanish	3	100	13	100	14	85%	7	100%
AP Computer Science	8	38%	5	80%	1	100%	13	30.80%
Average		57%		75%		78%		78%

Class of 2003 (current seniors)	ESHS			STATE		
	2000 9th	2001 10th	2002 11th	2000	2001	2002
Total Reading						
% Scoring at or above the 50th% (NP)	63%	60%	55%	35%	34%	37%
% Scoring from 26-49th% (NP)	25%	26%	33%	27%	22%	25%
% Scoring at of below 25th% (NP)	12%	14%	12%	38%	44%	38%
% Students scoring below grade level	37%	40%	45%	65%	66%	63%
Total Mathematics						
% Scoring at or above the 50th% (NP)	76%	71%	69%	51%	45%	47%
% Scoring from 26-49th% (NP)	17%	18%	17%	24%	26%	22%
% Scoring at of below 25th% (NP)	7%	11%	14%	25%	29%	31%
% Students scoring below grade level	24%	29%	31%	49%	55%	53%
Total Language						
% Scoring at or above the 50th% (NP)	77%	69%	77%	52%	41%	50%
% Scoring from 26-49th% (NP)	16%	19%	15%	22%	20%	20%
% Scoring at of below 25th% (NP)	7%	12%	8%	26%	39%	30%
% Students scoring below grade level	23%	31%	23%	48%	59%	50%
Total Science						
% Scoring at or above the 50th% (NP)	68%	69%	61%	41%	46%	43%
% Scoring from 26-49th% (NP)	25%	22%	26%	35%	23%	27%
% Scoring at of below 25th% (NP)	7%	9%	13%	24%	31%	30%
% Students scoring below grade level	32%	31%	39%	59%	54%	57%
Total Social Science						
% Scoring at or above the 50th% (NP)	68%	60%	86%	46%	38%	59%
% Scoring from 26-49th% (NP)	20%	23%	8%	29%	23%	17%
% Scoring at of below 25th% (NP)	12%	17%	6%	25%	39%	24%
% Students scoring below grade level	32%	40%	14%	54%	62%	41%

99-'00 ESHS SAT Data							
	Total	Male	Female	Hispanic	White	LA County	State CA
Grade 12 enrollment	197	107	90	35	135	86634	347813
# of test takers	117	64	50	17	61	33349	126786
% test takers	57.9%	59.8%	55.6%	48.6%	45.2%	38.5%	36.5%
Total score	1051	1071	1025	992	1074	972	1009
Verbal	517	518	517	487	540	471	492
Math	533	553	508	505	535	501	517
00-'01 ESHS SAT Data							
	Total	Male	Female	Hispanic	White	LA County	State CA
Grade 12 enrollment	222	109	113	38	152	87889	357789
# of test takers	136	58	78	22	65	34669	131047
% test takers	61.3%	53.2%	69.0%	57.9%	42.8%	39.5%	36.6%
Total score	1061	1080	1046	984	1081	970	1008
Verbal	527	531	524	492	536	471	492
Math	534	550	521	491	545	499	516

Chapter II: Expected School-wide Learning Results

The high school ESLRs, known as Eagle Expectations (E²), were developed following an analysis of the Community Profile. That analysis resulted in the identification of three Critical Areas of Need. ESLRs were then developed focusing on these needs. All stakeholders were represented in the process of developing the ESLRs.

Determining ESLRs began with the self-study chairperson presenting the Community Profile to representatives of the PTA and governing board. Each participant was asked to submit three critical academic needs based on the data presented. Subsequently, staff members were presented the profile and met in focus groups to identify critical academic needs. The leadership team then met and synthesized priorities identified by the focus groups and parents into three critical academic needs. Representatives of all stakeholders reviewed various proposals and ultimately determined the Three Areas of Critical Academic Need supported by the data found in the Community Profile. They are:

- Improve reading skills of all students across the curriculum, especially in Algebra, Science, and Language Arts, to facilitate mastery of critical and abstract thinking skills.
- Target and support students who demonstrate below expected grade level performance within the classroom and on standardized tests.
- Develop strategies to engage male students more fully in the academic program in order to broaden their post-graduate options.

In February 2002, the school began the process of revising ESLRs to make them more understandable, measurable, and consistent with The Three Critical Academic Needs. Home groups reviewed drafts of the revised ESLRs, and their revisions were submitted to the self-study chair. Students also provided input about the drafts. In March, teachers unanimously approved the revisions at a faculty meeting, and parent representatives in the PTA unanimously approved the revisions at a PTA meeting. The governing board approved the ESLRs in April.

The ESLRs are:

- Integrate Core Knowledge – Application of Skills and Knowledge
- Think Critically – Application of Analytical Thinking
- Communicate Effectively – Application of Effective Communication
- Develop Individually – Application of Personal and Social Skills

Each ESLR includes a descriptor of what the student should know or be able to do. Specific outcomes (Eagle Outcomes) designed to be measurable were developed. In April of 2002, teachers began the process of developing assessments measuring the extent to which students are achieving the ESLRs. The process was refined to improve the collection and analysis of data. This appears to be an ongoing process integral to the

school's commitment to meaningfully assess student performance. There is a continuing need to develop and benchmark reliable assessments measuring the degree of student mastery of the ESLRs.

The school's mission statement was reexamined to determine consistency with the Three Critical Academic Needs. All stakeholders were involved in this process and approved a revised mission statement. The governing board approved the statement in April 2002. The statement is consistent with the ESLRS and the identified areas of academic need.

CHAPTER III: Progress Report

The WASC accreditation process at El Segundo High School was begun in the spring of 1999 and resulted in the conclusion that the original work did not meet the requirements of the Focus on Learning Process. In February of 2000 and subsequently again in October 2000, the accreditation process work was undertaken by the staff of the school with renewed enthusiasm and appropriate direction and leadership. It appears from the self-study that a great deal of re-organization, the identification of new leadership for the self-study, and the implementation of a school-wide plan and focus for the Focus on Learning process occurred as a result of self examination and input from the Visiting Team and the Accreditation Commission for Schools. It is clear that the intent of the current self-study is to produce an accurate reflection of the work of the school community to commit itself to the Focus on Learning process and the school's program for students.

Task 1: The site administration and staff design and implement a comprehensive and coherent staff development plan focused on improving achievement of all students.

