

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

John Marshall High School

3939 Tracy Street

Los Angeles, CA 90027

Los Angeles Unified School District

March 23-25, 2015

Visiting Committee Members

Ms. Ami Szerencse, Chair
English Teacher, Schurr High School

Ms. Jennifer Brown
Assistant Principal, John F. Kennedy High School

Mr. Carlos Cerna
Assistant Principal, Silverado High School

Dr. Keith Drieberg
Coordinator - Special Education,, Redlands Unified School District

Ms. Mary Luebben
Assistant Principal (Retired), Anaheim Union High School District

Ms. Loan Wu
Assistant Principal, Bolsa Grande High School

Chapter I: Student/Community Profile (2 pages)

Located in the Franklin Hills, John Marshall High School (JMHS) has been a part of the Los Feliz, Atwater, Elysian Valley, Echo Park, and Silverlake areas of Los Angeles for 83 years. JMHS opened in 1931 with 48 teachers and 1,200 students. Today, JMHS provides services for over 2,400 students.

Year	9	10	11	12	Total
2014-15	597	626	543	581	2,459
2013-14	676	589	659	618	2,542
2012-13	608	753	661	669	2,691
2011-12	681	762	778	683	2,904

Approximately 70% of JMHS students qualify for free and reduced lunch. The ethnic population is diverse: 59.3% Hispanic, 12.8% White, 25.2% Asian, 2% African American, and .7% other. This diversity is also reflected in the home languages of the student body. While many of them have been redesignated as fluent English speakers (68.5%), there are 1185 students whose first language is not English, including 796 of whom speak Spanish and 108 of whom speak Armenian. In 2013-14, 345 students were classified as English Learners.

Historically, the community has been a vital stakeholder at JMHS. Organizations such as the Greater Griffith Park Neighborhood Council and the Los Feliz Improvement Association, as well as the office of Los Angeles City Councilman Tom LaBonge, currently collaborate with the school regarding campus improvement, traffic issues, and other community concerns. In addition, JMHS has an active alumni association.

The JMHS Gifted, Highly Gifted, and High Ability Magnet was created in 1999 with the goal of providing a rigorous and challenging curriculum for students of exceptional ability. The magnet also sought to bring an ethnically diverse community of gifted young minds together from all across Los Angeles to form a cohort of students that could challenge one another in a highly demanding, college preparatory environment. Approximately one-sixth of the school is enrolled in this program.

The School for Advanced Studies (SAS) prepares students for the rigorous course load available to them at JMHS. The average number of AP courses taken by students in this program is nine. SAS is dedicated to following the Common Core curriculum through project-based learning and differentiated instruction. Faculty and student relationships are facilitated through weekly office hours and committee grade reviews allowing support where needed. Approximately one-sixth of the school is enrolled in this program.

The School for Environmental Studies (SES) at JMHS provides an integrated curriculum that incorporates academics, technology, field experience, and internships to prepare students for success in college and beyond. SES strongly believes that learning should take place within and

beyond the classroom walls. As JMHS's only California Partnership, the SES has been recognized by the state for its excellence in academic achievement, attention to individual student needs, and close faculty-student relationships. Approximately one-sixth of the school is enrolled in this program.

With the elimination of the small learning communities, the other 50% of the student body are part of the Marshall Comprehensive Program.

API

In 2012-13 JMHS exceeded its API growth target significantly. The data shows that the scores of Filipinos, Hispanics and African Americans improved significantly. Overall scores also improved. However, scores of English Learners decreased and as such, continue to remain a focus in the Action Plan for student achievement.

Current API Growth Report, Subgroups 2011-13

Groups	Number of Students Included in 2011	2011 Growth API	Number of Students Included in 2012	2012 Growth API	Number of Students Included in 2013	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
Schoolwide	2328	697	1934	738	1834	758	731	728
Black or African American	48	688	43	735	36	768	730	727
American Indian or Alaska Native	10		7		10			
Asian	217	849	174	900	191	921	890	
Filipino	281	799	265	827	247	846	824	
Hispanic or Latino	1535	646	1211	683	1122	699	676	
Native Hawaiian or Pacific Islander	4		3		3			
White	227	766	226	785	222	807	786	786
Two or More Races	6		5		3			
Socioeconomically Disadvantaged	1588	689	1497	728	1305	749	722	720
English Learners	1035	573	757	596	290	511	560	573
Students with Disabilities	227	435	182	472	178	482	463	461

Algebra and Geometry

Although very few students scored at proficient or advanced levels on the Algebra and Geometry

CST, a significant number received above average grades. Academic achievement in mathematics continues to remain a focus in the Action Plan for student achievement. Beginning with the 2012-13 school year, Algebra 1A/1B was combined into a full year course. Previously, students could receive a passing grade for one semester or the other and would need to retake only one semester due to a failing grade. Currently, students receive one overall grade for the entire course at the end of the school year. Should they fail the course, they would need to repeat the entire year.

		# of A	# of B	# of C	# of D	# of F	% of A	% of B	% of C	% of D	% of F
Spring 2014	ALGEBRA 1	23	23	41	26	92	11	11	20	13	45
Fall 2013	ALGEBRA 1	0	0	0	0	2	0	0	0	0	100
Spring 2013	ALGEBRA 1	46	41	58	39	102	16	14	20	14	36
Fall 2012	ALGEBRA 1	0	0	0	0	1	0	0	0	0	100

		# of A	# of B	# of C	# of D	# of F	% of A	% of B	% of C	% of D	% of F
Spring 2014	GEOMETRY	114	108	159	76	169	18	17	25	12	27
Fall 2013	GEOMETRY	106	112	155	75	209	16	17	24	11	32
Spring 2013	GEOMETRY	103	134	175	70	85	18	24	31	12	15
Fall 2012	GEOMETRY	87	148	127	113	85	16	27	22	20	15

LEP CSTs 2013

The CST scores for English Learners in all content areas are significantly lower compared to English Only and Fluent English Proficient students. The English Learner population includes two distinct groups: Short Term English Learners (STEL) who have been in the EL program five years or fewer, and Long Term English Learners (LTEL) who have been in the EL program for more than five years. These two groups of EL students present different challenges requiring different solutions, which continue to be addressed in the Action Plan.

Reported Enrollment

Result Type	9	10	11	EOC
Reported Enrollment	648	702	600	

CST English-Language Arts

Result Type	9	10	11	EOC
Students Tested	69	91	70	
% of Enrollment	10.6 %	13.0 %	11.7 %	
Students with Scores	69	91	70	
Mean Scale Score	281.8	281.6	265.6	
% Proficient and Above	1 %	3 %	6 %	

California High School Exit Exam

The overall pass rate for ELA and Math for 10th grade students taking for the first time remains at a constant. There is an area of concern with EL and Special Education students who have difficulty with the English Language Arts section. Passage rate in ELA and Math for English Learners has steadily improved.

2014 California High School Exit Exam (CAHSEE) grade 10 results for Mathematics and English Language Arts (ELA) by Program.

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	508	18	45	209	413	54
Passing	Math	451 (89%)	4 (22%)	26 (58%)	186 (89%)	364 (88%)	51 (94%)
# Tested	ELA	536	44	59	211	439	55
Passing	ELA	456 (85%)	11 (25%)	21 (36%)	190 (90%)	371 (85%)	50 (91%)

A-G Requirements

A-G Requirements, 2013-14									
Grade	Enrollment	ART	ESL 3-4	English	Foreign Lang.	MATH	MUSIC	SCIENCE	SOCIAL SCIENCE
GRADE 9	A-G Enroll	267	90	2,520	680	2547	190	2306	889
	% Pass C & Above	58.4%	55.6%	61.5%	72.5%	51.6%	64.7%	58.9%	54.3%
GRADE 10	A-G Enroll	308	46	2,187	1,226	2107	147	1,995	1990
	% Pass C & Above	54.3%	78.3%	70.9%	78.3%	56.3%	79.6%	62.9%	64.1%
GRADE 11	A-G Enroll	713	98	2,460	1,219	1844	169	1,974	2377
	% Pass C & Above	73.6%	81.6%	70.4%	77.9%	59.0%	83.4%	61.1%	61.4%
GRADE 12	A-G Enroll	608	20	2,085	410	974	146	931	2120
	% Pass C & Above	79.4%	70.0%	76.8%	79.3%	67.9%	85.6%	76.4%	71.7%

In 2012-13, 40.5% of graduates met the A-G requirements (236 of 583). Starting with the class of 2017, students must meet the A-G requirements for graduation. This remains an area of concern and is addressed in the action plan.

