HOLLYWOOD HIGH SCHOOL

SPRING 2015 REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Submitted to the WASC Visiting Committee by

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Hollywood High School
2015 WASC Report
Executive Summary

Hollywood High School has undergone several significant changes since the 2009 and 2012 WASC visits. These changes are outlined in the School Wide Action Plan and the Single Plan for Student Achievement, and have driven the collaborative work of the school's various stakeholders. The following review reflects the ways in which the school community has applied self-reflection and collaboration to implement the suggestions for critical areas in the 2009 and 2012 reports as well as changes in district structure and a new accountability system that includes the following:

- Common Core State Standards
- CORE Waiver
- Smarter Balanced Assessment Consortium (replacing CST)
- District Interim Assessments
- Zero Suspension Policy
- Revised Graduation Requirements (A-G completion for all with 2.0 or better)

This work has been integral in the continued development of a positive school culture that addresses needs of our diverse student population.

The following specific areas of growth were recommended by the 2009 WASC visiting committee:

1. Designing curriculum and instructional programs that are research-based and cater to the specific needs of our students,
2. Strengthening and refining of the implementation of the Small Learning Communities Initiatives,
3. Implementing a school-wide assessment system which includes calibration to ensure rigor and relevance in all classes,
4. Aligning the school's pacing plans and common assessments with the Los Angeles Unified School District's standardized Periodic Assessments,
5. Incorporating procedures to monitor the effectiveness of professional development,
6. Refining the curriculum in advisory classes to increase personalization within each Small Learning Community, and
7. Gauging the effectiveness of outreach efforts to engage parents in all school activities.

Additionally, the following specific areas of growth were recommended by the 2012 WASC visiting committee:

1. Site administration and the teaching staff will develop, in addition to the current SLC PD sessions, a plan to involve all staff in departmental and course specific collaborative meeting, focused on planning, data analysis, sharing of best practices, and first line (in-class) intervention strategies for struggling learners.
2. Site administration and the teaching staff will explore options to their bell schedule that will allow increased collaboration time for staff and focused intervention time for students who are at risk of failing, and/or Far Below and Below Basic in their testing during the school day.

The data in the WASC Progress report reflects an increase in student performance, including increased proficiency for specific subgroups. Continued use of data to drive instructional and behavioral programs on the campus is reflected through the faculty's use of MyData, departmental analysis of test scores, and SLC-based analysis of student progress, including grade reports and attendance data. SLCs have

continued to personalize their programs and offer data-driven instruction and intervention to best support their students. Additionally, all teachers have received Professional Development to support with the implementation of the CCSS. With a high level of support focused on English Language Arts and Mathematics teachers.

Over the last two years, Hollywood High School has had stability in its structure and has strengthened its SLC identities. We have continued to make great strides in providing a cutting-edge curriculum that develops academic and social skills, incorporates technology, highlights twenty-first century skills, and ensures that our students meet our School Wide Learning Outcomes, which are being critical thinkers and effective communicators. The personalized education we provide our students is research based and data-driven, and meets state and district mandates. As a school community, we continue to refine our curricular programs and enrich our students' educational experience by building community partnerships to ensure that our students are college and career ready.

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Chapter 1:

School and Community Profile

Hollywood High School
WASC Report
2015

I. School and Community Profile

Hollywood High School is located on a city block in Hollywood near the heart of Los Angeles, in the geographical center of a metropolitan area of over ten million people. The area served by the school is located in a part of the city considered to be the entertainment capital of the world. Our attendance area is a combination of commercial and residential zones, with families representing a wide cross section of the socioeconomic spectrum. Economically, our student population ranges from upper middle class to economically disadvantaged, but the majority (81% of our students) qualify for the free or reduced lunch program.