Site administration, staff, and district staff developed and implemented a systematic process for developing a staff development plan. The process included plans for gathering data from school constituent groups, implementing the data to develop yearly plans, and a procedure for evaluating and monitoring the process and yearly plans. The staff identified and allocated resources towards professional development of the teaching staff in specific areas related to pedagogy known to improve student achievement. The funds designated to support staff development (SB 1882) will sunset. The staff has not addressed ongoing funding for staff development or an alternate plan. The plan described for experienced teachers in the Progress Report remains fragmented. Teachers were given the opportunity to utilize PAR funds for self-selected professional development activities. Beginning teachers have a support program provided through BTSA and a CFASST trainer in-serviced their PAR panel, indicating this group of teachers will know teaching standards and have on-going support.

Task 2: The staff will develop and implement strategies and activities interdepartmentally that will ensure the accomplishment of the ESLRs.

School staff has spent considerable time in identifying teaching strategies and establishing banks of ideas for staff members to use while instructing students. Time has been allocated for departmental and interdepartmental collaboration to create classroom environments conducive to student work that attains the standards of the ESLRs. It appears the staff has met to evaluate student achievement according to the ESLRs, but much of the work that is discussed has to do with the realignment of counseling services and the career information that is presented to students. There is a lack of evidence that the staff has moved forward in the development of interdepartmental strategies and

activities. Activities and responsibilities emphasizing career education fell primarily to the Counseling Department and Career Center.

Task 3: The site administration and staff provide alternative learning opportunities in order to engage all students in a rigorous and relevant academic experience.

As a result of the self-study process, staff members indicate there are additional learning experiences available to students on campus. Many of the learning experiences or courses described in the self study indicate a focus toward lower achieving students, while only limited mention was made of additional offerings for “regular” or traditional college preparatory students. Course offerings in math, English, and science appear to be designed to meet student needs, however there is a concern that the standard of rigor and relevance referred to in the task has not been met. Students have opportunities for internships in local corporations but how these internships are tied back into a rigorous and relevant academic program is unclear.

Task 4: The site administration, staff, and students develop and implement strategies to increase appreciation of cultural diversity and individual difference and to increase the diversity of student enrollment in advanced academic course work.

The school staff has gathered substantial amounts of data regarding the cultural diversity and the enrollment patterns in honors and Advanced Placement classes. The data indicates that there is representation from non-white students in the targeted classes, but there is no indication that the enrollment has increased from when the data was analyzed. As a result of the self-study, it appears that the staff is well aware of the degree of diversity on the campus and the representation in the targeted classrooms, but there does not appear to be a plan of action that would result in greater access to advanced academic classes.

Task 5: The site administration and staff develop and implement a process for continued staff examination of student performance on school-based, state and national assessments to make decisions about adjustments in curricular focus and instructional practice.

It is apparent that the school staff has focused energy and targeted resources to develop a system of professional development, but it is unclear how that system meets the goals of the task. Evidence is given that a technology plan has been developed and a coordinator named, but there is little evidence that the Leadership Team has developed a process to adequately examine and assess student data that is derived from the measurements listed in the task description on an on-going basis. Actual assessment analysis is mentioned in the context of the placement of students in English and math classes but not for the overall planning of professional development as it relates to curricular focus and instructional practice.

Task 6: The site administration and staff establish and implement a comprehensive technology plan that includes professional development, technical support services, curriculum integration and sustainability.

As a result of the self-study, the school community has gathered and analyzed data to determine a course of action for the implementation of the task. Some of their site requests to secure software and other technological support have been denied by the governing authorities. In response the school community has developed alternative plans for specific software and web-based applications. Technological resources have been provided to the school staff for the collection and analysis of school data. The self-study does not describe how curricular integration and professional development in the area of technology or the school community has addressed the issues of sustainability. The self-study indicates the school community is waiting for the district to finalize plans before developing their own technology plan. These were all components of a Digital High School grant, but funds for DHS from the state will not be forthcoming .

Conclusions

It is apparent from the progress toward action plans created from the previous WASC visitation that the school community has made an effort to carefully examine itself and the programs that are offered for students as well as those learning opportunities offered to staff members. The progress report contains many activities and appears to be based on the collection and analysis of data from many school community resources.. Timelines and task descriptions have been developed, but there are few specifics in the areas of implementation, accountability, and monitoring of the plans to ensure their successful outcome. The visiting committee believes that the progress report provides evidence of the compliance with the spirit and intent of the “Focus on Learning” process.

Major Areas of Strength:

- The staff has made a significant effort from the previous WASC visitation to perform a comprehensive self-study and survey school-wide needs.

Key Issues:

- There is little evidence that assessment of student learning is formalized and used to modify or adjust instruction or the allocation of resources.

Evidence Supporting Key Issues:

- Self-study responses to previous WASC Visiting Committee concerns for on-going school improvement. (Tasks 1, 3, 4, 6)
- Discussions with Focus Groups

CHAPTER IV: Quality of the School's Program

Part A: What Currently Exists

A. Standards-based Student Learning: Curriculum and Instruction

A1 *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. Through standards-based learning, the expected schoolwide learning results are accomplished.*

The results of the self-study indicate that a variety of programs exist for the students at El Segundo High School. Time and resources have been allocated and expended to align the curriculum to the state frameworks, content standards, and the adopted Expected Schoolwide Learning Results (ESLRs). Course descriptions, aligned with Eagle Expectations and state standards, have been developed to communicate requirements of the curriculum. Students and parents receive printed copies of the course descriptions. There is evidence to support the finding that teachers are using the descriptions to plan standards based lessons that support student achievement.

Some students receive a thinking, meaning-centered academic foundation aligned with district, state and national standards and state frameworks. The faculty has a goal to reshape the curriculum so that subjects are studied in-depth, new learning is connected across disciplines, prior knowledge is connected to new learning, and applications are made to real-world contexts. To accomplish this goal, some committees are in place to explore and implement this reshaped curriculum.

Specific programs are mentioned as having a standards-based curriculum (ELD, Advanced Placement, and Honors) as are the core content classes in all disciplines. Increasing numbers of students, including increasing numbers of diverse students, enroll in academic courses that prepare them for college eligibility. As identified in the self-study, a more concentrated effort to encourage many more students to participate needs to be addressed. All students have the option to enroll in these courses through a waiver process and by meeting pre-determined achievement criteria. There are some career-technical program choices available. The faculty and staff are aware of the school's changing student population and are anticipating changes in new directions. When a course is not offered on campus students have opportunities to take courses through the local community college, SCROC and on-line classes offered by CSU Dominguez Hills and the ADTECH consortium.