Chapter II: Progress Report (2 pages)

Since the JMHS full self study in 2009, significant changes have taken place. Beginning with the 2011-2012 school year, JMHS reverted to a traditional calendar, which resulted in a loss of teachers, staff, students, and budget. The administrative leadership has altered significantly. JMHS has lost one assistant principal when its calendar changed from year-round to traditional. All four current APs and the principal are new to the school since the last full self-study.

In 2009, LAUSD implemented of Public School Choice, which has lead to JMHS becoming an educational option for more students and to a greater diversity in the student population.

Another significant LAUSD reform initiative that is relevant to JMHS's overall progress and development of the Action Plan is the CORE Waiver. CORE Waiver is an approach to school improvement processes proposed by the California Office to Reform Education (CORE).

Because LAUSD is a CORE district, JMHS is no longer a program improvement school, but has

become a focus school.

In 2012, LAUSD adopted a new master plan for English Learners. This new English Learner Master Plan provides guidance and direction to administrators, teachers, paraprofessionals, and students regarding the options available to parents and the expectations the district holds for each school and classroom in the District. For the 2013-2014 school year, most of the JMHS professional development efforts were focused around strategies laid out in the plan.

A-G requirements also play a large role in the redesign of curriculum. The graduating class of 2017 must pass chemistry, foreign language, and Algebra II. In addition, a D grade is no longer considered passing. These new criteria have severely impacted many students in their quest to obtain a diploma.

Many data indicators used since the last self-study no longer apply since STAR, API, and AYP data are no longer in use.

The throughout the self study process, JMHS determined that 4 of the 5 goals of the goals would remain part of the 2015 Action Plan.

Progress on Critical Areas of Follow-Up:

Goal 1: To improve short term English Learners, academic language comprehension and mastery.

Goal 2: To reengage our long-term English learners in order to improve their academic performance.

- With the district's English Learner Master Plan, faculty has been provided professional development about English Learners.
- 102 students reclassified in 2013-14, up from
- With the implementation of the district's EL Master Plan, professional development was provided to the faculty
- In 2013-14, 102 student reclassified, up from 39 students in 2012-13
- The percentage of short-term ELs (less than 5 years) attaining English proficiency increased from 9.8% to 30.4% from 2012-13 to 2013-14
- The school wide focus of oral discourse, academic vocabulary, structured writing, collaboration, and questioning across curricular areas.

Goal 3: To increase the number of students scoring proficient and above in Algebra I and Geometry.

- Several math teacher participated in district common core math training
- Because CSTs are no longer in use, teachers are focusing on grade data
- Math instruction has shifted from teacher-directed to student-centered project based learning
- Credit recovery and tutoring options expanded to ensure students meet Algebra I and Geometry requirements
- Teachers realigned curriculum to math standards and periodic assessments
- Teachers used assessment data to address areas of need

Goal 4: The graduation rate will improve on a yearly basis to meet the NCLB benchmark of

82.9% Meet District Goal of increasing 4 year Graduation Rate by 20%.

- With the district's change in graduation requirements, the school is focusing to ensure students meet the A-G requirements
- The parent center and parent meetings communicated graduation requirements and credit recovery options

Goal 5: 5% reduction of 9th grade students retaining their 9th grade status.

- Administrators increased instructional supervision through classroom observation
- Teachers analyzed student data to discern and identify the problem(s) impeding progress and achievement

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

Schoolwide Learner Outcomes

Graduates from John Marshall High School will become globally competent students who are able to use 21st century competency in order to:

1. Think critically and solve problems.
2. Communicate effectively.
3. Collaborate.
4. Demonstrate creativity and innovation.
5. Become active citizens.

JMHS takes pride in reflecting on its practice and data and seeking to improve its instruction to support student learning and success. The process began with an orientation for certificated staff. The goal of the meeting was to develop an understanding of WASC before beginning the writing process in the fall, and to introduce the Focus on Learning (FOL) categories so staff members could select a focus group. Several staff volunteered to be group leaders. In preparation for the self-study, a professional development schedule was adopted to allow for FOL groups to meet.

During the 2013-14 school year, JMHS stakeholders began to examine the vision statement and schoolwide learner outcomes. All stakeholders, including parents, students, and school staff, met on a number of occasions to discuss and update the wording of these important statements to align with Common Core State Standards and with 21st century skills.

Since the last self-study in 2009, there have been significant changes to the district and school boundaries. The staff at JMHS has also changed significantly. All but one of the counselors, all of the administrative staff, and many of the coordinators are new since the last self-study. A small group of teachers and administrators became the steering committee for the self-study process, attending trainings and arranging timelines. Some of the members of the Leadership Team took the initiative and became focus group facilitators. Focus groups broke into small

groups using a gallery walk protocol to review data, review and edit drafts, and take notes and ask questions.

The JMHS Focus and Home groups were established and began meeting in the spring of 2014. Focus groups, which were comprised of staff, students, and parents, met to analyze the self-study findings. Home groups reviewed their progress on our action plan and critical areas of need from the 2009 study and the 2012 progress report. The community profile data was analyzed by home groups and focus groups. The data studied provoked questions regarding the variation of student proficiency levels in math and ELA and looked at ways to close achievement gaps.

As part of the self-study process, the Leadership Team and focus groups analyzed student data in order to revise the JMHS vision statement and the expected schoolwide learning results (ESLRs) and revised the ESLRs and vision statement based on the new common core state standards and findings from the data. Within the framework of the Schoolwide Learner Outcomes (SLOs), students will think critically and solve problems; communicate effectively; collaborate; demonstrate creativity and innovation; and become active citizens.

JMHS teachers and the leadership team continuously reviewed student data from various sources, such as STAR testing, grade data, EL redesignation, graduation data, discipline reports, and attendance data in order to update the single plan for student achievement and the schoolwide learner outcomes. The principal then met with school site council to present the findings.

Focus group leaders met regularly with focus groups to evaluate the progress of the JMHS programs. The members of the leadership team and other stakeholders, including parents and students, also met regularly with focus groups. Decisions were made collaboratively to support the implementation of standards-based instruction and to help every student achieve maximum success.

This WASC action plan is aligned with the JMHS Single Plan for Student Achievement and is monitored by the School Site Council. This plan will guide the instructional program for the next six years.

As a result of the work of the focus groups and the development of new schoolwide learner outcomes, JMHS was able to develop a new six year action plan to maximize student success. Over the past year, JMHS staff has spent time in each other's classrooms in order to get a better sense of the overall learning environment experienced by students. Stakeholders have gathered and examined student achievement data, parent surveys, instructional materials, student work, student assignments, and syllabi in order to search for overarching patterns to demarcate areas of strength and areas for growth.

The five goals of the Action Plan are:

- To improve the short term English Learners' academic language comprehension and mastery.
- To provide necessary supports to assist long term English learners to re-designate and

improve their academic proficiency.

- To increase the number of students passing and above in Algebra I and Geometry
- To increase the number of students on track to graduate with A-G requirements.
- To increase parent and community involvement in order to increase student achievement.

Chapter IV: Quality of the School's Program

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

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

A1. Organization Criterion

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

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

John Marshall High School has developed and established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready. The school's vision statement establishes high expectations for learning and student achievement and is supported by the LAUSD Board of Education, the LAUSD Superintendent, Educational Service Center (ESC) East, and the stakeholders of John Marshall High School (JMHS). JMHS has a clearly stated vision and set of Schoolwide Learner Outcomes which have been developed by collaboration of all stakeholders. The focus of the Common Core State Standards (CCSS) has strongly affected the development of the school's vision statements and SLOs.

JMHS regularly reviews and modifies its vision and SLOs. In the spring semester of 2014, the faculty began the conversation during Professional Development to review and revise the school's vision statement and SLOs to meet the needs of the shift to incorporate the new CCSS. In the fall of 2014, the Leadership Team finalized the vision statement and SLOs incorporating input provided by all stakeholders in various committees as well as members of different home groups and WASC focus groups.

