

**Chapter IV  
Self-Study Findings**

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

**A1. Does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that students can achieve high levels?**

**Is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?**

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

**Does the governing board delegate implementation of these policies to the professional staff?**

**Does the governing board regularly monitor results and approve the single schoolwide action and its relationship to the Local Education Association (LEA) plan?**

**Governance at Narbonne High School  
*A Case Study in Transition***

Narbonne High School's mission is to provide all students the opportunity to gain the knowledge, skills, and values necessary to become contributing members of a diverse, ever-changing society. In order to fulfill the stated mission, Narbonne High School's vision is that its supportive learning community will build academic excellence and mutual respect in an environment that supports the achievement of the State Standards for all learners.

**Los Angeles Unified School District**

As part of the immense Los Angeles Unified School District (LAUSD), Narbonne High School's governance is affected by a myriad of external factors. Generally, school policy is set by an elected school board and authority is delegated to a superintendent to implement the policy. Recently, the State of California adopted AB 1381 which would give the mayor of Los Angeles partial control of a portion of the Los Angeles Unified School District. However, a court has recently ruled AB 1381 unconstitutional. Thus, governance at the school board level is in transition.

The superintendent's office of the Los Angeles Unified School District is also in transition. LAUSD has recently hired a new superintendent, Admiral David Brewer III. It is not yet known if he will make significant changes in District policy.

In the 2005-2006 school year, LAUSD began providing financial support for the transition to small learning communities (SLCs) through its grant program. In addition, LAUSD has provided curricular support with the introduction of periodic assessments in math, English-language arts, and science. Instructional guides aligned with the periodic assessments have also been introduced. The instructional guides include concept lessons developed in collaboration with the Institute of Learning.

### **Local District 8**

Narbonne High School is part of LAUSD's Local District 8. Dr. Myrna Rivera, who had been the Local District 8 Superintendent for several years, has been hired as the new Superintendent of the Culver City School District. As of January 1, 2007, Local District 8 had an interim superintendent to serve during the search for a replacement for Dr. Rivera.

The local district provides Narbonne High School with both a math coach and a literacy coach. These learning coaches offer objective, non-authoritarian peer observation, modeling, and support to all teachers. In order to guide and facilitate individual and departmental adaptation and improvement, the coaches implement periodic assessments and disseminate data for teachers, departments, and small learning communities to assess the performance of their students.

For the special education department, Local District 8 provides provisional specialists, and for ICS, it provides specialized training and supplies in conjunction with California State University Los Angeles. Local District 8 offers training in the use of the instructional guides as well as coordination of the concept lessons and lesson studies based on the Institute of Learning material.

A cadre of teachers from Narbonne High School regularly meets with local district personnel to discuss the implementation of the periodic assessments and to further student learning. The cadre is composed of one or two teachers from each of the subjects tested on the periodic assessments.

### **Narbonne High School**

The school itself has undergone immense transition recently. Mr. Patrick Donohoe, Narbonne High School's principal of seventeen years, was moved by the district to a middle school before the start of the 2006-2007 school year. An interim principal served for the first few months of the year until Ms. Linda Kay came on duty in November 2006. This transition has created some uncertainty and some welcome opportunities for change.

A number of groups at Narbonne High School have decision-making input. Among these are the Leadership Council, the School Site Council, and the Small Learning Communities Council.

### **Leadership Council**

The Leadership Council is authorized by the contract between LAUSD and the United Teachers of Los Angeles (UTLA—the bargaining group for teachers) in Article XXVII. The contract grants the Leadership Council authority over the following areas:

- 1) The staff development program
- 2) Student discipline guidelines and code of student conduct
- 3) Schedule of school activities and events, and special schedules (e.g., final exam schedules)
- 4) Guidelines for use of school equipment, including copy machines
- 5) The following local budgetary matters:
  - a. Instructional materials, account 4170
  - b. Lottery funds, account 5381
  - c. School-determined needs, account 3986
  - d. State textbook and related materials, accounts 4111, 4152, 4267
  - e. Student integration program discretionary funds

### **School Site Council**

The basic principle behind the School Site Council (SSC) is that those individuals who are most affected by the operation of their school should have a major role in the decisions regarding how their school functions. Composed of faculty, staff, students and parents, the SSC is given the responsibility to write and administer the School Based Coordinated Plan (SBCP), which ensures that certain categorical funds (SIP, Title I) are coordinated to serve all students so long as the school is meeting the needs of all special populations. The SSC is the body that determines whether or not, and how to direct these funds. The SBCP contains the following components:

- 1) An Overview of the Plan
- 2) District Common Pages which detail philosophy community description, coordination of services, and SCC membership information
- 3) Budget Information
- 4) Core Curriculum Information including strategies, standards and assessment, curricular disciplines, and required program services to support the core curriculum
- 5) Needs Assessment and Evaluation detailing the analysis of our students' academic strengths and needs, student support beyond the classroom, staff needs, parent needs, and school priorities
- 6) Major Focus Area including our focus area and Program Quality Review plan
- 7) Other school curricular priorities
- 8) Staff development days focus

## **Small Learning Communities (SLC) Council**

With the implementation and reorganization of Narbonne High School into small learning communities, this council was formed to coordinate the transition and effective management of the processes. The SLC Council consists of the lead teachers from each SLC, an administrative representative, and UTLA chapter chair. There are currently no student or parent members on this council.