Hollywood High School is a comprehensive senior high school with a student population of 1515 students in a 9 to 12 grade configuration. Our feeder schools, Le Conte Middle School and Bancroft Middle School, send an approximate 200 students to our freshman class. The rest of our students in the freshman class come from other areas of the city through applications to our Performing Arts Magnet Program, as well as through applications received by our School for Advanced Studies. A factor contributing to the minor instability of student enrollment numbers may be the accelerated gentrification of the area that forces families of limited resources to migrate to more affordable areas elsewhere. Hollywood High School has sought to ameliorate the effects of reduced student enrollment by augmenting the number of student permits that allow students outside the attendance area to enroll in our school. Furthermore, due to a better academic reputation in the area, as well as the economic uncertainty that many families are currently experiencing, there is a growing tendency of private and charter school students wishing to return to neighborhood public schools such as Hollywood High School. Since 2008, Hollywood High School has operated using a traditional single-track schedule with the Small Learning Community model as the organizational base of our campus. While unique in their design, our small learning communities share the same goals of providing students with more relevant and rigorous personalized instruction.

Hollywood High School has been an active leader in implementing the Los Angeles Board of Education's Linked Learning Initiative. Linked Learning allows students to apply classroom knowledge in real-world situations. Through its integration of college- and career-readiness practices, Linked Learning ensures that every student will be equipped with the necessary experience and training to succeed as a skilled member of the California workforce. Linked Learning addresses some of the fundamental challenges facing California's high schools. Many traditional academic programs do not feel relevant to students' lives and aspirations. At the same time, traditional career and technical education (CTE) often lacks the academic rigor required for access to and success in college. Linked Learning provides students of all levels and abilities with the best possible chance for success in college and career. The Linked Learning Alliance includes a number of supporting organizations including ConnectEd, which promotes Linked Learning through a grant from the Irvine Foundation. ConnectEd has developed a quality review process which certifies a high level of pathway quality. So far, 37 schools and pathways in California have been recognized as Linked Learning Certified. Hollywood High School's New Media Academy, part of the larger Media, Entertainment, and Technology small learning community, was among the first three pathways in LAUSD to earn this distinction. Hollywood High School's Teaching Career Academy has also joined the most recent cohort of pathways working to earn Linked Learning Certification.

The Teaching Career Academy (TCA) has been in existence at Hollywood High School since 2004. The overall goal of the academy is to foster an appreciation for rigorous learning and teaching. The Teaching

Career Academy achieves these goals through interdisciplinary lessons, tutoring elementary students once per week at local elementary schools and by organizing college readiness field trips. The Teaching Career Academy believes that these activities increase student efficacy, empower all students and assist underachievers in becoming achievers, thus giving them the ability to advocate for a more humane society through teaching and learning. The Teaching Career Academy has improved its organizational structure and class content after becoming a Linked Learning SLC by joining Cohort 2 in 2013. Teaming with Linked Learning has enhanced TCA programs through the creation of an Advisory Board of community members, a teacher led design team, and more promotion of their programs through parent meetings and middle school outreach. This year, TCA received a full time Child Development teacher who will teach the sequence of courses for the career pathway.

Furthermore, over the past two years, TCA has built a strong relationship with the Child Development Program at Los Angeles City College (LACC). Los Angeles City College provides four Child Development and one English class to assist students in earning a Child Development Associate Teacher Certificate. The LACC program furthers TCA's mission to assist students in becoming college and career ready upon graduation.

The Media, Entertainment and Technology small learning community (MET) strives to offer an academically rigorous four-year program for all of its students, which prepares them for their post-secondary college and career plans. To support these goals, MET offers SLC-wide college visits with a focus on support for our English Language Learners, community service projects, and job shadow experiences. Students have access to state-of-the-art computer and film labs and are engaged in project-based learning in many of their classes. MET also houses the Linked Learning certified New Media Academy (NMA). Students in the New Media Academy travel in grade-level cohort groups between their content classes and career-based electives. Linked Learning grant funding has allowed NMA teachers to participate in extensive training, improving their ability to effectively work within a collaborative model. This model includes expertise in working with each other as well as industry partners to design authentic projects. These semester-long projects allow students to apply their academic and technical learning while developing professional skills. New Media Academy's community partnerships have also helped support the development of career exploration field trips, job shadows, mentorships, and internships which have added a higher level of rigor and relevance to students' learning and professional growth. Many of these opportunities have been made possible through the development of an active advisory board of professionals in the television and film industry as well as various non-profit organizations.