JMHS ensures that all stakeholders, including students, parents, and members of the community are provided opportunities to understand and support the school's vision and SLOs. Starting fall of 2014, opportunities have been given for parents and members of the community to attend "Coffee with the Principal", an informal forum the principal provides that focuses on school initiatives aligned to the vision and SLOs.

Throughout the year, stakeholders including students, parents, members of the community, teachers, and administrators participate in councils and committees (SSC, SDM, ELAC, Leadership Team, and Student Congress) that utilize the school vision statement and SLOs for decision-making. All classrooms and offices have the JHMS SLOs posted.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

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

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

The JMHS governing board consists of Leadership Team, School Site Council (SSC), Shared Decision Making (SDM), and English Learning Advisory Council (ELAC). The Leadership Team oversees, adjusts, and monitors the schoolwide Action Plan as aligned with the Single Plan for Student Achievement. The team is comprised of department chairs, Academic Program Coordinators, Administrators, Program Coordinators, a student, and a parent. In addition, the SSC is the decision making council for state and categorical programs and grants. It is composed of teachers, students, parents, members of the community, the principal, and other school personnel. Its main role is to develop, approve, and annually update the Single Plan for Student Achievement (SPSA). The ELAC meets monthly to review and discuss current issues regarding EL student achievement. SSC and SDM meet regularly (once a month--same day). All governing boards (Leadership Team, SSC, SDM, and ELAC) develop and support policies for programs and operations that align with the JMHS vision statement and SLOs.

JMHS parents and community members are invited to participate in parent informational meetings during both Back to School Night and Open House each semester. The Parent Center and well as Parent/Community liaison office make available important information such as the Governing body meeting dates, opportunities to become involved, and JMHS vision statement and SLOs. Parents are regularly informed of upcoming events and important issues through the school website, Connect- Ed and mailings.

There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff. The governing boards are represented with administrators, teachers, staff, students, parents, and members of the community with meetings having a quorum that allows for voting on issues.

There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school. LAUSD, school board, ESC East, and school leaders work cooperatively in a culture that ensures student achievement of the SLOs and academic standards. The principal communicates with Education Service Center (ESC) East and the school board to facilitate mutual support of district and school expectations of student learning and mastery of academic standards. In addition, SSC oversees Title I funds, SDM determines IMA and budget adjustments follow the governing by-laws and regulations.

A3. Leadership and Staff Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

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

JMHS's planning process is broad-based and collaborative, as evidenced by several councils, committees, and stakeholders. These leadership councils (SSC,SDM, ELAC) focus on the

implementation of JMHS's vision statement and SLOs. JMHS has numerous boards and councils that allow for participation of all stakeholders in the planning process. Meeting minutes are reviewed by all stakeholders and are open to discussion with members of the committees. Collaborative efforts with JHMS also include JMHS Alumni Associations that assists with various campus and student activities.

While the school's Single Plan for Student Achievement (SPSA) is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards, it is not evident that JHMS uses a systematic *method* to gather, analyze, disaggregate, and disseminate data, evaluate the Single Plan for Student Achievement, and update the plan according to data. Some teachers are using some informal data for their students; however, systemically, there is no evidence that data is gathered, analyzed, disaggregated, and disseminated to teachers to drive instruction.

SSC examines AYP/API data, graduation rate, A-G completion rates, attendance rates, CAHSEE pass rate, CELDT data, and report card grades to decide by a voting consensus on how to allocate the Title I budget to meet the needs of our students to support SLOs.

A4. Leadership and Staff Criterion

To what extent does a qualified staff facilitate achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

JMHS employment policies for all staff are aligned to those that are required by the Los Angeles Unified School District and NCLB requirements. Every potential employee (teachers, administrators, instructional aides, and other staff members) must go through an employment process before the hiring committee at JMHS begins the interview process. The decision is made at the school site and reported to Human Resources for full employment.

All staff must comply with the NCLB requirements, including CLAD certification. Special Education teachers are required to hold a content area credential as well as a Special Education credential and Autism certification. In addition, with the implementation of the Common Core State Standards (CCSS), JMHS allocated budget for professional development related to instruction in the CCSS.

All teachers instruct within the limits of their credentials through the use of data reports that are produced by the division of Human Resources for LAUSD and the requirements of NCLB. It is required that all teachers be "highly qualified" and have a valid California teaching credential in the subject area in which they are teaching.

Several science teachers possess multi credentials in two or more content areas (Biology, Chemistry, and Physics). JMHS has six teachers who have earned National Board Certification. Special Education teachers are required to hold a content area credential as well as a Special Education credential and Autism certification. Staff members also take advantage and participate in a diverse range of Professional Development opportunities through the LAUSD Learning Zone (web-based).

New teachers are welcomed to the school by the administrative staff, Academic Program Lead

Teachers, union representative, and the department chair. Veteran teachers provide mentoring and instructional and classroom management support to new teachers. New teachers also have access to mentors through BTSA.

The principal provides support to new JMHS teachers JMHS by hosting New Teacher meetings to relay pertinent information, helping them understand the school's vision and SLOs, and teaching expectations. Administrators utilize the Teacher Growth and Development Cycle (TGDC) to guide teachers through improving their practice. All new and probationary teachers participate. Teachers select three goals aligned to the Teaching and Learning Framework focus standards each year. The TGDC Lead Teacher works with faculty to facilitate the use of this web-based platform for submitting goals, lesson plans, and self-reflection with administrator guidance.

During the opening faculty meeting, school policies, operational procedures and responsibilities for all staff is reviewed. Mandated LAUSD District bulletins and handbooks (child abuse reporting, uniform complaint procedures and Title IX, sexual harassment policy, bullying, internet acceptable use policy, bloodborne pathogens, and chemical safety) are reviewed annually in faculty meetings.

Bulletins are emailed to all staff and everyone has an opportunity to ask questions for points of clarification and discuss implications of these bulletins and procedures. The UTLA representative and Administrator are regularly available to answer questions regarding policy issues.

SSC, SDM, and the Leadership Team provide avenues for staff to express concerns and collaboratively design corrective actions to problems as they relate to student achievement. Teachers may submit agenda items to the designated members on the councils.

JMHS has monthly faculty meetings are held after school SSC, SDM, ELAC, and Leadership Team conduct monthly meetings. JMHS stakeholders are communicated with through email, the JMHS website, hard copies of memos in teacher mailboxes, and announcements posted in the main office. The Principal maintains an open door policy and it is evident that staff feels very comfortable in asking questions.

All LAUSD teachers belong to the United Teachers Los Angeles (UTLA) teachers' union with a local representative on the JMHS campus.

While Professional Development time is allotted for staff to discuss and plan for student achievement, analyze student data, discuss and share effective lesson plans and teaching strategies, it is evident that only some teachers are gather, analyze, disaggregated, and disseminate data.

JMHS has implemented and completed Departmental Classroom Observations by teachers that is facilitated by the Title III Coordinator. A forum for sharing classroom observation results and

instructional practices has been established at Leadership Team meetings.

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

JMHS Leadership Team comprised of Administrators, Academic Program Leads, Department Chairs, Program Coordinators, students, and parents, meets regularly to discuss and examine processes and the focus of the staff for student success. The discussions center around the PD plan that continually emphasizes the focus on instruction, rigor, student engagement, student achievement, data analysis, and collaboration.

The SSC is the decision making council for state and categorical programs and involvement in the SPSA process. The SDM is a representative decision-making body of JMHS's stakeholders with input from their constituents before voting on issues that include 50% of the JMHS professional development plan, student discipline, bell schedules, the issuance of guidelines for the use of equipment (including copiers), and departmental instructional materials account (IMA).

The principal attends monthly ESC East meetings led by the Local District Superintendent and the Instructional Director.

Through monthly meetings, the leadership at JMHS ensures an ongoing cycle of reviewing, implementing, reflecting on, and monitoring data, action plans, and goals to improve student achievement. The support personnel at JMHS (PSA counselor, Targeted Student Population Counselor, School Psychologist, Psychiatric Social Worker, Healthy Start Coordinator, school nurse, college counselor, academic counselors and clerical staff) also work collaboratively to increase student achievement.