Evidence was cited that indicates some integration of disciplines in projects for students. Projects have been developed for English and social science; mathematics, physics, and technology; mathematics and drama. Teachers are collaborating on these projects and other projects appear to be in the development process. However, there is little evidence that the curriculum for all students is rigorous.

More attention to a conscious attainment of the academic standards and expected schoolwide learning results (“Eagle Expectations”) by embedding them in daily lessons is needed. The staff is addressing this task. The curriculum is in place to answer the question “What is taught?” however, the questions “How the content is taught?” and “How is student learning assessed on a daily basis?” need to be incorporated into the daily lesson planning of teachers.

There does not seem to be much staff participation in district or vertical curriculum meetings that would ensure that students experience a coherent curriculum.

A2 *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.*

Students at El Segundo High School have the opportunity to establish an education plan in the eighth grade. These plans are revised each semester to note the student’s future goals, chart progress in meeting requirements for graduation and/or college entrance. The Educational Advisors explain the connections between current course and program selection and post secondary options, and academic performances with the students and the parents. There was a strong desire on the part of the parent committee to receive additional publications in printed and on-line formats to assist in the dissemination of articulation information. Students may access a college prep program as well as diverse tech preparations. Students are given exposure to various career requirements and opportunities through the Career Center, Career Day, 9th grade Career Exploration Class, ROP, Work Experience Program and a Workability Program. Various required tests and examinations for post secondary placement are explained to students throughout their high school career. Many students are involved in a wide variety of experiences including Fine Arts, Applied Arts, Athletics and extra-curricular activities. The Counseling Department sponsors events such as College Night and visits from various college representatives. An alumni association has recently been reactivated and should help with postgraduate information gathering. Although the self-study indicated a lack of confidence in the services provided in the Counseling Center, the Visiting Team found that recent changes implemented in the Counseling Center have resulted in a supportive, knowledgeable, and student-centered focus that was commended by students, staff and parents. This positive direction should be encouraged and maintained in order to promote high achievement and the personal, social, and emotional growth of all students.

Special Education students, those students with 504 plans, and English Language Learners have appropriate instructional programs to meet their educational needs. Individualized Education Plans provide information to Educational Advisors and teachers for the appropriate modification of instruction and curriculum to meet student needs. There is no evidence cited in the self-study to indicate how special program students have access to the general program of the school and are integrated into the general population, however through the visitation process the committee verifies that most special education students are able to access general program courses.

There is little evidence to suggest that all students have access to all of the programs of the school. Honors and Advanced Placement classes require the attainment of a specified level of achievement and pre-determined criteria. A waiver process is available to the students and parents. The study also indicates that students are divided between three courses of study according to achievement, which often does not promote access to the entire program of the school. College information is provided to interested students, but there is little evidence to suggest that all students are systematically encouraged to extend their learning beyond the high school experience, based on the cited UC/CSU preparedness rates. Evidence cited in the self-study indicates that El Segundo High School maintains a career exploration program. There are clearly articulated activity benchmarks for ninth through eleventh grade students that involve school and community resources.

A3 *Upon completion of the high school program, students will be able to meet all the requirements of graduation.*

El Segundo High School clearly communicates to students and the community the nature and composition of the high school graduation requirements through paper and on-line resources. Educational Advisors work with all students during the course of the year to ensure that all of the students are on track for graduation. Individual conferences are scheduled with the parent and student during the spring of the sophomore year, and additional conferences can be scheduled at the parent or student discretion. The current graduation rate trends indicate the programs enable most students to meet all graduation requirements. This includes students meeting the state and district academic standards in all required areas and passing the CAHSEE. Some additional support including an extra language arts section and a math section help students to meet the high school exit requirements. A small mentoring program is also in place to assist students in meeting the requirements. In addition, as a result of analyzing performance data, the staff developed criteria for student placement in the appropriate courses at the beginning of their ninth grade course of study to ensure success on the CAHSEE. The school is piloting a program with ETS (Criterion) in which students will write essays on line to help them pass proficiency standards. The Math Department uses the UCLA Mathematical Diagnostic Testing Placement to assist in scheduling students into appropriate coursework.

A4 *To achieve the academic standards and the expected schoolwide learning results, all students are involved in challenging learning experiences.*

Evidence cited in the self-study indicates that some students are involved in active learning experiences that extend beyond the classroom and the textbook. Differentiated pedagogy provides an active learning environment in terms of group work, research projects, and off campus learning experiences. Ninth through twelfth grade students participate in career investigation and research opportunities which provide the students with experiences outside of the classroom. Students in grades nine through twelve experience a clearly articulated program for the development of the skills necessary for composing a research paper.

It appears a large number of students are involved in the use of technology in the classrooms in a wide variety of disciplines (English, science, mathematics, applied arts). The evidence cited indicates that students develop Power Point ® presentations for classroom presentation but the evidence does not indicate this to be a on-going practice. Internet research is a requirement for the research paper assignment at all grade levels, and students are given substantial instruction on the inclusion of technology in class projects. A few examples of challenging learning experiences by students in some classes include projects that integrate space and meteorology, Student-to-Government Day, Roller Coasters Project, Julius Caesar Trial, and the grade level research papers.

The achievement levels of El Segundo students, as indicated by the school's API ranking, would not be possible without an emphasis in this criterion. All departments are using the state content standards and frameworks to provide learning experiences that incorporate the academic standards and the expected schoolwide learning results ("Eagle Expectations"). Most teachers connect appropriate ESLRs and standards to their daily lessons. New teachers are required to submit lesson plans stressing accomplishment of the academic standards. Course syllabi reflect attention to standards achievement.

At ESHS they have integrated students with special needs into the mainstream in the least restrictive way possible. Accommodations are made in the classroom as appropriate. Special education teachers are now members of appropriate academic departments. The very few number of ELL students are a part of the regular school program when appropriate and are enrolled in an English Language Development support class. A number of AP and Honors courses provide relevant and rigorous curriculum to some students. The numbers of students taking the SAT and AP Exams has increased in recent years.