The Hollywood High School Performing Arts Magnet enables its students to study the arts with rigor and structure, and to realize the value the arts play in the human experience. Students acquire and extend their knowledge and abilities in all aspects of the performing arts to include dance, drama, musical theatre, stage production and vocal production. Beginning, intermediate and advanced courses are offered in all disciplines culminating in a minimum of six fully staged productions open to the public throughout the school year. In addition, coursework is available for students to explore and develop creative design skills pertaining to theatrical productions in conjunction with exploring opportunities for hands-on practical implementation of technical theatre skills using state-of-the-art sound and lighting equipment. Besides developing a potential for lifelong amateur or professional endeavors in the arts, students, through collaboration with their peers and supported by an ongoing emphasis on professionalism from their instructors, recognize the arts as an essential part of the curriculum and as an important component in the enrichment of their lives. The Performing Arts Magnet offers Advanced

Placement (AP) courses in all subjects and is open to all students in the Los Angeles Unified School District who are interested in developing their skills in the performing arts. Parents are very involved and have created a volunteer group named Rallying Around Magnet Performers (RAMP). The group meets with teachers before every performance to plan and organize the work behind the scenes for each performance.

The School for Advanced Studies, or SAS, is part of a statewide program that was implemented to improve educational options and increase professional training to support the development of gifted and talented youth. SAS offers an intensive, articulated academic program in which both innovative and traditional courses are taught. The course content is modified to meet the achievement levels of the students and their capacity for learning. For upper level students who meet the course prerequisites, SAS provides students with the opportunity to take Honors courses, as well as Advanced Placement (AP) courses. Courses are offered in a cluster/SLC format where students share common classes and teachers. This allows for collaboration across the curriculum and a greater degree of personalization between teachers and students. SAS maintains flexibility in programming students who meet course prerequisites. The SAS program is open to all students in the Los Angeles Unified School District who are committed to high academic achievement. The application period is during the month of May each year. Applications and campus tours are available throughout the year. Group tours and informational meetings take place during the spring semester. Table 1 provides a breakdown of the number of students by grade level in each of the four small learning communities.

Table 1: Student Distribution by SLC

	Media Entertainment Technology	Performing Arts Magnet	Teaching Career Academy	School for Advanced Studies
9th Grade	74	106	69	113
10th Grade	91	82	91	120
11th Grade	94	79	93	124
12th Grade	73	59	82	135
TOTAL	332	326	335	492

Due to its worldwide fame, the city of Hollywood has become the first stop for thousands of new immigrants from all over the world. Our student body is composed of a multitude of nationalities where families may speak up to thirty-one different languages other than English. Some of the languages most commonly spoken at home include Spanish, Armenian, Filipino (Tagalog), and Russian. Our student body is 70% Latino; 13% White; 10% African American; 3% Asian; 4% Filipino; .2% Pacific Islander; and .2% American Indian/Alaska Native (Table 2). Despite the significant decrease in enrollment due to the school boundary restructuring of 2008-2009, the student population and ethnic distribution of our student body has remained relatively constant. Based on the data, there has been a consistent trend in the Latino student population remaining at approximately 70% throughout the years. Hollywood High

School experiences diversity on more than just an ethnic level. 12% of our students are classified as Gifted; 7% as Students with Disabilities; and 12% are English Learners.

Table 2: Student Demographics

Ethnicity	2012	2013	2014
Asian	105	107	50
American Indian/Alaska Native	8	6	3
Black	169	146	153
Hispanic	1078	1072	1053
Pacific Islander	7	6	3
White	203	192	198
Total	1570	1529	1571

An examination of the teachers and staff at Hollywood High School reveals that it has a very experienced faculty (Table 3). Specifically, 75% of our teachers have taught at HHS for more than six years, and 93% of the faculty is tenured with permanent status. When given the opportunity, staff chooses to remain at the school. Teachers value working hard as a team to adapt to changes in student population, district and state initiatives, mandates, and regulations. The level of expertise and stability of the staff have been essential to improvements in school culture and academic achievement enjoyed in the last three years. The large percentage of teachers with more than ten years of teaching experience is also indicative of the reduction in force by Los Angeles Unified School District (LAUSD) because of budget cuts.

