

**MID-CYCLE VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

CENTURY HIGH SCHOOL

**20 S. Marengo Avenue
Alhambra, California 91801**

Alhambra Unified School District

**Original Self Study Visit March 3-6, 2015
Mid-Cycle Visit November 15-17, 2015**

Visiting Committee Members

Mr. Don English, Chairperson
Principal, West End Community Schools

San Bernardino County Superintendent of Schools

Gabriella Holt, Member
Member, Los Angeles County Board of Education
Los Angeles County Office of Education (LACOE)

Century High School Mid-cycle Visiting Committee Report

I. Introduction

Century High School is the continuation high school in the Alhambra Unified School District. It is located in north Alhambra, just west of Alhambra’s civic center. This new facility opened in September, 2011, offering spacious, technologically updated classrooms, a lunch area, a lawn for activities, a half-basketball court, an electronic marquee and public announcement system. Since 2011, Century has had three new principals.

The school serves approximately 300 roving students annually ages 16 and up. Century has a predominantly low-income, Hispanic student body. While the school has approximately one-third to one-quarter English Learners, almost all of those identified fall in the intermediate to advanced California English Language Development Test (CELDT) range. The School has a few special education students each year.

Demographics of Students	2012-13	2013-14	2014-15
Total Enrollment	181	198	173
Asian	25	16	19
Hispanic	147	169	144
Other	9	13	10
Socioeconomically Disadvantaged	144	130	136
English Learners	43	52	54
Males/Females	125/56	123/75	108/65
Number of students per grade:			
9	0	0	0
10	2	5	1
11	38	56	46

Century High School Mid-cycle Visiting Committee Report

12	141	137	126
Special Education	N/A	9	9

Achievement	2012-13	2013-14	2014-15
Attendance Rate	94.4%	94.4%	92.9%
Dropout Rate	5.50%	5.60%	Not yet published
Graduation Rate	91.40%	93.89%	93%
CAHSEE % Pass Rates: ELA	93.55%	92.90%	78.79% *
Math	88.17%	84.02%	79.39% *
CAASPP % Rates:	N/A	N/A	
ELA			Standard Exceeded (4): 0%

4

			Standard Met (3): 7%
			Standard Nearly Met (2): 32%
			Standard Not Met (1): 60%

Century High School Mid-cycle Visiting Committee Report

Math			Standard Exceeded (4): 0%
			Standard Met(3): 0%
			Standard Nearly Met (2): 14%
			Standard Not Met (1): 86%
CELDT % at Intermediate, Early Advanced and Advanced	98.11%	98.08%	96%
Suspensions	0%	1.4%	Not yet published
Expulsions	0%	0%	Not yet published

*No summer CAHSEE

Century High School is run by a small community of staff members: a principal, a counselor, nine teachers, a resource specialist/itinerant Special Education teacher, a psychologist (currently two, part time), a part time nurse, an office manager, a registrar, a senior clerk typist (attendance), a campus supervisor, a school community coordinator, a Regional Occupation Program (ROP) counselor/ technician and two custodians. There are also part-time academic intervention specialists and mental health interns overseen by a district mental health services coordinator.

Personnel	2012-13	2013-14	2014-15
-----------	---------	---------	---------

Century High School Mid-cycle Visiting Committee Report

Administrators	1 full time (inc. IHS)	1 full time (inc. IHS)	1 full time (inc. IHS)
----------------	---------------------------	---------------------------	---------------------------