### **A3. Based on student achievement, do the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?**

The Narbonne High School leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards. A significant decision was made recently to transition the traditional high school to a conglomeration of eight small learning communities. The decision was based on student achievement results from the Math/Science Magnet and the Visual and Performing Arts Academy within the Narbonne community and prompted by the successful examples of small learning communities in other high schools nationwide. The intention is to provide more personalized services to help students realize their potential and to be successful. The small learning communities have their own distinctive thematic identities. They provide students of various interests with opportunities to connect their learning with personal or career goals. The transition into small learning communities enhances the mission of the school to provide all students the opportunity to gain the knowledge, skills, and values necessary to become contributing members of a diverse, ever-changing society.

Students are encouraged to participate in clubs, Student Council, and school based activities to develop their communication skills as well as enhance their academic experiences. At the beginning of each school year, teachers distribute course content letters or course syllabi to communicate class and subject standards, teacher expectations, and the assessment tools used by the teacher. The intention is to inform each student of what is expected. Teachers are encouraged to use multiple assessments when evaluating students.

Students gain work and communication skills through practical experiences in the work force. The Health and Human Services Academy, Perkins Academy, vocational training, and Work Experience provide school-to-work training for many Narbonne students. These programs also help keep students in school while preparing them for entry-level jobs. The College/Career Center is available to research college or job opportunities and occupational training. Students visit college campuses and meet on campus with college representatives in order to make informed choices regarding post-high school opportunities. The Math/Science Magnet invites guest speakers to make presentations that encourage students to pursue careers in related fields. Special education students

participate in community-based instruction where they learn how to function and communicate in the community through real-life situations. Some additional programs are implemented to provide intervention for the low performing students: The ROTC, which helps build students' self-esteem, the Student Success Team for underachieving or problem students, CAHSEE Boot Camp for students who need help passing the California High School Exit Exam, and the Bridge Program which helps prepare eighth graders for the high school curriculum.

Students involved in speech, drama, yearbook, band and orchestra, sports teams, spirit units, and dance teams develop an ability to communicate in various unique fashions. Required to maintain an acceptable academic performance level (a C average or better) and satisfactory citizenship marks in both work habits and cooperation (fewer than five absences and fewer than two unsatisfactory marks), students are motivated to meet the state standards and ESLRs in order to continue their involvement in the extra-curricular activities. Special AIP activities motivate students to maintain good attendance and citizenship by establishing similar standards. Teachers encourage students to demonstrate comprehension of the subject matter through communication.

Through Project Inspire (a LAACMP Grant) and Digital High School, Narbonne is in the process of implementing changes to increase students' technical proficiency. Students will have increased access to computers in labs and the library; portable labs will be available for classroom use to increase student access. Students commit to responsible use of technology by signing contracts, and are encouraged to create a digital portfolio to highlight their educational achievements.

**Do 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?**

The school leadership and staff are directly involved in making decisions and initiating activities in each small learning community. An administrator and a counselor are designated to assist the lead teachers in each of the small learning communities. The responsible parties constantly monitor and refine schoolwide action plans based on analysis of data to ensure alignment with student needs. Issues have been presented by teachers and staff to the school leadership, which include changing the name of a learning community to better reflect its mission, designating common planning time within small learning communities, establishing thematic unity among teachers of a certain discipline within a small learning community, and developing schoolwide assignments and assessments that measure student achievement of each ESLR. The Title I office then analyzes the proposed action and collect data to determine the plausibility of initiating new schoolwide plans or refining existing ones.

**A4. Does the qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?**

Narbonne's highly qualified staff facilitates the achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development. In recent years, the school has experienced a turnover of certificated staff: A number of the veteran teachers have retired, and new teachers have been recruited. Over fifty percent of Narbonne's teachers have taught at Narbonne for six or more years and as a result, provide continuity, guidance, and stability. Whereas the veteran teachers represent the Narbonne tradition, new teachers add fresh ideas and vigor to the community.

The Leadership Council and administration oversee the professional development of the staff, which includes administrators, teachers, and classified personnel. The school has increased funding resources to allow for growth and improvement. Every teacher is expected to complete an annual eight hours of workshop training to enhance academic knowledge or strength, to learn of new educational laws and regulations, to increase skills in integrating technology, or to communicate with peers across the nation, the state, and the district. New teachers, who are supported by mentors on campus, are also required to attend the BTSA program sponsored by Local District 8. On-site new teacher training meetings are conducted by a school administrator on a regular basis.