Other information gathered by the recent faculty survey provides a demographic breakdown of the faculty. This data reveals that the ethnic background does not mirror that of the student body (Table 4). Even though our staff is ethnically diverse, it does not mirror our student population proportionately. Conversely, we have Armenian, African American and Latino administrators.

Table 3: Teaching Experience

Teaching experience	HHS Experience	LAUSD Experience
0-5 years	21	3
6 years-10 years	19	14
11years-15 years	12	21
16 years-20 years	10	16
21 years-25 years	3	7
more than 26 years	4	8

Table 4. Teaching Staff by Ethnicity

Ethnicity	Number	Percent
African American	6	8%
Latino/Hispanic	14	20%
White/Caucasian	29	42%
Asian	4	6%
Native American	1	1%
Mixed	5	7%
Decline to State	10	15%

At Hollywood High School all stakeholders strive to advance a culture of academic discourse, critical thinking, leadership, mutual respect, community service and involvement. Our school motto, "Achieve the Honorable," is the guiding light in our efforts to envision the best in everyone, whether that is in the academic, athletic, or personal domains. We believe in a school culture of communication and cooperation that in turn will help our students acquire a well-rounded education.

Mission

It is the mission of Hollywood High School to prepare students for post-secondary education and the workforce, and to empower students to be healthy individuals who are life-long learners and responsible community partners.

Vision

We strive to challenge every student to think critically, communicate effectively, and work collaboratively to foster social justice. To do this, we will provide every student with rigorous, interdisciplinary instruction aligned to academic standards, infusing technology and real-world experience in all content areas.

Expected Schoolwide Learning Outcomes:

Effective Communicators

- Students express themselves precisely to others using clear definitions in formal documents and oral discourse appropriate to task, purpose, and audience.
- Students use appropriate technology to explore, to collaborate with others, and to deepen their reasoning skills and knowledge.
- Students are active listeners and respond thoughtfully to convey clear and distinct perspectives.

Critical Thinkers

- Students analyze, synthesize, and evaluate to create solutions for both academic and practical challenges.

- Students employ models and structures to resolve both hypothetical and real-life situations.
- Students create and respond to evidence-based questions by utilizing close reading skills to comprehend content materials.

School Status:
Focus School

In the past, under NO Child Left Behind (NCLB), schools were identified as "Program Improvement" or "At-risk of Improvement". Since that time, the California Office to Reform Education (CORE) determines classification for all Title I based on a new data-based accountability system. There are now six classifications for all Title I schools, and Hollywood High School has been identified as a Focus School. Hollywood High School's API score has increased every year in the last several years, yet it has been identified as a Focus School because of the achievement gap between the subgroup of students with disabilities and the rest of the school population in scoring proficient on English Language Arts (ELA) and Math assessments. It should be noted that under the CORE Waiver, a significant subgroup is 20 or more students. The assessment used to determine the proficiency rating was the California High School Exit Exam (CAHSEE). In response to this identified area of need, our Special Education Department developed a plan to provide targeted intervention to specific students to support increased proficiency in ELA and mathematics. This intervention takes place before school, after school, and on Saturdays.

Additionally, the school has implemented several other initiatives and partnerships with the district and other educational partners aimed at increasing the achievement of all students. The Common Core State Standards (CCSS) are a state-led effort designed to improve educational outcomes for students. They develop a clear set of K-12 academic standards in English/Language Arts (ELA) and mathematics. These standards are relevant to the real world and reflect the knowledge students need to be successful in college and the workforce. The standards ensure that all students, no matter where they live, are college prepared and workforce ready, and that students are receiving a high quality education that is consistent from school to school and state to state.

Hollywood High School, Los Angeles City College, and CSU Los Angeles were awarded a California Academic Partnership Program (CAPP) grant to help our students prepare for post-secondary success. The goal of the grant is to support the implementation of CCSS and ensure that students entering post-secondary institutions are able to test into college level math and English and not have to take remedial courses.