The curriculum, infused with career information that has been provided to all teachers in all classes, through a concentrated effort, builds on the academic foundation. The students have suggested that the Counseling Department examine ways to disseminate the information in a timelier manner. The Counseling Department will examine why this perception exists.

The school actively participates in partnerships with post-secondary institutions such as El Camino Community College and Loyola Marymount University and industry in order to support students in seeking higher education and professional career opportunities. College reports, informal business community responses, and verbal reports from students serve as the main sources of information to trigger dialogue about improving student preparation and attainment of the academic standards and Eagle Expectations.

A5 *All students are actively engaged by their teachers using a variety of strategies and resources beyond the textbook and classroom. These resources include technology and emphasize higher order thinking skills, and help them succeed at high levels.*

Some students are actively engaged in their classroom experiences. In these classes students are encouraged to develop techniques to organize, access and apply knowledge. Inquiry is sometimes used and some students are involved in collaboration, long-term projects and revision of work in progress.

Other classes, as stated by the students in *Leadership and Staff*, are characterized primarily by whole class strategies, teacher-directed instruction and lectures. Student-centered instructional approaches are increasingly utilized and are planned and directed by the teachers. Some teachers use rubrics as teaching tools. Self and peer revision of some assignments and projects engage students in monitoring their educational progress.

El Segundo High School is a Digital High School. When the school completes the current construction project there will be computer labs and Internet stations available to students and staff. Technology is made available to students and students receive instruction in the use of computers. Computer Assisted Drawing (CAD) is utilized in the Industrial Technology program. There is a technology curriculum specialist that provides support to each district school.

Many students are involved in learning that reflects meaningful tasks. An increasing number of teachers engage students in challenging intellectual pursuits within class and/or co-curricular activities. Some students are involved in applying their knowledge across disciplines in such activities as the Julius Caesar Trial, the Hiroshima Trial, the Roller Coaster project, Senior Scrapbook and the multi-media project.

Career Day and the infusion of the career component into many courses utilize the sources beyond the classroom. Some teachers use primary source documents, community resources such as the aerospace industry, and internships to enhance student learning. Regional Occupation Programs, work experience and job shadowing provide additional real world experience for the students. Although all of these experiences enhance learning and motivation for some students, other student's learning is based primarily on textbook defined activities.

Major Areas of Strength

- Each course has been aligned with the state content standards and the expected schoolwide learning results.
- Course descriptions are written and published in printed and on-line formats.
- Association with local colleges is strong and growing.
- A genuine commitment to address the learning needs of a diverse and changing student population.
- Instructional opportunities exist for students to gain remedial instruction and support.

- The process for planning each student’s educational program is strong, clear, and well defined.
- There is a program for career exploration and the utilization of local and community resources to extend the classroom.
- There is a defined process for monitoring the academic progress of students toward high school graduation.
- A positive, collegial, and nurturing culture.

Key Issues

- The staff needs to develop more opportunities for collaboration and development of cross-curricular and interdisciplinary learning opportunities.
- The staff needs to develop criteria for Honors and Advanced Placement programs that promotes inclusion of all students and provides support for students enrolled in the courses.
- The educational advising program needs to provide more direct intervention in the educational program planning of students especially in the area of student review of the plan for post high school opportunities.
- The school’s staff should increase their support of opportunities to promote the inclusion of all students in the general education programs of the school.
- Site leadership needs to allocate professional development resources for training in how to utilize appropriate student data to modify curriculum and pedagogy.
- Staff members need to provide additional academic support for students that are not enrolled in special programs or labeled “at-risk, high achieving, or underachieving.”
- Teachers need additional time and professional development in the construction of lesson plans that actively engage students in a rigorous, coherent, and relevant classroom experience.
- Increased staff development on the implementation of teaching strategies that actively involve all students in their learning.

Evidence Supporting Key Issues:

- Self Study Review
- Schoolwide Focus Group dialogue
- Informal Dialogue with staff
- Counselor interviews
- Classroom observation
- Discussion with Parent and Student Committees
- Course Descriptions
- Discussion with Focus Group

B. Standards-based Student Learning: Assessment and Accountability

B1 *Teachers employ a variety of strategies to evaluate student learning. Students and teachers use assessment results to enhance the educational progress of every student.*

After four years of study, the students at El Segundo High School may have had an opportunity to be evaluated by a variety of assessment strategies. These might include quizzes, tests, exams, lab reports, essays, oral and written reports, projects, demonstrations, worksheets, and portfolios at one point or another in their four years at the school. The UCLA math external placement test and a pilot program with ETS for essay writing are examples of other means of assessment. The Visiting Committee was able to confirm usage of these strategies by some of the teachers at the school and that other teachers were beginning to use multiple and alternate means of assessment in the classroom. Teachers use these assessments to determine grades and to give student feedback. Many students felt that the strategies to evaluate student learning were primarily “traditional” quizzes, tests and exams. Students in the various committees were excited that their teachers were beginning to use varying assessment methods in the past few months. Students were knowledgeable in the use of rubrics across the curriculum. The teachers are aware and desire to have the time and the training to implement and improve their in-class student assessment devices. Teachers stated they need to continue developing rubrics for their courses and to investigate how they might be used across the curriculum. Teachers noted a need for staff development on how to use rubrics.

Data about student achievement is in the beginning stages of being collected and analyzed. The school is struggling to create a systematic gathering and dissemination of standardized data. The data that exists is published for the school community. Available student performance data is beginning to be used to identify appropriate strategies and activities to improve instruction. The standardized assessment systems that are identified include some disaggregation of data by subgroups, however there has been little usage by the staff, of student work in this assessment process. Assessment of both standardized data and student work that involves all staff, is a new activity to the staff. It is clear that the staff has identified their critical areas for improvement based upon standardized data and that they have a plan for improvement in three areas: reading, male academic performance and support of students below grade level. The staff was unable to identify how, who, where and how often data will be gathered and disseminated. The staff recognizes a need to develop an assessment device that links achievement of the academic standards and the Eagle Expectations to all of their students.

Some students may modify their learning and enhance their educational program through self-reflection or by conferring further with their teachers. Most teachers have not directed students to use self-evaluation and reflection which when combined with other assessments could lead to excellence and could provide a basis for evaluation, reflection, and modification.