Teachers with Full Credentials	9	9	9
Academic Counselor	1 full time (inc. IHS)	1 full time (inc. IHS)	1 full time (inc. IHS)
ROP Counselor/Technician	5 hours per wk 5 days a week	5 hours per wk 5 days a week	1 day per week
Mental Health Counselor/Coordinator	On Call	On Call	On Call
Office Manager	1 full time	1 full time	1 full time
Senior Clerk Typist (Attendance)	1 full time	1 full time	1 full time
Registrar	7 hrs per day	7 hrs per day	7 hrs per day
Testing Coordinator	As Needed	As Needed	As Needed
Campus Supervisor	1 full time	1 full time	1 full time
Custodians	1 full time	1 full time	1 full time
School Community Coordinator	1 part time	1 part time	1 part time
	1 full time	1 full time	1 full time
Nurse	2 days per wk	2 days per wk	2 days per wk
Psychologist	1 day	1 day	1 day
Resource Specialist	2-3 hrs per day 5 days per wk	2-3 hrs per day 5 days per wk	2-3 hrs per day 5 days per wk
Intervention Advisor	N/A	N/A	3 days per wk

Almost all of the students are referred from the district's three comprehensive high schools and the Student Services Department. Some students choose to transfer back to their home

schools; many decide to graduate from Century High School.

Century High School is closely connected to Independence High School, a district alternative school of approximately 100 students in grades 9-12. The principal and counselor serve both schools. There are three teachers in Independence High School. Prior to August 2014, one teacher was located at Century High School, and the other two were located at the comprehensive high schools. Currently, all three teachers are located at Century High School. The partnership between Independence and Century High School promotes shared participation in Century's activities such as staff meetings, field trips, sports competitions and school events (Back to School Night, Open House, prom, graduation).

Currently, the school day consists of five fifty-five minute periods, four curriculum periods and a study hall/advising period. Study hall is a non-credit intervention opportunity, positioned in the middle of the school day as of Fall 2015. A twenty-minute nutrition break occurs in the middle of the day. The school day begins at 8:15am and ends at 1:30pm.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Since the last WASC visit, two principals have been reassigned to other district positions. The current principal assumed leadership in July 2015. Century's new guidance counselor came on board in January 2015.

Century High School (CHS) transitioned the master schedule to a quarter system in Fall of 2013 so that students who need credit recovery could achieve a minimum of 80 credits in one school year. CHS is in its third year of implementation of this master schedule where student schedules reflect single-subject course offerings. The four period day with a mandatory Study Hall/Advising period augments challenging learning experiences. CHS is building a culture of college prep entrance and increasing rigor as they implement CCS (CA State Standards; CCSS Common Core State Standards prior to CCS). In addition, every teacher has participated in increased professional development. This training is improving classroom instruction. The Wednesday collaboration meetings are teacher run and provides a forum for shared strategies and exploration.

Examples of improvements in the professional learning plan include participation in ERWC training, CSU Dominguez Hills, Fall 2014, Leadership Cadre Training, including Sue Beers English Language Arts professional development, including Leadership Team, GLAD training by UCLA (beginning stages), Illuminate training, Inter-District Professional Development, EL Shadowing, Math professional development, district sponsored CSUN ELD strategies,

Century High School Mid-cycle Visiting Committee Report

Mastering common core, CA Better School Summit, At-risk committee, district Adaptive Schools Training, UCLA/ district sponsored Model Schools application, Cal State Long Beach & USC Holocaust Training (Interdisciplinary Unit), UCLA Math Training, and STEAM Training.

Single subject across the board allows for teachers to take a more direct instruction approach and utilize scaffolding strategies that meet Common Core State Standards. Another strategy utilized is collaborative group work, which challenges student depth of knowledge through sources such as, technology, teacher instruction, and/or hard copy work. Moreover, teachers have participated in continuous professional development in CCSS and differentiated instruction to meet their demands and establish a more rigorous curriculum that entails higher order levels of learning.

In 2013-2014, a CCSS Cadre Leadership Team was created to produce agendas for weekly CCSS Collaboration. Aside from all teachers attending CCSS district training, the Cadre team has participated in several district-wide training on Common Core strategies and goals. The four CHS staff representatives involved have also joined in subject area training in Math and English.