Narbonne High School's leadership continues to support, utilize, and monitor professional development programs. The school currently has three mentor teachers and several Delta Coaches who assist new teachers, district and university interns, and emergency-credentialed teachers. All staff members are monitored through the STULL evaluation process. School Improvement supports teachers by providing substitute teacher pay and tuition for conferences.

The results of the 2006 surveys from teachers, students, and parents have concurred that Narbonne's staff has done a quality job in facilitating student learning. 65% of the teachers surveyed believed that the school had clearly stated standards and expectations for what students needed to know and how to achieve these goals. 63% agreed that academic honesty was encouraged by teachers and supported by the administration. And 77% stated that teachers were offered opportunities for professional development.

Parents who responded to the survey are mostly satisfied with the academic rigor Narbonne offers. 83-88% of the parents were pleased with their children's academic programs in English, math, social studies, and science. 72% agreed that their children were involved in challenging learning experiences. 85% believed that Narbonne has high expectations and a focus on continuous learning for students.

A survey of Narbonne's sophomores conducted in the spring of 2006 indicated that 68% of the students felt that teachers and administrators encouraged them to challenge themselves and 74% stated that teachers had clear expectations. 81% agreed that classes

encouraged them to consider further education after high school, and 78% of the students believed that they would be prepared to enter college when they were finished with high school.

**A5. Are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?**

Narbonne High School is still in the process of incorporating ongoing research and data-based correlated professional development to help students succeed. To enhance the school's academic reputation and accountability, the school leadership and staff have successfully implemented the California Standards-based academic curriculum at the school, and have adopted the district and state-wide assessments such as the CAHSEE, the CST, and the three district periodic assessments in English-language arts, math, and science. The CST results for 2006 show progress in English-language arts, Algebra I, ICS I, biology, physics, and world history.

Despite a lack of sophisticated data on the results of the district initiated periodic assessments, some departments such as math and science have started to identify and target the concepts that their students repeatedly miss and use to findings to redesign lesson plans and drive instructional strategies schoolwide. By a similar token, a number of teachers and counselors use the results of the CST and CAHSEE to help identify individual student's learning needs and to look for ways to scaffold instruction for those students.

More work still needs to go into developing a fool-proof data system to accurately identify students' needs and to employ strategies that work.

**Strengths:**

- 1) Improved comprehension and function of the ESLRs that better reflect Narbonne's vision
- 2) More personalized services to students in each small learning community
- 3) More sophisticated norm and criterion based assessments to identify students' needs and help them succeed
- 4) Improved teacher orientation and staff development
- 5) More intervention programs for students with learning needs

**Needs:**

- 1) Coordinate responsibilities of local school decision-making councils (Leadership Council, School Site Council, SLC Council).

- 2) Common planning time for each small learning community as well as each department
- 3) A better system of analyzing results of high-stake assessments
- 4) More parental involvement
- 5) Earlier counseling conferences with students about their educational goals (as opposed to waiting until the senior year)
- 6) Encourage unmotivated students to participate in the learning process
- 7) Access, interpret, and analyze all available data

## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING CURRICULUM**

### **B1. Do all students participate in rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?**

Narbonne High School students participate in rigorous, relevant, and coherent standards-based curriculum. Through our small learning communities, we are able to offer an exceptionally broad program of diverse academic classes, complimented by a wide variety of technical and vocational offerings.

In two 2006 surveys which polled tenth graders and graduating twelfth graders, 72% of tenth graders found their classes interesting and challenging and 68% indicated that faculty and administrators encourage them to challenge themselves. 85% of the seniors surveyed stated that their academic courses prepared them for further education and that 68% of these seniors went on to attend either a two or a four year college. In a similar 2006 parent survey, 72% of parents felt their children were involved in challenging learning experiences at Narbonne, and 85% said that it was evident that high expectations and a focus on continuous learning are emphasized at Narbonne High School.

To help ensure the achievement and success of our students in mastering the state standards and the ESLRs, we provide the following programs which encourage academic, career, and social development: Magnet tutoring, LEAD, Club Homework, Beyond the Bell, summer school, academic and career counseling by Narbonne counselors, sustained silent reading (SSR), Kiwins, AVID, and Healthy Start.

Teachers participate in staff development on backwards planning in order to meet the standards-based curriculum. Staff development is conducted using protocol to maximize productivity.

### **B2. Do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school to career goals?**

The attendance area that Narbonne High School serves represents a wide spectrum, both ethnically and economically, ranging from middle-class homes to federal housing projects for low-income families. The Math/Science Magnet school attracts students who live throughout the Los Angeles area, offering high-level instruction not only in math and science, but also in a variety of academic areas. Through our small learning community format, we are able to offer several learning paths that work together to integrate our student populations.