B2 *The school, district, and community regularly review student progress toward achievement of the academic standards and the expected schoolwide learning results and report to the parents and other stakeholders of the community.*

The staff has an initial understanding of what should be involved in meaningful assessment and accountability review. The school has begun a yearly process that assesses its progress in meeting the academic standards by analyzing student performance on standardized tests (STAR, CAHSEE) and the school's Academic Performance Index. Other indicators (including some disaggregated data) have been identified and will be a part of the annual review process. The teachers are hoping for the time to be able to examine student work on a more consistent basis after having gone through the FOL process. The school's FOL study cited a need for district support in analyzing performance data. A method to measure achievement of the Eagle Expectations does not exist at this time.

Most teachers have established expected levels of student accomplishment through the use of traditional teacher developed assessment methods within their own classes. Schoolwide standardized test data is also used to assess student achievement toward academic standards. Teachers have begun to use non-traditional evaluations of student performance that reflect students' depth of understanding.

The school community reports its data analysis and planning efforts to a wide variety of stakeholder groups. Communication is through a variety of methods including a web site. PowerSchool, a student information system, was purchased and in the future should provide the parents and community with current information on student performance, attendance, teacher comments and lessons. Regular progress and grade reports provide additional information on student performance.

B3 *The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drives the school's program and resource allocation and use.*

Through the first evaluation of standardized data and follow up teacher and student observations, the staff at El Segundo High School identified three areas of critically needed improvements representing one way that the assessment of student achievement could drive the school's program. The school is beginning to develop a systematic approach to data collection and analysis orientated toward long-term program planning focused on student learning. More work is needed to connect the data and vision with the academic standards and with the ESLRs. Schoolwide student achievement data has been used minimally in the determination of budget and resource allocations.

Most teaching assignments are based upon master schedule constraints. Through this annual evaluation, an example of using data to change was made when adding an AP English Language course, it was decided that a male would teach this course to possibly encourage the male student population to participate. Additional courses to pass the CAHSEE are now in place.

The analysis of data is beginning to guide decisions about programs and services and the development of the long-term school improvement plan. The Focus Group cited a need for timely financial information from the district office to be received in order to analyze the financial resources in connection with the needs of the students.

B3-2 *The human, material, and financial resources, as well as facilities available to the school are sufficient and effectively used to support students in accomplishing the expected schoolwide learning results.*

Upon arrival the Focus Group had not answered this criteria question. By the second day the Visiting Committee was given a written response to this statement.

The physical plant is in the state of renovation. The school and the grounds are beautiful. The staff is aware of the concern with student restrooms. The “major renovation plans” will improve the overall cleanliness. The facilities support the student population. Laboratory facilities have adequate supplies of materials and meet the needs of most students.

The certificated and classified staff at El Segundo High School is one of the school’s strongest resources. Their willingness to improve will be an asset in the future. Everyone has come to the realization that all stakeholders play a major role in achieving student success for all students.

With the Digital High School Grant, El Segundo High School feels that their technology, when they have access to it again after renovation, is sufficient and functional. Resources for updated textbooks are provided. Each classroom also has Internet access and a VCR/DVD player.

The certificated staff at El Segundo High School is proud of the fact that almost all of their teachers are credentialed, many of them with advanced degrees and multiple special credentials. Through the BTSA program new teachers are able to receive help and advice from teachers with more experience.

The community has been very supportive in providing bond money as well as other donations of money and time such as in job shadowing and other internships.

There is limited connection of resources to student achievement of the academic standards and the expected schoolwide learning results (“Eagle Expectations”).

Areas of Strength:

- The willingness of the staff to embrace the new paradigm of schoolwide collaboration to analyze data.
- El Segundo High School is using their web site to allow parent and community access to student achievement and progress.
- Changes have been made in response to the data from STAR and CAHSEE such as the Algebra I/LA remediation.
- Community support for El Segundo High School is evident in the passing of a bond and other groups' support for student and teachers. District support is evident in regular textbook adoptions and materials in the library.

Key Issues:

- There is a need to develop a system that helps the staff to not only read the data results but also evaluate the data in terms of patterns indicating
 - a) areas of student needs/weaknesses
 - b) program and curricular modifications
 - c) changes in instructional strategies that meet the needs of all students.
- Review of data needs to become institutionalized, formalized, and widely used and discussed in and between curricular areas.
- There is a need to develop an assessment model/rubric in order to determine whether the students are attaining the ESLRs
- There is a need to use ESLRs ("Eagle Expectation") and the academic standards to drive the school's development programs and allocation of resources.
- Resources need to be allocated on the basis of need as identified by a variety of data.
- Teachers need to be thoroughly trained on the use of the curricular area rubrics already developed.
- Teachers need to be thoroughly trained on multiple assessment methods and student self-assessment and reflection

Evidence Supporting Key Issues:

- Self Study
- Focus Group Interviews
- Student surveys and interviews
- Teacher Interviews
- Evidence documentation

C. Support for Student Personal and Academic Growth

C1 *All students receive appropriate support to help ensure academic success.*

The school provides a wide variety of support programs to connect students to the school and to bolster their success.

The school boasts a low student to counselor ratio of approximately 350:1. Each counselor, known as an Educational Advisor, has the responsibility for personal and academic counseling. This role includes referral of students to appropriate courses or resources for the remediation of academic deficiency for a portion of the student body that may require this support. One of the counselors takes the lead role for college counseling, and another takes the lead for career counseling.

The emphasis on career development was the result of the previous self-study that identified this as an area of need. Career development is addressed at each grade level and is coordinated with other career-focused programs. Freshmen take a required one-semester course in career-exploration. Educational Advisors continue to work with students using specific grade appropriate strategies in the students' sophomore through senior years.

Students receive college advisement each of their four years. As incoming freshmen, students receive a "High School Planning Guide" that explains high school graduation and college entrance requirements. Information is also disseminated at the New Freshman and Parent Orientation. When students are freshmen and sophomores, Educational Advisors visit classes before the end of each semester and review college eligibility information. Educational Advisors meet with students in the junior year to address the college entrance process and provide calendars for important college related deadlines. In the student's senior year, Advisors survey students regarding post high school goals. Workshops are held to provide help in the college application and financial aid processes. Students planning to attend community college are assisted with placement testing and are taken on a field trip to the local community college. These efforts are reinforced with a College Night that informs students and parents of the variety of college systems, the application process, and the financial aid process.