The recent passage of SB 172 suspends the administration of the CAHSEE and the requirement that students completing grade twelve successfully pass the high school exit examination as a condition of graduation and a high school diploma. Therefore, the CAHSEE review classes have been discontinued. The support will now be given and threaded within students' regular English and Math classes.

High Expectations Apex Learning digital curriculum is successfully used at Century High for credit recovery and remediation in a virtual learning environment. Apex Learning digital curriculum supports the Alternative Education program and complements the master schedule for credit recovery, dropout prevention, English Language Learners, exam preparation, remediation, RTI and summer school. Currently, CHS has begun to introduce and transition to a new online credit recovery program, Acellus, to accelerate and improve student achievement.

Teachers continue to develop and master various assessments in content areas. A myriad of tools are used for their assessments (i.e., test banks). Beginning in the Fall 2014, mathematics teachers implemented formative assessments. They currently collaborate with the math

Century High School Mid-cycle Visiting Committee Report

teachers at the comprehensive high schools during district trainings. Teachers use Powerschool and Grade Book findings to create the appropriate assessments and shape instruction. The teachers use the results from these assessments to supplement their evaluations in the classroom. OARS is transitioning to Illuminate to record the results of the benchmark assessments which monitor student progress. Illuminate includes all past and current available test results and is accessible to teachers and administration. It includes disaggregated data from standardized tests, CAHSEE tests, CELDT tests, as well as district benchmarks/ interim English and Math assessments/ performance tasks, including most recent data from the Smarter Balance Assessment Consortium (SBAC). District sponsored teacher training is planned for the 2015-2016 school year.

To assist the implementation of the CSS, AUSD has developed a series of district-wide professional development opportunities. These opportunities have helped classroom teachers identify instructional strategies that promote a higher level of thinking, problem solving, and meaningful activities for every student.

Weekly CSS meetings are held to facilitate higher expectations for instruction and assessment. CHS has taken the district lead in piloting an integrated unit and promoting cross curricular instruction. In the second quarter of the 2014-15 school year, all faculty members engaged in a two-week multi-curricular study of the Holocaust using Elie Wiesel's book **Night** as a primary source anchoring text. Our integrated unit was showcased in a Model School inspection, featured in a parent walk through, and displayed at a district event.

Efforts to keep instructional practices current with changing curricular expectations have led the faculty to establish online "google doc" accounts to share information about available tools, new activities, and supporting materials.

All students are eligible to meet requirements of graduation. The quarter design is designed to yield a minimum of 20 credits per term. Students are able to monitor their progress through the student portal also by receiving a progress report mid way through each quarter. This means a minimum of 80 credits per year are possible, which should place credit recovery well within grasp. Online instruction in the form of APEX and Acellus may be added to students' programs to augment credit recovery needs and elective requirements.

Century High School Mid-cycle Visiting Committee Report

Typically forty students will request to transfer to their home school at the end of each semester. Every effort is made to help prepare students for a smooth transition to their home high school. In 2014-2015, 42 students transferred back to their home schools.

All students are encouraged and invited to register for Regional Occupational Program (ROP) courses. The ROP and school counselor, along with teachers, encourage students to take advantage of ROP courses. In fall of 2014, Century students represented the greatest percentage of enrollees in the district for ROP. Currently our enrollment this fall of 2015 has an even a larger number of students enrolled which includes an ROP restaurant management class 10 credit option. Work permits are issued from the main office for under-18 students who have found employment. Moreover, a partnership with ELAC resulted in access to concurrent enrollment with CHS and ELAC. The opportunity allowed students to start their college path at no cost to the student, resulting in college credits.

Century offered workshops such as FAFSA (parent night), STEAM (Science, Technology, Engineering and Mathematics) and college application workshops, along with field trips to local community colleges such as ELAC (East Los Angeles College), PCC (Pasadena City College) and LA Trade Tech. PCC has sent representatives to recruit and advise senior students. ELAC also has a connection; for example, each semester we have offered a field trip for as many as 45 students to tour the campus and begin the application process. An ELAC rep also came on campus once a week for 3-4 hours during Semester 2 of school year 2014-15. Century continues to provide options to students by inviting local military recruiters to be on campus to speak with students regarding possible options.