The formation of schoolwide small learning communities has created eight SLCs including the Math/Science Magnet (MSM) to help students have access and equity in personal learning. Health and Human Services Academy (HHSA) focuses on health and helping fields. Academy of Business, Leadership, and Excellence (ABLE) focuses on business oriented fields. Leadership, Exploration, Achievement, and Determination (LEAD) focuses on student leadership and academic discipline with AVID skills as a foundation. International Studies Academy (ISA) focuses on global topics such as languages, economies, and the environment. The School of Technical Education (S-Tech) focuses on preparing students for technical occupations. The School of Performing Arts (PA) focuses on career and academic paths in the performing arts, while the School of Visual Arts and Humanities focuses on career paths in the visual arts. Each of these SLCs has counselors and specific strategies to help and encourage the students of their communities. In addition, the SLC Office offers support to both teachers and students including supplies in some cases.

### **B3. Will students be able to meet all the requirements of graduation upon completion of the high school program?**

Narbonne students have many opportunities to meet the requirements needed for high school graduation. Several programs have been put into place to increase student success in completing the high school program and prepare students for post-secondary education.

Beginning in the ninth grade, students and their parents determine a four-year plan that meets high school graduation requirements as well as UC/CSU a-g requirements. Counselors meet with students annually to plan yearly progress according to the four-year plan, making adjustments to those plans where necessary. Graduation checks are now performed in the eleventh and twelfth grades to allow students to make changes if necessary to complete their programs. Other forms of guidance come from the College Center and the SLC Office.

Resources in place to help students achieve the requirements needed to complete high school graduation requirements include the following: Beyond the Bell which provides tutoring for the California High School Exit Exam; a diploma project advisor, who helps parents and students with obstacles in meeting the graduation requirements; and adult school and ROP resources for those students needing an alternative time frame in which to complete the requirements. Moreover, ESL and special education resources are available to helping those students with their specific needs and concerns.

#### **Strengths:**

- 1) Parent/student satisfaction in the educational programs
- 2) Small learning communities personalize and diversify a student's education

- 3) High school graduation planning and support
- 4) Intervention programs and support

**Needs:**

- 1) Increase in awareness of support to meet student needs, e.g., tutoring, counselor intervention, guidance for parents
- 2) Decrease in drop-out rate
- 3) Increase in passing rate on CAHSEE
- 4) Increase in parent/student understanding of high school graduation requirements
- 5) Staff development in better use of periodic assessments to drive curriculum and lesson design

## **CATEGORY C: STANDARDS-BASED STUDENT LEARNING INSTRUCTION**

### **Introduction**

In the spring of 2006, Narbonne High School formed a Standards-Based Student Learning focus group composed of faculty from diverse academic disciplines. The committee met periodically to address specific goals, to analyze findings, and to draw conclusions from evidence gathered.

To accurately and factually assess challenging learning experiences, several surveys were conducted among various stakeholder groups: staff, parents, and students. During a staff development conducted in November 2006, teachers evaluated student work to analyze evidence of student achievement and survey instructional methodologies. SLC philosophies and goals were reviewed to assess instructional strategies.

### **C1. Are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?**

A parent survey conducted during the spring of 2006 indicated that 83-88% of parents were pleased with their children's academic programs in English, math, social studies, and science. 72% of parents agreed that their children were involved in challenging learning experiences; 85% that Narbonne has high expectations and a focus of continuous learning for students; and 87% that homework is appropriate to support academic achievement.

A sophomore student survey polling 629 students, also conducted in the spring of 2006, showed that 68% felt teachers and administrators encouraged them to challenge themselves; 74% believed that teachers were clear about their expectations; 81% that classes encouraged them to consider further education after high school; and 78% felt that they will be prepared to enter college following high school. 41% felt that they had been encouraged to take AP and advanced classes. 85% of sophomores surveyed indicated they plan to continue their education at a trade or vocational school, or at a two or four year college.

In 2005, a senior student follow-up survey of 127 Narbonne graduates conducted by Public Works, Inc. showed that 68% of those students were currently enrolled in post secondary education. Of the graduates surveyed, 25% were enrolled in four year universities, 73% were at community colleges, and 2% were attending vocational or technical schools. 85% of those surveyed felt that the academic courses they took in high school prepared them for further education. Of students who were not enrolled in college, 90% indicated that they planned to enroll within the next year or two.

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

We feel that all students are experiencing learning opportunities that emphasize higher order thinking skills and integrate academic and “real world” experiences.

The staff survey indicated that 65% use a variety of strategies to provide challenging learning experiences for students. 67% use a variety of materials and resources beyond the textbook to increase student learning and motivation. 71% use strategies that require the students’ active involvement in their learning.

During the 2004-2005 school year, Narbonne began the process of forming small learning communities to provide a greater sense of belonging and curricular equity to all students. The eight communities have strong themes and teacher identities with a basis in student interest and teacher collaboration. SLC teams create their own curriculum and instruction plans within the a-g framework, and they have their own collective leadership.

The Health and Human Services Academy provides tutoring and after-school labs, and helps students build strong study skills and get extra help with their classes. The academy helps students and their parents plan for college by providing guidance in choosing schools, meeting enrollment requirements, filling out college applications, and applying for financial aid. Students also participate in a nursing program.