To help assure that all students are supported in achieving academic standards, students may receive tutoring from a peer tutor/mentor, adult tutor/mentor, or the program director of the BEST Mentor Program. Although nearly 10% of the school was served during the first year of a three-year grant, that number has fallen by 30% due to a decline in the number of hours that the director has available.

For a small school, a wide variety of course selections designed to meet the needs of all levels of learners is available. 29% of the students were enrolled in a total of 12 AP courses. Honors courses are offered in English, math, social studies, science, and foreign language. In addition to core courses, a variety of electives including applied arts, fine arts, business, school-to-career, and general electives is available. Within the school-to-

career program, students can participate in community internships. To promote scheduling flexibility, a few mainstream courses are available online each semester. The master schedule provides all students with the required six period day and includes a seventh period option allowing students to take additional courses. The addition of a “zero period” and online offerings allow for the possibility of a student taking eight classes in a semester. There are also independent study course options for students who would otherwise face scheduling difficulties. Students needing remediation to help prepare for the CAHSEE can take courses in English, pre-algebra, and algebra I. There is currently no Gifted and Talented Education (GATE) program.

at the Southern California Regional Occupational Center (SCROC). On campus courses are well attended, but few students travel to the Center.

Four fully credentialed teachers and one teacher with an emergency credential staff the special education program. Six classroom aides provide additional support to students. The program includes approximately 35 special day students and 45-50 resource specialist students. Students needing additional services can receive additional help through outside agencies.

Currently, twelve English Language Learner (ELL) students receive one period per day of ELD instruction in addition to enrollment in a regular English class. Four different levels of proficiency are taught in ELD class. All other ELL students are enrolled in regular English classes. The ELD resource coordinator also supports ELL students in mainstream classes.

C2 Students have access to a system of personal support services, activities and opportunities at the school and within the community.

Co-curricular interests are addressed primarily through clubs, athletics, and activities organized and executed by the student government. The school offers sixteen team sports in which over 50% of the students participate during their high school careers. Student government plans a series of activities designed to help students connect with the school. Activities include dances, special events, community service efforts, and community fairs.

Adequate technology is available. A computer technician is available daily to help students and teachers with projects requiring technical support. The technician makes a computer lab available throughout the school day and at times during evenings and weekends.

The school has partnered with the community to provide further support for students. Reach Out Against Drugs provides programs to the school, including a peer assistance program and Red Ribbon Week. The Coalition for Drug Free Youth is also involved in discouraging illegal drug usage. The police department provides a resource officer who is on campus regularly. The department also puts on a program known as Every Fifteen

Minutes that seeks to promote a safe prom. The South Bay Youth Project supplies counselors to the high school for any student or parent who may need it, free of charge.

A full time librarian and two library aides provide extended hours for students to use library facilities. The city supports the school library by providing aides and library books. It also supports the El Segundo Teen Center. The Center provides a safe, supervised environment where sporting events and dances are held. The Center also provides tutoring and informal counseling, and computers are available for student use.

The PTA provides volunteers and funding for a number of activities and programs. The El Segundo Educational Foundation promotes fundraising to purchase materials and supplies for the schools.

Areas of Strength:

- Low student-to-counselor ratio and a counseling program that meets the needs of the student body.
- Students, staff, and parents express pride in the school and community.
- For a small school, a variety of curricular offerings exists and the master schedule provides a degree of flexibility.
- A variety of school-based support programs and partnerships with community programs that form a network of resources for students or parents in need.
- An adequate co-curricular program that includes a highly successful athletic program, a wide variety of clubs and opportunities for students to be involved in the school, and positive interaction with the community.
- Strong parental and community involvement in support of the school program.

Key Issues:

- Those involved with the counseling program must communicate more effectively with students, parents, and teachers to present a more supportive attitude and to make these stakeholders aware of the services provided by the counseling office.
- The career education program needs to expand to include more formalized guidance and to provide an updated and expanded career center.
- Professional development should be held that focuses on the application of a variety of teaching strategies to meet the needs of all students, especially those needing improvement in reading skills.
- Teachers and other staff members should make students more aware of the support that is available to students.
- Administration of a follow-up survey should be conducted to determine why survey data conflicts with interview responses.

Evidence Supporting Key Issues

- The self-study recognizes that there is a need to improve the perception of the counseling program by students, parents, and teachers (C1, Action Plan Task 5.2)

- The self-study recognizes that students and parents believe and express a need for more formalized guidance (A2).
- The self-study recognizes the need to update and expand the Career Center (C1).
- The self-study recognizes that there is currently no GATE program.
- The self-study recognizes that there is a need for staff development in applying a variety of teaching strategies to meet the needs of all students, especially in improving reading skills across the curriculum (A4, Action Plan Task 1.2). The student survey of 2001 indicates that over 20% of the students did not think teachers use different strategies and over 38% of the students indicated they did not think there was effective use of class periods.
- Focus group discussion.
- The student survey of 2001 demonstrates the number of students participating in athletics or the arts.
- Interviews with students, parents, and staff reveal that as opposed to survey data, students feel supported; that if they have a personal problem, they can approach staff for support, and that they are well-prepared for their futures.

D. Culture

D1. *The school is a safe, clean, and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement*

Student, parent, and teacher surveys report that the school's environment is safe and orderly. The staff shares high expectations for students and promotes a climate that is organized and nurtures learning. Working closely in conjunction with the Juvenile Division Police Officers contributes to a safe and orderly environment. The crime rate has decreased over the past years to an all time low rate of 0.5 % in the 2000-2001 school-year.

The cleanliness of the school was an issue. After a survey targeting cleanliness items, a large number of students reported that the lack of a clean campus affects their learning. However, after meeting with the Culture Focus group it was determined that cleanliness is no longer an issue and that all stakeholders have taken appropriate measures to solve the problem. Within the last year the students have been made aware of the cleanliness and they have taken several steps to solve the issue. Several efforts have been made and all stakeholders have taken active participation in order to have a clean campus. Clean-up projects and the implementation of a recycling program made by the Biology Club or the Good Samaritan Club are examples.

Students have high expectations for school policies to be applied consistently. In the self-study it was reported that a large number of students have stated that they did not feel the policies work well and that they are not applied consistently. Following interviews with students and several stakeholders it is concluded that the irregular application of policies is no longer an issue. A majority of students feel that schoolwide policies are applied consistently and fairly, but inconsistencies exist in the enforcement of classroom rules.