A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

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

JMHS has established a specific number of days allocated during the academic year for professional development. A number of teachers attended Common Core Standards Training and Next Generation Science Standards training. These teachers have provided on-site training for staff. LAUSD and the College Board provide Professional Development workshops for advanced placement teachers.

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

Beginning with the 2014-15 school year, JMHS uses the Teacher Growth and Development Cycle (TGDC) which includes a self evaluation, two selected focus goals, pre-planning meetings with administrators, detailed lesson plans, formal and informal observations, feedback reflection. The TGDC Lead teacher provides on-site technical support to teachers and administrators on navigating the TGDC web-based platform.

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

The measurable effect of the professional development is in: API scores which have increased significantly since 2009; Graduation rates which have increased steadily since 2009, Scholarships and grants awarded to graduating seniors and increased attendance rates for faculty, students, and staff.

During PD by departments and Academic Programs, teachers have been given the opportunity to work on designing and implementing projects that enhance student learning, improve student academic language, and increase student discourse in the classroom.

A6. Resources Criterion

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

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

JMHS receives Title I funds based on the number of students who qualify for the federal meals program, and English Learner funds based on the numbers of English Learners. SSC is responsible for overseeing the Single Plan for Student Achievement and distributing Title I and Bilingual Funds. SDM is responsible for Department allocations of IMA funds.

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

The general budget provided from the state through the district to the school pays for all day-to-day operating expenses of the school (staff and instructional materials) based on the average daily attendance of student. Staffing expenses use up most of the funds provided to the

school.

Each year the school receives an allocation of Title I funds based on the number of students who qualify for free or reduced-priced meals. The school receives an allocation in March of each year. The SSC meets to review the SPSA to determine the budget priorities for the next school year. Once the budget is developed, it is submitted to Educational Service Center East for evaluation and approval.

The procedures for student body financial allocations are through the collaboration of the athletic director, Student Leadership sponsor, Principal, AP and financial manager to determine an annual budget.

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

The campus provides ample space and rooms to hold the current number of students. Each teacher has his or her own classroom. Sufficient space is provided for a variety of offices which support students. The following facilities provide additional support to students, staff and community members either before and after school:

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

Teachers and students have access and equity to laptop and iPad carts in order to support online learning through interactive websites. The library is available for students to use computers to word process papers, do research for classes, and collaborate with their peers using technology in pace with the digital literacy of their generation. Teachers utilize LCD projectors and ELMOs to model technology in the classrooms to increase efficiency and provide multi-modal instruction (i.e., visual supplementation of lessons).

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

The hiring of all staff adheres to LAUSD contract guidelines and procedures based on student enrollment. Due to the requirements of No Child Left Behind (NCLB), the district only hires teachers and paraprofessionals who are highly-qualified and have full teaching credentials in their subject matter. LAUSD has distributed funds to each school for the preparation, planning, and implementation of the CCSS.

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

The SSC, which is comprised of all stakeholders, is the representative body of the entire school community. The Principal is a mandatory member, and teachers, parents, students, and members

of the community are elected by members of the committee. The SPSA is evaluated annually by the SSC.

Budgets are determined by our governance groups and aligned with goals identified in our SPSA. All Stakeholders are welcome to join and provide active feedback into the decision-making process.

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

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):

1. JMHS has clear organizational and decision-making structures involving all stakeholders.
2. There is improved communication between governing boards and other stakeholders.
3. The leadership team and parent group functions as a “think tank.”
4. There is faculty ‘buy-in’ for Professional Development led by teachers.
5. The review and revision of the SLOs by all stakeholders is evident and is imbedded in the school culture.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):

1. JMHS needs to build capacity and distribute leadership among a wider group of stakeholders (i.e. Professional Learning Communities -PLC).
2. Indicators and measurement of Schoolwide Learner Outcomes need to be clearly communicated with students and other stakeholders.
3. Gathering, analyzing, disaggregating and disseminating data to assess student achievement and program effectiveness.

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

- JHMS Vision Statement
- Revised Schoolwide Learning Outcomes
- SPSA
- Agendas and sign-in sheets for SSC, SDM, ELAC, and Leadership Team meetings
- A-G Requirements
- Parent/Student Handbook
- Minutes from SSC and SDM
- Classroom Observation Tools/Protocol
- LAUSD Learning Zone
- Teacher Growth and Development Cycle (TGDC)
- Faculty Handbook
- Administrative Responsibilities
- Staff communication emails

- Parent Blackboard
- UTLA/District Collective bargaining agreement and teacher contract
- Surveys
- LAUSD Teaching and Learning Framework
- Categorical Funds
- School Budget
- Title I Funds
- LAUSD contract guidelines

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are the schoolwide learner outcomes accomplished?

Current Educational Research and Thinking:

All students have access to grade-level core curricula designed to increase opportunities for re-teaching and differentiated instruction where approved instructional guides are followed.

Teachers and program coordinators collaborate to analyze assessment data and to inform, modify and design instructional strategies.

All students must complete A-G requirements to graduate. All students have access to class offerings including AP and Honors courses and career related technical and practical skills classes. JMHS consistently ranks among the top schools in the nation in the number of AP courses offered and tests administered.

The JMHS staff has access to the LAUSD Learning Zone where current webinars, educational journals, data findings, and California Board of Education recommendations for educational pedagogy are stored for immediate access. Furthermore, staff members present seminars for colleagues based on professional development training received through outside sources.

Academic standards for each area:

Prior to the application of the Common Core State Standards (CCSS), all teachers implemented and created lessons that were driven by the California State Content Standards (CSCS). Teachers use texts and materials that focus on teaching skills and concepts aligned to the CSCS. In the 2013-2014 school year all teachers were introduced to and received further instruction on the CCSS and the Smarter Balance Test that would be implemented as of the 2014-2015 academic calendar. Several teachers in the English, math, science and history departments attended District in-services that focused on developing lessons and utilizing literacy strategies that focused on the CCSS.

Congruence:

Most courses are aligned with the District mandates of following the A-G college readiness requirements for all students. Counselors directly monitor students' progress in successfully meeting all graduation requirements. Currently, the Classes of 2017 and 2018 will receive credit for each required course if they receive a grade C or above. Any Ds or Fs will result in a student needing to repeat the course to receive academic credit towards graduation.

Teachers in each department in 13-14 school year were given time to visit other classrooms in order to observe their peers teach. Using the ideas of the Critical Friends Observation Protocol teachers were encouraged to use reflective practices to identify their ability to engage students in their lessons in order to strengthen and improve skill sets while meeting the CCSS. During the 2014-2015 school year teachers continued to use the Critical Friends strategy to foster academic community building and inspire reflective practices. A training on this protocol was used during professional development during the WASC visit time period.

Student Work — Engagement in Learning:

Other projects that students present in the classroom marshal evidence of engagement and active participation. These include: cooperative learning projects, PBL projects, and numerous hands-on activities

which provide teachers with a preview of student interest, involvement in the activities, and progress.

Accessibility of All Students to Curriculum:

The curriculum used at JMHS has research-based support. Teachers look for ideas and activities that allow students to connect with the material or skills taught in the classroom. Teachers utilize graphic organizers that challenge students to think outside the box including: dialectic journals, concept maps, timelines, flow charts; literacy strategies that engage and challenge students to think critically and analytically including: Directed Thinking Reading Activity, Cloze Reading, Cornell Notes, debates, Think-Alouds; and cooperative learning activities where students work with others on one common goal including: Think-Pair, Reciprocal Teaching, Literature Circles, group presentations. All these activities work to spark interest in the curriculum, and provide a way to allow students to demonstrate understanding.

Special needs students participate in similar activities, modified to their abilities and specific needs. Special education students are involved in learning through daily instruction of practical and theoretic lessons. Students in the special education program are also involved in activities outside the classroom such as: learning to cook; completing office tasks; working with general education students on special activities like talent shows, athletics, and lunch time activities; and being active on campus through their regular class schedules.

Integration among Disciplines:

Teachers work together in inter-disciplinary lessons that make connections between subject areas. Such cooperative instruction also allows teachers to share and work with students on common goals and develop students' skill sets. Simultaneously, teachers are able to articulate student progress, lesson accessibility and success, and discuss means to continue improve instruction using a variety of curriculum.