The School of Visual Arts and Humanities and the School of Performing Arts have both incorporated the Humanitas program to ensure that the humanities are taught in a coherent, interdisciplinary manner. Humanitas teachers have formed grade level teams through which they tie their subjects together by using thematic units.

The International Studies Academy strives to foster relationships with local businesses and corporations to allow students real world experiences in their desired field. Students participate in job shadowing, internships, mentorships, field trips, guest lectures, community service activities and volunteer work, and charitable work.

The Academy of Business, Leadership, and Excellence uses successful businesses as models for teaching personal responsibility and problem solving. Narbonne High School is located in the South Bay area, which is heavily populated by businesses, enabling easy access to guest speakers for the academy. They offer a variety of computer classes to provide students with the experiences to develop their technological skills.

The Narbonne School of Letters (previously known as LEAD) incorporates AVID teaching techniques to engage and challenge students. This includes using W-I-C-R (Writing-Inquiry-Collaboration-Reading) strategies in English and challenging students

with higher cognitive questions or Bloom's Taxonomy in all academic classes. Additionally, all School of Letters students are expected to take Cornell notes in all academic classes.

The School of Technical Education offers students coursework to prepare them for the skills required to succeed in technical occupations and/or continued vocational education. The major areas of concentration include computer science, drafting, horticulture, and woodworking. The school's goal is to bring together theory and practice.

The Math/Science Magnet, a school within a school, requires students to commit to a college preparatory program which includes four years of math and science coursework. The Magnet currently serves as a host school for many AP classes, though a number of other AP classes are offered throughout the SLCs. It offers real world science experiences by sponsoring Earth Watch expeditions, a two night/three day marine science camp for ninth grade students, other science-related field trips, and a six week exchange program to Japan sponsored by Toyota. Students participate in a science fair, a bridge building contest with Cal Tech, and other science and math competitions.

Every effort is made to include special education students in each of the SLCs. Classes include a collaborative teaching model where a general education and a special education teacher work in the same classroom. RSP teachers support students in English and math per their IEPs. Students with the greatest needs are enrolled in developmental reading, an elective class. They are supported by small group instruction and co-teaching and planning. Approximately 50% of RSP students are 100% mainstreamed.

Narbonne High School provides a variety of additional opportunities for the development of higher order thinking skills. Furthermore, some students are involved in hosting our yearly job fair, while all students have the opportunity to attend. Examples of students' higher order academic efforts integrated with applied content are demonstrated through participation in the *Green and Gold* school newspaper, Academic Decathlon, exhibitions of student work, job shadowing experiences, AP classes, ROP classes, and the agriculture and culinary arts programs. Meaningful collaborative tasks are exhibited through student work, dramatic and musical productions, speech contests, and student presentations. Learning at Narbonne is linked to the state curriculum. State standards and ESLRs are posted in classrooms.

To enhance communication skills, the teaching staff at Narbonne High School use a variety of methods and tools to supplement textbooks and other traditional methods of instruction. Through the Digital High School Grant, computers are now found in every classroom and students are given assignments that incorporate the use of personal computers, videos, magazines, newspapers, and the internet to do research for reports, papers, assignments, and presentations.

Teachers in all SLCs are encouraged to attend workshops and conferences within and outside LAUSD. Teachers of honors and AP classes must complete an initial 32 hour training in the subject matter taught, and they must then complete an additional eight

hours yearly or sixteen hours every two years of continuing education in gifted and differentiated learning. While most of the AP classes are currently hosted by the magnet, great strides have been made in recent years to increase the number of non-magnet teachers who are receiving training and who are now teaching honors and AP classes, first through the AP Challenge grant and now through Title I and gifted funds.

**Strengths:**

- 1) Standards-based lessons, syllabi, benchmark assessments, and end-of-course assessments developed for most academic disciplines
- 2) Strong teacher collaboration and individual SLCs developing interdisciplinary units to tie together electives and core academic subjects
- 3) Expanded availability of honors and AP classes to provide equity and access to all students
- 4) Continued teacher attendance at workshops and conferences to improve instructional techniques and to develop differentiated lessons

**Needs:**

- 1) More time to meet as departments to continue to ensure that all students in all SLCs are provided with standards-based instruction, and that common rubrics and assessments are being used
- 2) Time to evaluate test results, to develop differentiated lessons, and to continue writing across the curriculum
- 3) Consider concept of a ninth grade house to give students a year before choosing an SLC
- 4) More academic intervention efforts imbedded into SLC design

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

### **Introduction**

Los Angeles Unified School District and Narbonne High School have emphasized standards-based instruction since the adoption of the California State Content Standards in the mid-1990s. To improve student achievement, LAUSD restructured in 2000, and then again in 2004. Clusters and complexes of K-12 schools were created to provide decentralized support and supervision. Narbonne is now one of six high school complexes in Local District 8.