Linked Learning transforms students' high school experience by bringing together strong academics, demanding technical education, and real-world experience with the goal of helping students gain an advantage in high school, and post-secondary education and career life. Linked Learning students select to be part of programs with specific industry-themed career paths. At HHS, those pathways include teacher education and media/entertainment arts. The main instructional methodology under this initiative is project-based learning, which allows students new ways to engage in and demonstrate their learning.

Project-Based Learning is a rigorous and relevant student-centered instructional model that supports inquiry and autonomous learning through the practice of 21st century skills and the integration of curricular material, thematic instruction, and analysis of community issues. The needs of diverse learners are supported through differentiated instruction. Some teachers have started to organize in cohorts that share the same students and common planning periods when instructional practices, curriculum development, and student achievement are thoroughly discussed. This effective teaching practice is starting to produce gains in student attendance, academic grades, and hopefully state evaluations when results become available.

Table 5: Title 1 Funding

	2011-12	2012-13	2013-14
Free and Reduced Lunch	69%	62%	79.8%
SO46	$604,000	$320,350	$714,000

Hollywood High School's Title 1 funding (Table 5) has decreased in the last few years. In the 2011-2012 school year, our annual funding was $900,000 because 74% of the student body qualified for the Free and Reduced Federal Lunch Program. This year, our Categorical Funding was $714,000 because almost eighty percent of students qualified for free or reduced lunch. In 2012-2013 our annual funding decreased to approximately $650,000 because only 62% of our students qualified for Free and Reduced Federal Lunch Program, and this school year our funding is approximately $350,000. This funding has been used to supplement additional services to all students. Some of Hollywood's key staff members who provide direct support to at-risk students have their salaries partially or fully funded through Title I. However, since we have lost so much of that fund in the last three years, many positions have been eliminated because of lack of funding. Three years ago we had enough funding for a full-time School Nurse, full-time Psychologist, Diploma Project Advisor (support for student graduation), Microcomputer Support Assistant, Office Technician, Bridge Coordinator (support for special education services), Intervention Support Coordinator, English Learner Coach, Math Coach, Title III Coach, two library aides, two community representatives, Educational Aides, and five Teacher Assistants. Most of these positions have been eliminated. The remainder of this funding is utilized for instructional supplementary materials for all students, workshops or conferences, student field trips, and parent education workshops.

Quality Education Investment Act School

In the last three years, Hollywood High has also been the recipient of QEIA (Quality Education Investment Act) state monies. QEIA is a State of California grant that Hollywood High School received through a lottery of applicant schools that placed in the first two deciles of academic performance at that time. QEIA has allowed Hollywood High to hire class size reduction teachers to lower the average class size to less than twenty-four overall in core academic classes. In fact, almost a third of our teachers' salaries are paid with QEIA funding. This grant also allows us to hire more counselors and keep the ratio of students to counselors to approximately 300:1. While funding is in place, we as a school have been expected to meet the State's Academic Performance Index (API) expected growth, maintain a Teacher Experience Index of 6.8 years, certify all teachers under No Child Left Behind

(NCLB) standards, provide forty hours of professional development to our teachers every year, and keep our school in satisfactory repair every time it is inspected.

Our initial analysis indicates that lower class size, more counselors, better qualified and experienced teachers, and comprehensive and targeted professional development have set the foundation for increased academic achievement and a more positive school climate. If we continue to meet QEIA standards every year, this funding will last until the 2014-2015 school year. QEIA provides close to $1.6 million for our school. Losing this funding without finding alternative sources to keep our current status quo will certainly have a devastating effect on our academic program and negatively impact the morale of our students and staff. One of the alternative that we are pursuing is to convert both the Linked Learning New Media and Teaching Career Academies into Magnet Centers for the year 2016-17. This strategy will increase enrollment by 350 students and restore teaching positions. Other solutions for meeting the serious deficit in funding will include searching for sizable grants and the expectation that the Linked Learning Initiative will continue to provide increased funding in the coming years.