All teachers have received some type of Common Core training through district and school supported professional development. Teachers use textbooks with Common Core State Standards as part of the curriculum. We saw evidence of CCSS in the lessons presented in a number of classes.

Curricular Development, Evaluation, and Revisions:

The faculty is offered a series of professional development in-services on weekends or afterschool. These in-service opportunities focus on topics that range from instruction to implantation of theory-based curriculum. These are offered on campus and through the district.

Policies — Rigorous, Relevant, Coherent Curriculum:

Teachers in each discipline share the curriculum goals and work to develop lessons that stress rigor.

There is communication between JMHS and feeder schools during articulation. Teachers and administrators visit feeder middle schools to discuss academic expectations for entering students. Parents from feeder middle schools are encouraged to attend orientations and work with teachers and counselors to assure their students have a course of study that meets the A-G and graduation requirements in preparation for post-secondary education and careers.

Articulation and Follow-up Studies:

In the past years, English teachers have been trained to use a structured writing program to help students improve their writing skills that will prepare them for the rigors of college writing (J. Schafer model) .

B2. Curriculum Criterion

To what extent do all students have equal 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 career goals?

Variety of Programs — Full Range of Choices:

JMHS counselors visit all feeder middle schools to register students for the following year. All new enrollees meet individually with a counselor for programming. Each student chooses which academic program he/she would like to belong to. Students are allowed to change their academic program throughout their four years at JMHS.

Students interested in the Magnet School apply through a centralized online process in the fall. Students are notified in the spring if they have been accepted.

JMHS provides 9th grade orientation for all upcoming 9th graders and their families.

JMHS provides equal access to school curriculum which is best exemplified by the number of students taking Advanced Placement courses. Students of all skill level are given the opportunity to challenge themselves.

Student Leadership exposes students to student government. Leadership students take an active role in school activities through planning, advertising, and managing various activities. Nearly all student-oriented school events are executed through student leadership, including grad night and graduation, clubs, student government, and more.

The college counselor provides students with advice on programs offered at various colleges, scholarship opportunities, coordinates college and career fairs, and conducts classroom presentations about colleges and financial aid options.

Student-Parent-Staff Collaboration:

COST/SST committees at JMHS collaborate and discuss students who are not performing to their potentials.

The dedicated Parent Center provides opportunities for parents to discuss students' needs. It also provides translation services.

The principal provides "Coffee with the Principal" meetings with parents to engage parents in discussing students' academic and extracurricular programs and expectations.

The School for Advanced Studies offers a Friends of Marshall SAS parent group.

The JMHS Gifted/High Ability Magnet offers a Friends of Magnet parent group.

The Parent Center, staffed by two part-time parent/community representatives, welcomes parents and other visitors and provides information about school and community programs.

Parents participate in all school governing boards (SSC, SDM, ELAC, Leadership Team).

Parents are invited to attend Back to School Night and Parent/Teacher Conference Nights. During these events, parents, teachers, and students collaborate to establish classroom rules, behavior and curriculum goals and monitor students' progress. Teachers communicate with the Community Representative and guidance counselors to arrange parent meetings to discuss students' academic progress, behavior, and/or expectations.

Monitoring/Changing Student Plans:

The counseling staff at JMHS works diligently to assure that each student is placed in a course of study that meets their needs. Counselors meet with students at least twice a year to formally discuss course of study, current progress toward meeting A-G requirements, and future plans for post-high school education. Counselors also monitor each student's academic progress and provide resources to students who need remediation.

Post High School Transitions:

Students at JMHS are encouraged to go to the College Center to inquire and learn about opportunities for post high school education and training. The College Counselor organizes college visits, guest speakers, workshops on personal statements, financial aid, and test preparation to help all students prepare for the process of matriculating into a post-secondary school.

Department of Transition Services (DOTS) office provides work training and post-secondary opportunities for special education students.

B3. Curriculum Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and be prepared for success in college, career, and life?

Real World Applications — Curriculum:

The School for Environmental Studies students visit the Hyperion Waste Treatment Plant and Solstice Canyon to learn about real-life problems and solutions.

DOTS office offers job skills training and vocational training to foster post-secondary options for students with disabilities.

Project based learning allows students to apply knowledge to real-life situations and utilizing higher order critical thinking skills.

The College Center offers a College fair two times per year in order for students to meet with representatives of prospective schools to explore various program options that are available.

The College Center offers various field trips to different local colleges so that students can explore post-secondary options and find information that may be germane to their futures.

Meeting Graduation Requirements:

Graduation rates have been high (81%) over the last several years, and they are making growth towards their goal of 90%.

CAHSEE passing rates have improved over the last several years.

A credit recovery program is offered to seniors after school in order to help them graduate on time.

Students are referred to adult school for credit recovery.

Students meet twice a year with counselors to discuss progress made toward meeting A-G requirements and graduation.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**Areas of strength for Standards-Based Student Learning: Curriculum (if any):**

1. Collaboration and professional development is built into the JMHS schedule. Teachers regularly meet to develop research-based instructional practices and lessons.

2. All students have access to A-G requirements. There is regular communication with feeder middle schools and local colleges, to ensure that all students understand graduation and college requirements.
3. Students are offered various tutoring opportunities after school through YPI and teacher office hours.
4. Students have access to the library resources and databases.
5. Students are offered an opportunities for credit recovery/job skills through the regional occupational program, as well as opportunities to be leadership class to gain real world leadership skills.

Key issues for Standards-Based Student Learning: Curriculum (if any):

1. Gather analyze and dis-aggregate/disseminate data in order to support student achievement and program effectiveness.
2. JMHS needs to continue to explore ways to promote career and technical education programs.
3. JHMS needs to continue to explore ways to increase elective course offerings based on student interest, and that fit into the A-G requirements.
4. More professional development and resources need to be made available to assist teachers to implement CCSS.
5. JMHS Needs to have more intervention opportunities during the school day, rather than just tutoring opportunities after school.

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

- WASC Self Study
- Focus Group meeting
- Classroom observations
- Discussion with the Leadership
- Personal interviews

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Instruction Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

Results of Student Observations and Examining Work:

Academic standards, Schoolwide Learner Outcomes (SLO's), and Common Core State Standards (CCSS) are utilized to determine curricular content and instructional strategies. All courses are standards-based and aligned to the CCSS. Beginning in 2017 district graduation requirements are changing to require that all students complete the A-G requirements for graduation and students must earn a grade of C- or better to be considered a passing grade. JMHS immediately implemented the new criteria.

The new graduation requirements raise serious concerns for struggling/at-risk students and embedded interventions will be very necessary. JMHS needs to seek opportunities to explore items such as: expanded bell schedules, advisories, and Professional Learning Communities for evaluating instruction and program effectiveness.

To ensure students are college and career ready, student centered instructional strategies have been implemented across all content areas. The Leadership Team selected two essential instructional foci for teachers as outlined in the Teaching and Learning Framework: questioning strategies and student engagement. Academic vocabulary is strongly emphasized and word walls are utilized in many classrooms. Students are given many opportunities for collaboration and regularly participate in Socratic Seminars, inquiry based learning, Document Based Questioning (DBQ's), gallery walks, Project Based Learning (PBL) and the Jane Schaffer structured writing method. Some students are given the opportunity to apply their knowledge in classes and in situations outside of school through curricular field trips.

Teachers regularly focus on English Learners, both long-term and short-term, in an effort to design targeted instructional strategies to help students redesignate. Collaboration among core teachers, instructional aides, and resource teachers is ongoing and consistent to ensure special education students receive appropriate accommodations and scaffolding. On a class by class basis, students are given the opportunity to revise and improve upon work in progress.

With the issues of the new data system, transition to common core and new state testing systems, there is a lack of data being used to assess and evaluate the current academic/instructional program and student achievement.

C1 Student Understanding of Learning Expectations-Performance Levels:

SLO's are posted in classrooms. Teachers reported that they discuss syllabi and make them available at the outset of instruction. In classroom observations the team noted rubrics for assignments, quizzes, tests, and other assessments so students know what is expected of them. In many classrooms, essential questions were utilized at the beginning of a lesson/unit of study as well as at the end to establish SLO's. Counselors, teachers, and program directors/teachers on special assignment regularly meet with students to instruct them on courses, graduation and college requirements. At the beginning of each semester, students are given the standards for the particular core area. Teachers explain to the students how their work will be

evaluated based on rubrics and specific grading criteria that are aligned to the standards.