Student achievement data is generated from current accountabilities such as the California Standards Test (CST); the California English Language Development Test (CELDT); the California High School Exit Exam (CAHSEE); Aprenda; district-wide periodic assessments in math, science, and English-language arts; student redesignation rates; attendance; drop-out rates; and enrollment and completion rates in A through G university requirements.

### **D1. Does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the parents and other shareholders of the community?**

Narbonne High School's learning coaches analyze the data available from the California Department of Education, the Student Information System (SIS), the Decision Support System (DSS), and the district's periodic assessments in English-language arts, math, and science. Teachers report the progress of their students through the Integrated Student Information System (ISIS), and report cards are sent home to parents every five weeks. In addition, the results of the state's content standards test, Advanced Placement tests, and English as a Second Language (ESL) redesignation rates are shared with stakeholders. Narbonne's Special Education Case Carriers and school psychologist analyze data and make classroom observations to inform the progress of the special education students. They utilize the Welligent Computer System to record the students' Individualized Education Programs (IEPs).

### **D2. Do teachers employ a variety of strategies to evaluate student learning? Do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?**

Teachers do not rely solely on the assessments outlined above to evaluate student learning. Students participate in Science Fair, Academic Decathlon, Kiwins Impromptu Essay Contest, Chapter Challenge, and end of unit projects to further demonstrate progress towards the ESLRs and the content standards. In addition, elective classes serve to reinforce the content standards of the core subjects.

Math and ELA teachers meet quarterly within their own departments to analyze assessment data and to plan the next quarter's instruction based upon the data and the published standards for the next assessment. In a spring 2006 survey, 95% of teachers indicated that they use a variety of strategies to provide challenging learning experiences for students.

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

The quarterly assessment data for each student is available online twenty-four hours a day for teachers to monitor the progress of each student. The instructional coaches regularly monitor the use of data to drive instruction so that each student makes progress towards mastery of the ESLRs and the California Content Standards. The district upgraded SIS to the new ISIS to provide for period-by-period attendance with an integrated gradebook capable of publishing results on the web. Narbonne also redesigned its webpage for easier access by all stakeholders with a resultant increase in communication between all segments of the school community. Grade reports are sent to parents every five weeks, and the results of the standardized tests with the school's overall Academic Performance Index (API) and Adequate Yearly Progress (AYP) are published on the web.

**D4. Does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation, and improvement and usage of resources?**

The school's and the district's professional development program is predicated on the level of schoolwide proficiency in the content standards. The analysis of the school's data by the local personnel and the Local District 8 office has provided intervention programs to affect changes in the proficiency level of the Narbonne student body. In the summer of 2006, the local district instituted a Bridges program for incoming freshmen in the two primary content areas of English-language arts and math. The school adopted the Developing Readers and Writers Course (DRWC) for student reading at a third grade level or below. Boot Camp was instituted for CAHSEE intervention in the spring of 2006, and intervention continues today. The Welligent data system monitors the progress of students with IEPs. Through the use of the continuous improvement model, the DRWC students were transitioned to the Jane Green *Language!* program.

**Strengths:**

- 1) Gathering and analysis of data from various sources by coaches
- 2) Use of data by teachers in guiding instructional planning
- 3) Periodic assessments for three core subjects: math, science, and English-language arts
- 4) Intervention programs to address areas of weakness evidenced in data

**Needs:**

- 1) Student involvement in the analysis of data
- 2) Communication of A through G requirements to students
- 3) Use of district assessments in holding students accountable for standards
- 4) More department time to discuss and analyze assessments

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

### **E1. Does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?**

The Leadership Council encourages all stakeholders to participate in student learning. Narbonne offers, through its SLCs and the magnet school, many opportunities for participation. This includes community organizations, parent involvement, student-based activities, and schoolwide organizations for students to interact with their local community.

The Health and Human Services Academy (HHS) board of directors includes representatives from Los Angeles Harbor College and Little Company of Mary Hospital. Friends of the Arts at Narbonne High School (FANHS) is a nonprofit public benefit corporation incorporated by parents and community members to improve student achievement and support arts education for Narbonne students. FANHS provides educational and financial support to the Visual Arts and Humanities and the Performing Arts SLCs. FANHS works to raise funds, secure endowments, obtain community donations, and produce and publicize performances at Narbonne. Benefits for students include master classes, field trips, scholarships, and various opportunities to perform. The magnet school has a Parent Advisory Council that meets on a regular basis to discuss relevant issues. Additionally, the International Studies Academy (ISA) has a relationship with the Port of Los Angeles.