School Data: Achieving the Honorable

Hollywood High School is one of many schools in LAUSD Educational Service Center West that has fully implemented Response to Instruction and Intervention (RtI2) since the 2010-2011 academic year. This systemic multi-tiered framework of instruction and intervention is based on five essential components; tri-tiered pyramid of instruction and intervention, Problem-Solving Process, Data-Based Decision-Making, Academic Engaged Time, and Professional Development. The implementation of the five essential components began in 2010-2011 with the creation of tier two and tier three intervention in English Language Arts and mathematics. The other four elements have been incorporated into other initiatives that the school is pursuing. Data Based Decision Making, Problem Solving Process and Academic Engaged Time have all been incorporated into the professional development Tuesdays that our small learning communities (SLCs) implement. It is our assessment that these efforts have been successful in addressing the academic, social, and emotional needs of our students. This has been evidenced by a steady increase of our API score, graduation rates, and CAHSEE passing rates, and a substantial decrease in suspensions.

Academic Performance Index (API)

Over the past four years, Hollywood High School has gained thirty-three Academic Performance Index (API) points (Table 6). By comparison, the LAUSD API grew by forty points and the state of California grew twenty-three points. Even at this rate of growth, Hollywood has still not matched the current average API score of the state of California (790), falling short by 28 points. The faculty, staff, and families are proud of Hollywood High School's gains but remain focused on strategic ways to help every student experience positive growth. Due to the elimination of the California Standards Test (CST) and the implementation of the CORE Waiver, Hollywood High School will not have an API score for the 2013-2014 school year. Instead, the school will be rated using the School Quality Improvement System (SQIS) and students will be taking a web-based standardized test administered by the Smarter Balanced Assessment Consortium (SBAC). During the 2013-2014 school year, the assessment was piloted for 11th grade students at Hollywood High School. As indicated earlier, Hollywood High School has been designated as a Focus School. In order to move out of Focus status, Hollywood High School must demonstrate successful and continued achievement at or beyond the "performing criteria" for a

minimum of two consecutive years, reduce the number of non-proficient students in focus sub-group(s) by 25%, and achieve a graduation rate of at least 60% or raise the current graduation rate by ten percentage points. With the instructional initiative we have in place, we are confident we will be able to achieve this goal.

Table 6: Comparison of Academic Performance Index (API)

	2009-10	2010-11	2011-12	2012-13
HOLLYWOOD HS	729	739	753	762
LAUSD	709	728	744	749
STATE of CA	767	778	788	790

In the last three years, four subgroups have increased in their API (Table 7). Our largest student populations, Hispanic and Socioeconomically Disadvantaged students improved, steadily with gains of seven and fifty-nine points respectively. English Learners decreased ninety-four points over the four-year period while students with disabilities remain the same during that time. Improvement of instruction for all students, especially for English Learners, is an ongoing concern at Hollywood High School. Since 2011-12 we implemented a year-long series of professional development sessions for our faculty and staff to support the development of SDAIE practices in our classrooms. Since 2013-14, every Core Content State Standards professional development day has had a component of best practices for ELs and SWDs. We have also received training for project-based learning schoolwide as a means to improve student-to-student and student-to-teacher communication and interaction. This effort is still in its implementation phase, and even though the faculty has been trained in PBL, only the Linked Learning academies are implementing the practice as part of their designed curriculum. Due to the constraints of a master schedule and the challenges of trying to cohort all students, other teachers are using PBL in their content but not in the same interdisciplinary structure as the Linked Learning programs.

Table 7: API Growth by Subgroups from 2010 to 2013

	Numerically Significant	2010-2011	2011-2012	2012-2013	2013-2014
Schoolwide		739	753	762	n/a
African American	Yes	745	733	722	
Asian	No	867	856	819	
Filipino	No	846	858	849	
Hispanic Latino	Yes	736	743	761	
White	Yes	742	758	766	

Socioeconomically Disadvantaged	Yes	744	754	765	
English Learners	Yes	631	637	763	
Students with Disabilities	No	460	445	460	

The CST ELA proficiency target data (Table 8) shows significant gains schoolwide for four of six numerically significant subgroups in the last four years. The students with disability subgroup improved minimally by 0.3 percentage points. The English Learner subgroup was the only sub group that did not demonstrate any growth in this area. It is our assessment that improved SDAIE practices in our classrooms, explicit instructional connections to CCSS in order to support students, and the instituting of project-based learning will be instrumental factors in supporting this high priority achievement goal.