Homework assignments, upcoming tests or project due dates are posted in classrooms and/or online. Due to the difficulties with MiSiS, the new student information system, there is not a consistent way in which students are made aware of their grades and class assignments. Though a wide variety of systems are used by teachers to post grades, assignments and send messages, students reported in interviews that they are aware of the various way teachers share information and don't feel confused by the array of methods. The use of emails has improved communication, understanding of class requirements and grading procedures, however, it is highly recommended that, as the new student system is put into place, JMHS adopt a common system for communicating with students and parents.

Though students and parents are aware of the new graduation requirements, serious concerns are raised for struggling/at-risk students and embedded interventions will be very necessary. JMHS needs to seek opportunities to explore items such as: expanded bell schedules, advisories, and Professional Learning Communities for evaluating instruction and program effectiveness.

C1 Differentiation of Instruction:

Apparent throughout the campus are differentiation strategies within the classroom setting; the use of think-pair-share, structured writing techniques, cooperative learning groups and teaching academic vocabulary has been a major focus.

In inclusion classes a mainstream education teacher teaming with a Special Education Resource Specialist to deliver instruction has been instrumental in helping teachers implement differentiated instruction. This process helps teachers tailor their instruction for students with IEPs.

All teachers have the proper credentialing to instruct English Learners and have participated in numerous professional development sessions at school and through the district. Bilingual teaching assistants support Spanish and Armenian speaking students in their home languages and offer additional one-on-one help to all students.

As stated in the self study report, there is a lack of technology tools available, however, teachers make use of the technology that is available for instructional purposes. Teachers utilize LCD projectors and computers for instruction. A majority of teachers are requiring at least one project per semester that requires students use either powerpoint or online instruction. Students without computer access at home are strongly encouraged to attend after school tutoring (YPI) and utilize the technology available in the JMHS library. Physical Science classes have access to Computer Based Labs (CBL). Some physics classes use tracks connected to software to measure motion. Students perform labs and use biotechnology tools to get better prepared for the AP exams. Title One provides:

- 2 laptop carts
- 4 iPad carts
- 3 Computer Lab rooms

With the issues of the new data system, transition to common core and new state testing systems, there is a lack of data being used to assess and evaluate the current academic/instructional program and student achievement.

C1 Student Perceptions:

Students participate in all of the JMHS governing board meetings (SSC, SDM, ELAC), the Leadership Team, and WASC focus groups and are given opportunity to express their insights about instruction and academics. Student Congress meets monthly to discuss the school's statements and disseminate

information regarding new district mandates, procedures, and programs.

Survey data indicate that students are proud to be at JMHS and believe that the school is known for its academics, a competitive Academic Decathlon Team, diversity, athletics, Campus News, caring teachers and staff, and strong school spirit.

- 85% of students who participated in a yearly survey provided by the district responded that JMHS offers many activities before or after school that support students' personal growth.
- 78% of students surveyed responded that JMHS provides extra academic support when needed.
- 75% of students surveyed responded that they have chances to talk about what they learn.

In a student group information session, students shared that academics, the offering of AP courses and supportive staffs are key components of the JMHS school climate. They further reported that resources are readily available; the college center, the health center, specialty programs, and the counselors are very accessible.

Though students and parents are aware of the new graduation requirements, serious concerns are raised for struggling/at-risk students and embedded interventions will be very necessary. JMHS needs to seek opportunities to explore items such as: expanded bell schedules, advisories, and Professional Learning Communities for evaluating instruction and program effectiveness.

C2. Instruction Criterion

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

C2 Current Knowledge:

Teachers at JMHS are aware of current instructional content and research-based instructional methodology through a schoolwide professional development plan. All teachers are highly qualified and many hold advanced degrees. There are six National Board Certified teachers. Several teachers in all departments have attended training modules related to the transition to the Common Core State Standards.

Though many teachers utilize LCD projectors to do PowerPoint presentations and five teachers use Smart Boards and audio resources, an effort needs to be made to provide equipment, train and support teachers in integrating the use of technology. It is recommended that JMHS explore options for providing students with opportunities to utilize technology and develop their 21st century skills.

C2 Teachers as Coaches:

Collaboration, questioning and oral discourse are a campus-wide focus; student centered learning is taking place on a daily basis leading to a very collaborative environment. As more students participate in these collaborative environments, teachers have transitioned from direct instruction to being facilitators of learning.

Many teachers have an open-door policy or office hours before and after school as well as at nutrition and lunch for students to receive help and tutoring. As coaches, teachers focus on improving academic, personal, social-emotional, and other aspects of personalized learning that are needed for the successful navigation and matriculation of high school.

Teachers collaborate in content specific groups during professional development time to discuss and share best practices; working as mentors and coaches for their peers.

C2 Examination of Student Work:

An examination of student work samples from all classes show that there is use of graphic organizers, Cornell Notes, and structured writing. In the Social Studies department students are participating in Document Based Questioning and in English students are annotating text, finding evidence and utilizing research techniques. In Science and Math students are participating inquiry based learning and in nearly all courses students participate in Project Based Learning.

C2 Examination of Student Work:

Students are asked to critically analyze and evaluate their work in all their classes. Based on teacher observations through reflective learning walks, it was determined that much of the questioning across all disciplines is above the simple recall level and uses questioning from the higher end of Bloom's Taxonomy. Teachers use small group activities and group or individual projects to increase classroom engagement and develop students' problem-solving skills.

Across all disciplines, students experience approaches that involve inquiry, formulating and solving problems, teamwork, reflecting on and communicating about their work, and revising work in progress.

C2 Examination of Student Work:

There is inconsistent use of technology across campus. The main reason for the inconsistencies is a lack of available equipment and training for teachers. Despite the inconsistencies, the team did observe students utilizing cell phones in math classes as calculators, personal laptops for group projects, and other assistive technologies such as microscopes in science. Additionally, student work does demonstrate that students are using some technology as part of their learning experience.

The computer labs and the library provide access for students to use technology to complete projects. The library is open daily during school hours as well as after school. Laptop carts are checked out from the Title One office for classroom use for projects. Mobile laptop carts allow for in-class research, during which students can work with peers and seek guidance from their teachers. Technology allows most students to present professional looking work that includes art as well as text.

It is recommended that JMHS continue to attend trainings to develop 21st century technology skills and support the continued implementation of the Common Core State Standards; explore options for providing students with vocational education and real-world opportunities; and explore options for providing students with opportunities to utilize technology and develop their 21st century skills.

C2 Real World Experiences:

Some students are given opportunities to apply their knowledge in classes and in situations outside of school through field trips and project-based learning.

Some Academic Programs like SES have partnerships with outside organizations that provide opportunities for students to use resources beyond the textbook, including a partnership with LACC and Enrich LA (Tomas O'Grady). Also through outside programs such as College Path La, students are given the opportunity to learn about careers and college pathways.

Some students have access to and perform in:

- Concerts
- Play productions
- Annual Musical
- Battle of the Garage Bands
- Ceramics/Art Show

Some special education students use the cooking room once a week to get authentic experience and participate in the Best Buddies program with general education peers. Juniors are required to complete a service learning project, which is a project that combines learning goals and community service in ways that enhance student growth and the common good.

The ACE Program provides opportunities for students to explore exciting potential careers in architecture, construction, and engineering. Students produce competitive culminating projects in the areas of their choosing and compete against other students at other schools for prizes.

Each semester students from JMHS participate in ROP (Regional Occupational Program) where they work in local retail establishments such as Best Buy and Party City while earning high school elective credits.