Beginning in the spring of 2006, Narbonne established a school website which is enhancing communication between the school and parents. The working website, [www.narbonnehigh.org](http://www.narbonnehigh.org), makes more efficient the dissemination of information including the daily bulletin, the school calendar, and upcoming events, and teacher contact information. In addition, the website has user-friendly webpages for each SLC and the magnet. Each of the schools' webpages includes a description of the SLC or school, SLC application forms, SLC master schedules, SLC events, and student recognition. It is now much easier for stakeholders to stay informed about school policies and events and to contact faculty and staff at any time. Also, the website provides translations in Spanish, Korean, Japanese, Chinese, and French, further increasing communication among stakeholders.

Kiwins, Key Club, and FFA are service-based organizations sponsored by school and local community groups. These student groups compete in service-based activities, demonstrating leadership and service in the community. Beginning with the 2007 graduating class, all LAUSD students are required to complete a service-learning project. These projects are overseen by the eleventh grade history teachers. Students are required to go "beyond the walls of the school" and participate in, and complete a community

based learning project. Each SLC has the opportunity to provide its own theme to these required community service projects.

Faculty, students, and community members help improve students' opportunities. Perkins Academy and the Health and Human Services Academy both encourage student involvement and foster leadership, communication, and work place skills through internships with companies, job opportunities, and job training.

Narbonne's College and Career Center is committed to ensuring students make high school course selections relevant to their post-secondary goals and aspirations. The Career Center's purpose is to provide student with occupational information, resources to explore employment and educational opportunities, and to learn how to effectively present themselves as candidates for employment. The College Center provide many materials and services including career development workshops, college catalogs, pamphlets, visits from college representatives, college admissions information, financial aid information, informational meetings for parents and students, and computer programs which offer students a comprehensive means for exploring careers, searching for colleges, and discovering scholarships.

The magnet school sponsors a summer internship program where magnet students are chosen to participate in the summer for two weeks of science exploration through the Earthwatch Program. The Earthwatch program is supported financially each year through a former magnet student's parent who owns a local Harley Davidson dealership. The Lomita dealership hosts a barbeque every June in which magnet teachers, administrators, parents, and students gather to eat as well as participate in a raffle with all proceeds going to support the costs of sending the students to Earthwatch.

The Perkins program financially supports the Club Homework after school tutoring which is available to all Narbonne students. Additionally, the Perkins program funds and off-campus HHSA nursing class.

Parents at Narbonne can help students achieve academic success by their participation in the Parent Teacher Student Association (PTSA), which meets once a month to discuss issues of importance. The English Language Acquisition Committee (ELAC) includes parents in monthly meetings to review, and it advises on the English Learner program. Also, parents are present at all Individual Education Plan (IEP) meetings for the 476 Narbonne students with special needs.

Narbonne has a Title I Council that also includes parents in their monthly meeting where relevant issues are discussed. These councils meet monthly and encourage parent participation through computerized phone calls home, and incentives for parent participation.

In addition, some of the Narbonne clerical staff and teachers are also parents of Narbonne students, and they tend to participate in these parent-school councils.

Back-to-School Night is held first semester, and Open House is held second semester, providing valuable opportunities for parents and teachers to become acquainted with the course and school programs. Parents are also encouraged during both BTS Night and Open House to sign up for one-on-one parent/teacher meetings two weeks after the evening events. According to the latest parent survey, 69% of Narbonne parents surveyed believe that “Back to School Night, Open House, and PHBAO conferences are helpful in planning for my child’s future.”

According to the latest parent survey, 52% of parents regularly attend Back-to-School Night, 52% regularly attend Open House, but only 8% regularly attend PHBAO conferences. Although parent participation can be increased, the advent of the SLCs should improve parent participation. For the fall 2006 Back-to-School Night, the International Studies Academy SLC had each ISA teacher individually call thirty ISA parents to encourage participation. In addition, the first one hundred ISA parents to show up for Back-to-School Night were served an international dinner prepared and presented by ISA students taking an international foods class.

**E2. Is the school a safe, clean, and orderly place that nurtures learning? Is the culture of the school characterized by trust, professionalism, and high expectations for all students, and a focus on continuous school improvement?**

According to the latest (fall 2006) parent survey, 66% of parents completing the survey felt their children were safe at Narbonne High School. The results of the fall 2006 sophomore student survey showed that 66% of Narbonne sophomores felt safe when they were at school. Every year, Narbonne enrolls a maximum number of students. In 2005-2006, Narbonne had to turn away students who wanted to attend the school. Students who move out of the attendance area frequently request waivers to remain at Narbonne; of the total school enrollment (approximately 3500 students), 12.4% of the regular students and 59% of the magnet students live outside Narbonne’s attendance zone.

Campus safety is a high priority for the school’s new principal and this priority is enthusiastically echoed by the faculty. Campus safety is stressed and supported in several ways:

- A new committee called Safe and Civil Schools was established in the fall of 2006 to deal proactively with students in order to mitigate discipline problems in the classroom and around campus.
- The new principal initiated daily tardy sweeps beginning in November 2006. Tardy sweeps have helped decrease the number of students who wander campus rather than attending class.

- Faculty members support safety by encouraging appropriate student behavior. All teacher course content letters contain behavioral expectations and consequences. These letters are distributed to students at the beginning of each semester. All staff members expect students to behave respectfully.