During spring of senior year, interested students are given two opportunities to attend and complete ELAC's assessment placement, orientation and counseling in one day. With the help of an ELAC representative, students are provided assistance with the application process. Each student in attendance is given the English and Math placement test and immediate results are provided. Each student then sits through an orientation and meets individually with a counselor to complete a counseling/abbreviated educational plan prior to registration date and time. Students report this process has reduced anxiety about the leap from high school to college.

Century High School Mid-cycle Visiting Committee Report

In addition, community based partnerships (Santa Anita Family Services, East LA Skills Center, and LA Job Corps) benefit students completing their 4th year of high school who have not mastered all graduation requirements, and need other options to complete required coursework for the high school diploma.

The faculty created the Pyramids of Success, the school's academic and behavioral intervention. The parents or guardians of students who are not experiencing success are contacted by phone or email as set forth on our Pyramids of Success, which consists of academic, behavior and attendance pyramids. Pyramids of Success has been a productive tool to increase overall student learning and success. Power School computer records of successful and attempted communications are categorized and logged by teachers and staff members. Complete records are maintained by the site administrator. In some cases SART/SARB procedures are followed and/or SST meetings are organized. Home visits to these students' residences are also made by CWA (Child Welfare and Attendance), the counselor, school community coordinator, and/or the principal.

III. Commendations and Recommendations

Century High School is to be commended for the weekly ongoing involvement and collaboration of all staff and other stakeholders to support student achievement. Focus groups consisting of Professional Learning Communities (PLC), collaborated weekly, to carry out data review, analysis and dialogue discussions related to strengths and areas of need.

As a whole, the staff reviewed the schoolwide critical areas that were presented to them during the last WASC visit. These areas were addressed and resulted in a schoolwide action plan that could be immediately implemented and monitored by all staff.

Century High School staff maintained continued involvement in the WASC process as a whole. Focus groups collaborated monthly to improve the ongoing change in the school culture. Various changes such as moving Study Hall from fifth to third period; gradually transitioning to using Illuminate; creating the Interdisciplinary Unit; visiting another campus as a whole group to observe GLAD strategies, participating in various district and site level professional developments are examples of actions that have been initiated to strengthen instruction and improve student achievement.

Century High School Mid-cycle Visiting Committee Report

CHS staff is to be commended for their dedication to teaching and supporting students. The principal, teaching and support staff's engagement in the changes implemented are keystone for success in their mission to improve student achievement and access to college or other post-secondary opportunities.

School-wide Action Plan Refinements

Century High School continues to reshape its identity to a college going culture. The new vision of school success includes meeting many expectations:

- Addressed the need to instruct students in course-specific classes, rather than in a multi-subject class through single subject course master schedule and direct instruction.
- Developed, through professional development opportunities, specific directed instructional strategies that support student learning through teacher collaboration, single subject instruction and access to the curriculum which promotes higher level thinking and problem solving.
- Implemented methods of effective differentiated instruction to meet the needs of all students in the classroom, within specific subject areas through specific professional development opportunities.
- Identified specific strategies with which to effectively implement ongoing formative assessment within the classroom (i.e. comprehension checks) to inform instruction.
- Ensured that identified ELL students (approx. 1/3 of student population) receive proper service provision.
- Developed and began implementation of a comprehensive professional learning plan which addresses the following concerns: classroom management, instructional strategies, use of formative and summative assessment which guides instruction, programmatic changes, peer coaching, and mentoring.

Recommendations

The following is recommended for Century High School:

- Expand student activities;
- Increase variety of positive reinforcement;
- Increase parental involvement;
- Stabilize site administration turnover;
- Secure site based resource staff full time (itinerant resource teacher);
- Emphasize direct instruction including formative assessments.