Though students have an opportunity to attend Wood Shop and Auto Shop classes and they are offered some vocational classes through YPI's after school program, very few vocational courses are available to students because the courses do not meet the A-G requirements that are a focus and required for graduation. It is recommended JMHS explore options for providing students with vocational education and real-world opportunities

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

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

1. JMHS has adopted school-wide strategies including a structured writing program, academic vocabulary, oral discourse, collaboration, and questioning.
2. Teachers are experts in their field, who work hard to increase their content area knowledge through professional development and regular collaboration.
3. Special education and general education teachers collaborate regularly in order to ensure maximum success for students with IEPs or 504 Plans.
4. JMHS offers a rigorous, relevant, and standards-based curriculum to all students
5. JMHS fosters an environment of collaboration and mutual support by both staff and students

Key issues for Standards-Based Student Learning: Instruction (if any):

1. Developing a plan including embedded interventions (such as expanded bell schedules, advisories, PLC's, etc.) to ensure all students successfully complete high school graduation requirements (A-G for Class of 2017).
2. Continue to attend trainings to develop 21st century technology skills and support the continued implementation of the Common Core State Standards.
3. Gathering, analyzing, disaggregating, and disseminating data in order to assess student achievement and program effectiveness (such as PLC's).
4. Explore options for providing students with vocational education and real-world opportunities
5. Explore options for providing students with opportunities to utilize technology and develop their 21st century skills.

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

include the following:

<p>Classroom observations Rubrics SES field trip forms Service Learning projects YPI sign-in sheets Prof.I Development agendas & sign-in sheets Student work posted in the classrooms Library logs Student grades Survey data EL Redesignation rate AP test data Participation in afterschool programs</p>	<p>College Center log Laptop, iPad, and computer lab logs and sign-in sheets Course syllabus, course outline, policy handouts, behavior expectations, course goals Critical Friends Observation Protocol SLOs posted in classrooms Course syllabi Projects displayed in classrooms Academic Vocabulary Word Wall in classrooms Campus News episodes Student and parent interviews</p>
--	--

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

D1. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

John Marshall High School utilizes a variety of assessments. Formative assessments include collaborative groups, project-based learning, in-class participation, research papers, literary circles, journals, PowerPoint presentations, class quizzes, etc...Formative assessments are graded using rubrics that are Common Core Standards-based and are designedly collaboratively during professional development time. The standardized assessments include CST, CAHSEE, CELDT, KTEA II, Woodcock Johnson III, and Brigance. Some formative and summative assessments are analyzed through departments in order to monitor student performance.

It was not evident how departments systematically gather, analyze, disaggregate and evaluate data to support student achievement.. Teachers do use formative and summative assessments based upon state standards determine students' grades and their growth and performance levels. The data is distributed to all stakeholders, including students, parents, faculty, and community members through the school's student information system, student data system, student communication system, school website, teacher websites parent meetings, parent and school advisory groups.

D2. Assessment and Accountability Criterion

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these finding to modify the learning/teaching practices to improve student learning?

The report states John Marshall High School utilizes an array of assessment strategies to evaluate student learning. Some common assessments that can be found across all classrooms include daily warm-ups, homework checks, daily quizzes, projects, tests, essays, portfolios, individual and group work. Teachers incorporate reading and writing strategies into some assignments based upon the Common Core State Standards. Additional assessments that can be found in some departments include alternative assessments and cooperative learning.

In regards to common assessments, it was reported by the focus group interviews that prior to this year there were three periodic district assessments. However, this year the periodic assessments have been removed and it has been left up to the departments to create common assessments. Interim assessments have been created by math, science, and English. Summative assessments such as student performance, graduation rates, suspension rates, CELDT, and other data are used by administration, leadership team, and teachers to determine class scheduling.

D3. Assessment and Accountability Criterion

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the

college- and career-readiness standards, and the schoolwide learner outcomes?

As stated in the report, LAUSD supports John Marshall by providing a variety of assessments including attendance data, suspension data, CST scores, CAHSEE, A-G rates, AP course enrollment, test results, demographic data. Most of the data can be found in the school report card, which is made available to all stakeholders throughout the year. LAUSD school board monitors progress through interim assessment data and MyData.

According to the parent, counselor, and focus group interviews, student attendance, academic progress, and discipline is used to open up further communication with parents regarding student progress. JMHS teachers develop a myriad of assessments in order to use multiple measures to communicate and gauge student progress.

Teachers communicate formative assessments and expectations to students using course syllabi and course rubrics. Much of the coursework can also be found on the school website and teacher websites. JMHS also communicates student progress by mailing home eight report cards to parents throughout the year. JMHS also takes advantage of various community outreach programs and events such as Parent Conference Night, Back to School Night, SDC, SSC, ELAC, in order to share achievement data.

D4. Assessment and Accountability Criterion

To what extent does the assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources?

The reports states as a result of the JMHS critical areas of need regarding English Language Learners, a Title III coach was provided by LAUSD. Many of the assessments results have moved the school to focus on language and literacy for English Learners. The changes in the school programs include using the Title III coach as an instructional leader in order to provide demonstration of lessons, using SDAIE strategies, and study groups to assist teachers in accelerating EL academic achievement. Additional professional development opportunities have been provided for teachers to learn how to better support English Language Learners. Class offerings have also expanded to better support English acquisition through the addition of Language and literacy classes. These classes target academic language and vocabulary in order to help long-term English learners achieve the goal of redesignation. JMHS has also purchased a full time PSA counselor using Title I funds to support student absenteeism. The PSA counselor provides family counseling, home visits, and support for homeless students.

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

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

- JMHS has used professional development time to study data and learn how to apply the findings to teach strategies to promote maximum student success.
- JMHS has academic and social-emotional support programs are available to all students

to help them achieve maximum success.

- JMHS utilizes a variety of formative and summative assessments to determine student progress towards achieving the academic standards.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- JMHS needs to continue to gather, analyze, disaggregate, and evaluate data in order to support student achievement.
- JMHS needs more collaboration time for inter-departmental and intra-departmental planning to implement CCSS.

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

- WASC Self Study
- Focus Group meeting
- Classroom observations
- Discussion with the Leadership and Student Leadership
- Assessment data
- Personal interviews
- Student meetings

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

E1. School Culture and Student Support Criterion

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

Regular Parent Involvement: There are various opportunities for parent involvement: Shared Decision Making Council, School Site Council, ELAC provide ways for parents to participate in decisions regarding use of resources as well as to learn about the academic program and SLOs. Friends of Marshall SES, Friends of Marshall SAS, and Friends of Marshall Magnet and Marshall High School Alumni Group all provide opportunities for parents to participate in funding raising. In addition, the school maintains a dedicated Parent Center with a parent representative and the administration makes an effort to reach parents by conducting Saturday meetings and providing bilingual translators.

Use of Community Resources: While there is ample opportunity for parent involvement, community involvement is not as evident. The Healthy Start program encourages parent involvement and establishes partnerships with community businesses and agencies, including increasing access to medical, dental, and mental health services. The ROP program provides opportunities for job skills training and credit recovery through job programs at Best Buy and Party City. Credits from these classes are used as electives. Not many students utilize the ROP classes. For identified students, there is a Workability program, which sometimes leads to job placements for students. The Department of Transition Services Counselor assists students with 504 plans/IEPs with college enrollment and job training and placement.

Parent/Community and Student Achievement: In an effort to ensure that parents understand the school expectations, graduation requirements, and schoolwide learner outcomes, ninth grade orientations are offered for all incoming freshmen.

E2. School Culture and Student Support Criterion

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

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

Safe, Clean and Orderly Environment: The school's Safe School Plan is undergoing changes to adopt LAUSD's School-wide Positive Behavior Interventions Support (SWPBIS) model. The Discipline Committee, Restorative Justice Team and Consolidated Safety and Wellness Team are working together with the SDM Council to develop a new discipline plan and a code of conduct which promotes positive behavior interventions and alternatives to suspensions. The Restorative Justice Teacher Adviser assists in resolving student interpersonal conflicts and infractions by bringing together all parties involved to identify the harm that was caused and develop an agreement on how to restore harmony and also runs discussion circles for referred students. Students attend assemblies four times each year to review Code of Conduct, Dress Code, Restorative Justice, and other discipline procedures. The Safe School Plan lays out actions, roles and responsibilities of various personnel regarding emergencies and campus safety. JMHS has one full time School Police Officer assigned to the campus,

three full time Campus Aides and two 3- hour campus aides.

High Expectations/Concern for Students: A full time PSA counselor works with families of students who have excessive absences and tardies and is involved with the school-wide Attendance Committee to find avenues to keep students in school. Parents receive phone calls when students are absent through an automated system. In addition, all students must complete the A-G requirements beginning with the class of 2017. No grades below a “C” will be accepted for credit.