The active participation and pride of all stakeholders is evident. There are several committees that are well represented by a variety of members from different groups including students, teachers, administrators, parents and community members, whose purpose is to ensure the best possible environment and education for all students.

All departments have developed academic standards which are evident in every classroom. All teachers apply the academic standards as observed during classroom visitations.

Areas of Strength:

- Very low crime rate. Excellent work in conjunction with the Juvenile Division Police Officers and security guards. 80%of parents rated the school as safe.
- Strong community participation and support.
- The involvement of students during the clean-up projects raises awareness and self pride of their school.
- There is a pattern of high expectations for academics and student behavior on the part of staff, students and parents.

Key Issues:

- The school currently has a manual tracking system to track referrals and detentions. The implementation of Power School program is in progress.
- The inconsistency in the enforcement of school policies in the classroom jeopardizes the learning environment. The dress code and cheating appear to be primary issues.

Evidence Supporting Key Issues:

- Interview of students and Focus group.
- The data provided by the Assistant Principal validates the existence of a program utilized to properly track students discipline records. The implementation of the PowerSchool program is in progress.
- School Site Council, Measure E Steering Committee, Citizen’s Advisory Committee, Staff Development Committee, and Student Study Team.

E. Leadership and Staff

E1 *Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards.*

El Segundo High School has developed various mechanisms to communicate the ESLRs and the academic standards to students, staff members, parents, and community stakeholders (ESHS Web site, student government activities, Student Program Planning Guide, Student Handbook, parent and student meetings, newsletters, and daily announcements). The site curriculum coordinator and site administrators distribute

curriculum information to department chairs at monthly meetings, which is then passed along to faculty members.

El Segundo High School is in the initial planning and implementation stage for teachers to build academic teams and to learn from each other. Another possible adjustment is to use the freshmen career exploration classes to thoroughly examine the student handbook ensuring all incoming 9th graders are aware of the ESLRs and the lines of communication at ESHS.

At El Segundo High School all core curriculum areas (English, math, science, and social science) have been aligned to the appropriate state standards.

E2 *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*

A large majority of the teaching staff at El Segundo High School is fully credentialed. The enrollment at El Segundo High School has remained stable, and the district has not had to rely on hiring new teachers without proper training and credentialing

New teachers receive support in preparation and professional development from BTSA providers. Veteran teachers who request or are assigned assistance receive help from the district PAR program.

Prior to the 2002/2003 school year the district and the school site aligned core curriculum to state standards, developed limited performance assessments for each curricular area, and offered effective instructional practices to the credentialed staff.

El Segundo High School has instituted a plan to include peer observations as an integral part of the ongoing professional development system. Fiscal support of professional development will be undertaken as budget resources allow. The staff members have indicated a desire to evaluate a system of teachers working in a more collaborative environment with peer observations, shared preparation schedules, and more administrative presence in the classroom. During the focus group discussions the staff revealed that focus groups will continue to be part of the site organizational structure.

E3 *Leadership and staff are involved in ongoing professional development that focuses on identified student learning needs.*

During the 2002/2003 school year the opportunities for professional development are limited by budgetary restrictions. The school site submitted a Staff Development Plan to the school district in school year 2001/2002. The Focus on Learning Leadership Team is in the process of creating a staff development vision and plan beginning with the self-identified areas of critical academic needs.

E 4 *The school leadership employs a wide range of strategies to encourage parental and community involvement*

El Segundo High School uses traditional and non-traditional strategies to involve parents and the community. The district and the site mail information regarding registration, grades, class-specific letters, and other communication. Teachers communicate with parents through syllabi, letters, and notices. The counseling office informs parents about class-specific events and requirements, financial aid and career day meetings. The site also informs parents and the community about school activities, athletic contests, and other programs of interest to parents and the community.

The district and the site have made available to parents and community members web sites for disseminating information. Parents and community members can contact the site and teachers via email. All teachers have voice mail to facilitate communication with parents and the community.

El Segundo High School has both a Band Booster and an Aquatics Parent Booster group to support those programs at the site. An Educational Foundation is involved in providing for the success of ESHS students.

Areas of Strength

- The willingness on the part of the staff and community to seek improvement at El Segundo High School.
- The steps taken to communicate the expected schoolwide learning results and academic standards via the Planning Guide, student handbook, and web site to students and parents.
- The willingness to explore alternative scheduling and practices to meet the professional development needs of the staff during the current fiscal crisis surrounding education.
- The initial steps to incorporate the Focus on Learning process into reshaping the school to meet the needs of the currently enrolled students.
- The BTSA and PAR programs at the district level support staff development.

Key Issues

- The decision making process needs to be identified and defined for staff, students, parents and community members as a result of incorporating Focus Groups in a on-going leadership role.
- Leadership in staff development is essential to make progress in the three critical academic needs identified in the self-study.
- Due to potential budget constraints, community involvement efforts may need to increase to support the identified three critical academic needs in the self-study

Evidence Supporting Key Issues

- Self-study document
- State Accountability Report Card
- Focus Group Interview

F. Vision and Purpose

F1 *The school has 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. Supported by the governing board and the central administration, the school's purpose is defined further by expected schoolwide learning results and the academic standards.*

All of the stakeholders at El Segundo High School have participated in forming and revising the mission statement of the school. The school's vision was developed and refined to reflect the beliefs of all stakeholders. The school's "Eagle Expectations" (ESLRs) are congruent with their vision statement. After identifying their areas of need, the school revisited their mission statements, their "Eagle Expectations" and "Eagle Outcomes" demonstrating a willingness to adjust as their students' needs arise. In preparing the vision statement the school used current educational research such as [Aiming High](#) and the SCANS report. An admirable addition to El Segundo's FOL report is a section called "On the Horizon." This incorporates and demonstrates the vision of the school and each Focus Group as they address each Criteria Question.

The school/community's vision for the "Eagle Expectations" is acknowledged and supported by the district and board. One school board member attended all Focus Group meetings. The assistant superintendent confirms district support of a site-centered process.

The school's stakeholders are beginning to discuss the development of a device to measure attainment of the expected schoolwide "Eagle Expectations" for all students based on academic standards. All stakeholders have a basic awareness of the standards and recognize the work ahead of them to incorporate the standards, expectations, and outcomes into the daily learning process at El Segundo High School. Teachers have taken a big step by incorporating the standards into their course outlines. Students expressed a need and a desire to be brought along to a higher level of awareness. The instructional goals established for each course clearly relate to the academic standards and a belief that all students can learn.