The CST Math Percent Proficient data (Table 9) shows that in the last four year, all numerically significant subgroups made double-digit gains in CST Mathematics, except for ELs who experienced a decline of 6.6 percentage points. The trend is that all subgroups are improving as the target also rises. The critical need seems to be the English Learner subgroup with the lowest percent above proficient.

Table 8: CST ELA Percent Proficient and Advanced-Numerically Significant Groups AMOs

Year with Target Growth	Schoolwide	African American	Hispanic/Latino	Socioeconomically Disadvantaged	English Learners
2010-11 Target 66.7%	62.1	56.8	61.1	61.3	31.4
Growth Over Last Three Years	+9.2	+11.3	+10.2	+10.7	-0.2

Table 9: CST Mathematics Percent Proficient and Advanced-Numerically Significant Groups AMOs

Year and Target	Schoolwide	African American	Hispanic/Latino	Socioeconomically Disadvantaged	English Learner
2010-11 Target 66.1%	54.3	50	53.6	54.6	31.3
Growth Over Three Years	-0.4	+12.5	+1.9	+0.5	-9.4

California Standards Test Improvements

The table below (Table 10) reflects the significant improvements that occurred at Hollywood High School with respect to the CSTs across content areas.

Table 10: CST Improvements 2012-2013 (CDE)

Course	#Tested	%ADV %PROF %BASIC %BB %FBB	CHANGE IN PROF/ADV 2011-12 2012-13 Chg	CHANGE IN BB/FBB 2011-12 2012-13 Chg
ELA Gr 9	437	22.0% 31.6% 28.1% 13.3% 5.0%	52.6% 53.5% 0.9	19.5% 18.3% -1.2
ELA Gr 10	391	27.4% 32.5% 28.9% 6.1% 5.1%	57.9% 59.8% 1.9	17.9% 11.2% -6.7
ELA Gr 11	328	22.3% 36.9% 24.4% 11.9% 4.6%	58.9% 59.1% 0.2	18.2% 16.5% -1.7
Algebra I	197	0.5% 7.6% 24.4% 38.6%28.9%	9.3% 8.1% -1.2	69.3% 67.5% -1.8
Geometry	385	2.1% 8.3% 16.4% 47.5% 25.7%	19.4% 10.4% -9.0	56.6% 73.2% 16.6
Algebra II	308	2.3% 19.5% 25.0% 31.2% 22.1%	15.8% 21.8% 6.0	58.7% 53.3% -5.4
HS Math	224	**4.9% 26.3%** 35.7% 24.1% 8.9%	27.7% 31.3% 3.6	45.9% 33.0% -12.9
World History	436	**22.5% 23.6%** 33.0% 8.0% 12.8%	56.2% 46.1% -10.1	16.6% 20.8% 4.2
US History	325	**18.5% 35.1%** 32.0% 8.6% 5.8%	51.3% 53.5% 2.2	19.0% 14.4% -4.6
Life Science	390	**27.7% 28.5%** 30.5% 8.7% 4.6%	51.7% 56.2% 4.5	21.8% 13.3% -8.5
Biology	435	**21.1% 27.4%** 33.3% 11.5% 6.7%	58.8% 48.5% -10.3	16.1% 18.2% 2.1
Chemistry	271	**10.0% 24.7%** 46.1% 14.8% 4.4%	27.7% 34.7% 7.0	28.0% 19.2% -8.8
Physics	93	**9.7% 40.9%** 38.7% 8.6% 2.2%	53.8% 50.5% -3.3	4.6% 10.8% 6.2
Int Science	192	**0.5% 8.9%** 52.1% 19.8% 18.8%	8.4% 9.4% 1.0	37.4% 38.6% 1.2

English Language Arts (ELA), a four-year requirement, has the lowest percentage of students at below basic and far below basic of any other content area at Hollywood High School. Almost a quarter of each grade level subject areas in ELA scored advanced. Nearly a third of each grade level in the ELA subject area scored proficient. These two levels combined account for about 50% of all ELA students at HHS. At the 10th grade level, we have consistent growth in all California Standards Test bands as well as growth in the proficient and advanced band. About one half of our student body at each grade level in ELA performs at the basic level with the potential of moving toward proficient and advanced as evidenced by the growth of 21% in the tenth grade.