Currently, two full-time Los Angeles Unified School District police officers, two three-hour aides, and two six-hour aides provide campus security. The security staff is supplemented during nutrition and lunch by administrators, counselors, deans, and some program coordinators. Each person carries a hand-held radio and is assigned to a specific location.

During class hours, the administration building hallway is supervised on a rotation basis. Campus visitors must sign in at the front door and obtain a visitor's pass from the main office.

Campus cleanliness continues to be an issue. Students are not limited to a particular area during nutrition and lunch; they are permitted to eat and relax wherever they choose. This policy allows for a safer environment because the circle and covered eating areas are not large enough to accommodate all students. Unfortunately, this policy also places an added daily burden on the custodial staff to attend to the entire campus.

### **E3. Do all students receive appropriate support to help ensure academic success?**

Narbonne High School has a myriad of programs and opportunities for students who need additional academic support. First, all students are required to take Life Skills in the ninth grade. This class includes time management, work habits, study skills, and research and technical skills. Additionally, approximately fifty freshman are enrolled in the Advancement Via Individual Determination program. This program is geared towards supporting "students in the middle" with twice weekly tutorial sessions as well as instruction in Cornell note-taking for all academic classes.

Narbonne offers several after-school tutoring programs. Every Monday, Wednesday, and Thursday, Club Homework provides tutoring after school for any student. This program is funded by the Perkins program which pays for teachers' time. ESL teachers provide before and after school tutoring for ELL students. Performing Arts and LEAD as well as the magnet provide after-school tutoring in math, science, English, and history.

With passing the CAHSEE now the standard for California students to achieve high school graduation, focus has shifted to ensure that all students get up to five opportunities to pass the test and graduate. Students who do not initially pass the examination are supported with a wide variety of support programs.

In order to increase the number of students who pass the CAHSEE exam, the Beyond-the-Bell LAUSD program provides classes before and after school (zero and seventh periods) as well as on Saturdays. Students who have not yet passed the exam are strongly

encouraged through counseling and through written and phone communication with parents to attend.

**E4. Do students have access to a system of personal support services, activities, and opportunities at the school and within the community?**

Students have access to a variety of personal support. The TUPE program presents programs to deter tobacco use and encourage prevention. Healthy Start is a case management program that incorporates a vast array of community and health resources (both physical and emotional), and is also designed to assist students with employment issues. In addition, a Student Success Team (SST) is established for underachieving students. For EL students needing support, there is a Language Assessment Team. Students with immediate as well as long term needs can be referred to this team for evaluation and case management. A Crisis Intervention Team assists students in immediate crisis; the Assistant Principal of Secondary Counseling Services coordinates this team. District resources are also available for both individuals and groups of students. A full time school psychologist, a college counselor, a career advisor, and a work experience coordinator are all available to assist students. Lastly, the “Best Buddies” program teams regular education students with special education students to enrich their educational experiences. The school offers Community Based Instruction (CBI) for special education students. CBI includes providing students with visits to worksites, and trips to restaurants and stores to help students practice communication, math, and reading skills in a real world environment.

In order to provide support for the widest range of students, Narbonne High School provides other activities as well. Narbonne has a Junior ROTC program run by two former Navy officers. The program motivates students to be good citizens by developing leadership potential, logical reasoning, effective communication, good health, physical fitness, teamwork and appreciation of the military’s place in history. The school has an ACADEC team that competes annually in the academic competition. In 2006, Narbonne High School’s ACADEC team finished 15<sup>th</sup> in the LAUSD competition. Narbonne’s drill team has also won several competitions over the past three years.

**Strengths:**

- 1) Some students have felt disenfranchised in a school of over 3500 students. Narbonne has taken a major step towards making the school feel “smaller” for students and to offer opportunities for more personal contact with them by implementing wall-to-wall small learning communities. Beginning in the fall of 2006, every Narbonne student was assigned to a small learning community no larger than 475 students.

- 2) Narbonne has a number of programs that support student personal and academic growth including ELD, special education, Language!, AVID, Homework Club, College/Career Center, peer tutoring, guidance, and counseling assistance.
- 3) Narbonne offers a comprehensive guidance and counseling program which includes a multitude of services for all students.

**Needs:**

- 1) Develop more consistency across the school in terms of common expectations for similar academic work, standardized final exams, rubrics, and note-taking. More time is needed for teachers to collaborate, both along the lines of curriculum (departments) as well as by grade level and within each SLC. Additionally, teachers need more time to analyze test data (both CST results and LAUSD periodic assessments).
- 2) Explore ways to better prepare students for the rigor of AP/Honors classes as well as advanced math and science classes.
- 3) Identify at-risk students and explore ways to provide additional support. Be sensitive to the “average” student and make sure we are meeting its needs.
- 4) Develop a comprehensive staff development plan that will help us achieve the goals outlined in our action plan.