Areas of Strength

- The shared vision, which resulted from the inclusion of all stakeholders in the development of comprehensive "Eagle Expectations" (ESLRs) that, will drive student learning.
- Efforts to correlate (ESLRs) "Eagle Expectations" with "Eagle Outcomes" based upon current educational research

- “On the Horizon”- a section added to the FOL study after each Criteria Question which summarizes and projects plans being developed
- Efforts to develop course outlines incorporating the academic standards and “Eagle Expectations”

Key Issues:

- That the faculty investigate ways to raise the awareness of their students in understanding the attainment of the “Eagle Expectations”(ESLRs) and the academic standards
- That the faculty develop a measurement device to determine if students have achieved the “Eagle Expectations” (ESLRs)

Evidence Supporting Key Issues:

- Course outlines
- Lesson plans/reflections/observations
- Self-study
- Correspondence/memos
- Informal interviews with students and teachers
- Meeting with Focus Group

Part B: Schoolwide Strengths and Critical Areas for Follow-up

It was quite evident from discussions with all stakeholders that the staff took the accreditation process very seriously. By admission of all parties there was a significant change in the approach to the process. The pride in El Segundo High School was clearly communicated by all stakeholders in all group discussions and interviews. The self-study was a comprehensive assessment of the educational program resulting in ambitious schoolwide action plans. These actions plans are on target to address the issues identified by the school, community and Visiting Committee.

Schoolwide Areas of Strength:

1. The willingness on the part of staff and the community to seek improvement at El Segundo High School.
2. The degree to which the El Segundo High School educational community embraced the Focus on Learning process.
3. The alignment of curriculum with Eagle Expectations (ESLRs) content standards.
4. The exceptional pride in El Segundo High School expressed by all stakeholders.
5. The modernization and improvements in school facilities and cleanliness of the campus.
6. Community support and involvement in school activities and committees.
7. Schoolwide commitment to on-going school improvement through incorporating Focus Groups in site decision-making.
8. Variety of school and community support programs for students.

9. “On the Horizon” section in self-study report identifying next steps staff is committed to addressing.
10. Collegiality and unity of the El Segundo teachers, classified staff and administration.
11. The school staff and community is student centered.
12. A co-curricular program that provides a wide variety of activities and opportunities for student involvement.

Schoolwide Critical Areas for Follow-up Identified by the Visiting Committee:

The Visiting Committee concurs with the findings in the El Segundo High School self-study with regard to the critical areas for follow-up.

1. The need for on-going staff development in support of research-based teaching strategies, enhancement of inter-departmental communication, and the development of classroom rubrics and effective use of assessments.
2. The need to improve communication among staff, administration, the middle school, community, and counseling department.
3. The need to use data to drive the educational program and to effectively assess student achievement of standards and Eagle Expectations.
4. Connect and assess student academic achievement to standards and Eagle Expectations in order to clearly identify critical student academic needs.

Areas to Be Strengthened Within the Already Identified Areas:

1. Identification of assessment needs in order to create an assessment plan that provides sufficient information to determine student progress toward standards and Eagle Expectations
2. Definition of the decision-making process as a result of the newly created organizational structure incorporating Focus Groups on an on-going basis.
3. Refinement of educational program to meet the needs of all students (AP/Honors, middle student, at-risk/under achieving, ELL, and special education)
4. Planning that raises student awareness and understanding of the importance of achieving the Eagle Expectations and state academic standards.
5. The Visiting Committee is concerned about the over reliance on electronic communication to parents in the early stages of improving communication to parents and the community (parents volunteering email addresses to date does not indicate all homes receive communication).

CHAPTER V: Ongoing School Improvement

The schoolwide action plan is quite comprehensive and ambitious, but it is entirely supported by staff. The issue of the scope of the action plan was addressed in all focus groups and it was enthusiastically endorsed by all the stakeholders. It was evident throughout the visitation that the staff has invested considerable energy, time and resources to compile a comprehensive self-study that identifies schoolwide program needs. The staff readily communicated the lessons learned from their previous WASC visitation and a renewed understanding of the process. This understanding and their comfort with the process has led to a commitment to continue with an organizational structure that parallels the Focus on Learning process. Focus Groups will continue to be a part of the school leadership and will have responsibility for the monitoring the schoolwide action plans.

- The Visiting Committee concurs with the needs of El Segundo High School identified in their self study and the appropriateness of the action plans in addressing those needs.
- The ambitious action plans are on target with regard to enhancing student learning, improving instruction for all students, and meeting state and local standards.
- The action plans are clearly understood by all stakeholders as evidenced by the communication expressed in focus group discussions.
- The action plans are feasible within current existing resources. Even the uncertainty of state funding will not impede addressing action plans with the possible exception of staff development. The interview with the Superintendent indicated that there will be on-going support of staff development through the excess of instructional minutes made available in the current bell schedule.
- Interviews with Focus Groups, administration and district administration has convinced the Visiting Committee that there exists a substantial commitment to the action plans leading to on-going school improvement.

Existing Factors That Will Support School Improvement:

- Staff commitment to on-going school improvement through continued participation in Focus Groups.
- Parent and community financial support
- The improvement of the school plant and future phases of construction
- Commitment by the district to support data collection and analysis
- Implementation of “Power School” software to improve communication and data collection
- Veteran teaching staff committed to mentoring and supporting the action plans
- The commitment and support of instructional programs by classified personnel
- Students’ positive attitude about their school, campus environment, and involvement in school activities
- Safe teaching and learning environment
- Adequate access to technological resources

Impediments to Improvement That the School Will Need to Overcome:

- Potential loss of professional development resources
- The scope of the action plans could tax the staff's capacity to attain completion
- Coordination of the decision-making process within the new organizational structure that maintains Focus Groups
- Establish or maintenance of appropriate communication to all stakeholders
- Reduction in time allocated to counseling staff

Soundness of the Follow-up Process:

The schoolwide action plan is highly ambitious. Stakeholders may be challenged in executing all aspects of the plan. Stakeholders have developed appropriate outcomes and realistic assessments to monitor progress towards those outcomes. A variety of methods have been identified to share progress with stakeholders.