Atmosphere of Trust, Respect, and Professionalism: JMHS does not tolerate bullying in any form and has put in place policies to curb any such behavior. There are a variety of clubs that encourage the goal of diversity and the acceptance of others: Gay Straight Alliance, Let’s Erase the Stigma, Best Buddies, etc. Both students and staff exhibit strong mutual support and form a warm and welcoming community.

E3. School Culture and Student Support Criterion

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic and college- and career-readiness success?

Adequate Personalized Support: Healthy Start, 1.5 FTE school psychologists, a clinical social worker, an attendance counselor, a Restorative Justice teacher and academic counselors provide students with support. Special Education students are also supported by the Workability Specialist and the Department of Transition Counselor. After school tutoring is available several afternoons each week. Academic support during the school day appears to be limited to identified populations.

Direct Connections: The college center is maintained by a full time college counselor to provide information and assistance to parents and students. Helping students identify possible career interest appears to be a low priority, as the school is almost entirely focused on college-bound students.

Strategies Used for Student Growth/Development: Professional development time is allocated for teachers to meet and identify “at risk” student populations. In the 2013 School Experience Survey, 78% of students indicated that JMHS provides extra academic support when they need it, and 79% of parents also indicated in the survey that JMHS offers extra academic support for students. The general students (not in Magnet, SAS, SES) do not appear to have individualized learning plans. However, all students meet with their academic counselors at least once each year.

Support Services and Learning: YPI is an after-school tutoring program for students who need extra support for academic achievement. A full-time EL counselor provides PD for staff and parents. She collaborates with school staff to ensure that the PD plan and intervention services are aligned with SPSA and she conducts demonstration lessons and observations to improve instruction for ELs. In addition, the English Learners Master Plan offers a guide for all staff to ensure that consistent services are provided to every EL in the district. All educators are expected to implement this plan which includes the following strategies: SDAIE, differentiated instruction, and contrastive analysis. A DOTS teacher works with special education student three days per week to prepare them for after high school transition to college or work skills training programs. In addition, the special education department implemented collaborative and co-teaching instructional models, and increased the level of school-based engagement between students, parents, and the special education community. The Resource students use a learning center elective to increase access to the general education curriculum through a one-hour intervention during the school day.

The campus hosts a clinic providing health services to students.

Equal Access to Curriculum and Support: All students are able to take any course offering at JMHS

provided that they have taken the prerequisite course to ensure that they are adequately prepared. There are no GPA requirements for students to take Honors or AP courses. However, many students are unable to take these classes due to lack of prerequisites. Students may take remedial summer school courses and concurrent enrollment at LACC and Adult Education.

E4. School Culture and Student Support Criterion

To what extent do students have access to a system of personal support services, activities, and opportunities at the school and with business, industry, and the community?

Co-Curricular Activities: The School for Environmental Studies has been recognized by the State of California for its excellence in academic achievement, attention to individual student needs, and close faculty-student relationships leading to student success. Each year, this program receives additional state funding that allows SES to take its students on curricular trips to such places as Catalina Island, Palm Springs, San Jacinto State Park, etc. Partnerships with local businesses and government agencies allows SES to offer its students paid internships and job-training in the fields of medicine, environmental law, architecture, engineering, landscape design and up-and-coming vocations in the green industries. Relationships with universities including UCLA and Los Angeles City College allow SES to provide hands-on research and job-training opportunities.

Student Involvement in Curricular/Co-Curricular Activities: JMHS consistently produces Academic Decathlon championship teams. Although the number of sports offered is limited, the teams do very well. There are also sports competitions involving the Best Buddies students. The school appears to be rebuilding a band program. The school orchestra is large. There are many clubs supporting a variety of interests and which promote acceptance of diversity.

Student Perceptions: According to survey data, teachers and staff are friendly, there is very little evidence of bullying, and students have a strong school spirit. Students, staff, and parents feel a sense of pride to be a part of the JMHS community. According to survey data, students feel safe and respected on the JMHS campus and recognize that there are numerous places for them to be involved beyond the classroom. There is a strong and active Alumni Association.

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

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

1. Students have a variety of school and community - based support programs and activities to participate in both during and after school that support student achievement.
2. There is a deep connection between parents , alumni, community, students, and staff at JMHS.
3. Students have access to A-G and Honors/AP courses.
4. Staff collaboration is regular and has focused on student achievement.
5. JMHS offers a safe and clean environment despite budget cuts.
6. The various counseling programs are available in addressing student needs.
7. A strong athletic program and a variety of clubs and organizations positively affect school culture and spirit and help foster student achievement.
8. JMHS offers various opportunities for parent involvement.
9. The master schedule and teacher assignments are planned around student need.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

1. Gather, analyze and dis-aggregate/disseminate data to evaluate the impact on student achievement by administration /staff members for all programs.
2. Class sizes may need to be re-balanced in all programs across the school.
3. JMHS needs to continue to work on increasing parent participation levels.
4. JMHS needs to explore support structures to provide personalized learning plans for the comprehensive students (the other specialized programs such as Magnet, SAS, Environmental studies, have built in specialization).

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

- WASC Self Study
- Focus Group meeting
- Classroom observations
- Discussion with the Leadership
- Personal interviews
- Achievement records/IEPs/grade cards.

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

Schoolwide Areas of Strength (list numerically)

1. JMHS has improved the level of communication between all stakeholders.
2. JMHS offers a rigorous, relevant, and standards-based curriculum to all students.
3. JMHS provides a wide variety of counseling and support personnel in order to address academic and personal student issues.
4. JMHS has adopted school-wide strategies including a structured writing program, academic vocabulary, oral discourse, collaboration, and questioning.
5. JMHS fosters an environment of collaboration and mutual support by both staff and students.

Schoolwide Critical Areas for Follow-Up

(list numerically; Include who, what, why, and the impact on student learning)

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. To increase the number of students on track to graduate with A-G requirements.
2. To increase the number of students passing and above in Algebra I and Geometry
3. To provide necessary supports to assist long term English learners to re-designate and improve their academic proficiency.
4. To improve the short term English Learners' academic language comprehension and mastery.
5. To increase parent and community involvement in order to increase student achievement.

In addition, the Visiting Committee has identified areas that need to be strengthened:

(Note: Show the relationship to what the school has already identified, if possible.)

1. Gathering, analyzing, disaggregating, and disseminating data in order to assess student achievement and program effectiveness (such as PLC's).
2. Developing a plan including embedded interventions (such as expanded bell schedules, advisories, PLC's, etc.) to ensure all students successfully complete high school graduation requirements (A-G for Class of 2017).

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

The five goals of the Action Plan are:

- To increase the number of students on track to graduate with A-G requirements.
- To increase the number of students passing and above in Algebra I and Geometry
- To improve the short term English Learners' academic language comprehension and mastery.
- To provide necessary supports to assist long term English learners to re-designate and improve their academic proficiency.
- To increase parent and community involvement in order to increase student achievement.

The stakeholders analyzed data to determine their critical needs. Many of the needs are continued for the prior self-study. The action plan addresses the areas of critical needs; however, an additional area of critical need is developing a systematic process for gathering, disaggregating, analyzing and disseminating data to evaluate student achievement and the effectiveness of programs. By developing a systematic process for data, the action plan can enhance student learning and allow for implementation and monitoring of the other areas of the action plan. Additionally, the school needs to develop a plan including embedded interventions (such as expanded bell schedules, advisories, PLC's, etc.) to ensure all students successfully complete high school graduation requirements (A-G for Class of 2017).

The administration, staff, and district are committed to exploring grading practices to ensure that more students can meet the graduation requirements that require a C or better in all coursework. At the last staff collaboration, a discussion began about the possibility to implementing PLCs, which would help the school with implementing and monitoring their action plan.

The school is required to follow district mandates and work within budget constraints as a majority of the budget is dictated by the district. The school should be commended for integrating the district goals and the SPSA with the Action Plan.

The district's migration to the MISIS data system has created some problems with data collection needed to successfully monitor the action plan; however, the team feels that as this issue is resolved, the school will be able to better monitor and revise the action plan as needed.

The team is confident that the school will be able to accomplish their action plan with a stable leadership team monitoring its progress.