Hollywood High School students have also demonstrated improvement with respect to the percentage of students moving into the proficient or advanced performing bands. For instance, in Algebra II students show a 7.0% increase, and Algebra 1 had a 2.8% increase. We also reduced the percent of students scoring at below basic and far below basic levels including a 12.4% drop in Algebra II, and a 3.1% drop in Algebra 1. In our mathematics classes, almost 25% of students are scoring basic. Despite the measurable improvements made, about 50% of students in math in general are scoring below basic and far below basic. A particular concern is in Geometry where there was a drop of 4.5% in the number of students scoring proficient and advanced. We are addressing this need by assigning Geometry classes to our strongest teachers. The percent of students scoring in the proficient and advanced bands ranges from 14.1% in Algebra 1 to 30% in High School Math.

Data shows that in both courses, World History and U.S. History, close to 50% of students are scoring in the proficient or advanced bands. In fact, we were able to increase the percent of students in the proficient and advanced bands by 14% in the World History course; furthermore, we decreased our number of below and far below basic students by 10.2%. In spite of all this growth, we still have about 25% of students in both courses performing at the basic level band. This is an area of concern to us. As evidenced in the U.S. History data, fewer students moved out of the lower performance bands. It is our intent to continue to refine our instructional practice to meet the needs of struggling students.

In science, over 45% of our students are performing at proficient or advanced bands in Life Science, Biology and Physics. Also, an average of 38% of students are performing at the basic level in Life Science, Chemistry, Physics, and Integrated Coordinated Science (ICS). The most significant increase in the advanced and proficient bands has occurred in Life Science, Biology, and ICS. These three courses also experienced significant drops in the below basic and far below basis, specifically ICS with a -12.8% change. For example, in ICS there was a greater improvement where students moved from below to far below basic to a 12% gain of 44.0% basic. The areas of concern are Chemistry and Physics. In Chemistry, a decrease of 1.9% in proficient and advanced, while in Physics the decrease in these same levels was 9%, which indicates that the students in Chemistry and Physics need additional support. The Science Department is providing the additional support in tutoring before and after school. Teachers are using strategies such as one-on-one differentiated instruction, scaffolding strategies, group work, and project-based learning.

While standardized testing is one measure of student progress, there are a variety of indicators the faculty examines in order to gauge progress towards meeting schoolwide goals. Some of these measures include college readiness data, CAHSEE results, attendance information, and the Fitness Gram.

Hollywood High School strives to prepare students for a successful transition to post-secondary life. Data is reviewed to determine student preparedness for the academic rigor of college level course work.

When looking at graduation requirements and the data regarding the number of students on-track to complete the A-G CSU/UC requirements, it is important to note that LAUSD has made key policy changes aligned with the graduation requirements. Starting with the class of 2017, a grade of D is no longer considered a passing grade for A-G classes. Therefore, in order for students to earn a high school diploma in four years, they must complete the minimum of the CSU/UC A-G requirements. Data analysis highlighted that with regard to the number of students currently on track for graduation, there was an increase of 8.3% for 9th graders. As for 11th and 12th graders, there was an increase of 16.2% and 21.4% increase respectively. The 10th grade class remained the same for the last two years, which indicates a total schoolwide increase of 10.5% of students in progress toward four-year graduation (Table 11). Progress toward being on track to complete the A-G has increased schoolwide from 43.8% for the 2012-13 school year to 46.7% for the 2013-2014 school year (Table 12). Contributing factors for this increase likely include the realization of the new graduation requirements, which has created a greater awareness of the need to pass A-G classes with a C or better. Additionally, the introduction of the new common core curriculum as well as the implementation of the college career pathway Linked Learning initiatives have contributed to creating a more rigorous and accessible college preparatory program.

Table 11: Progress Toward Four-Year Graduation (LAUSD MyData System)

	2010-11	2011-12	2012-13	2013-14
9th Grade	60.5%	62.2%	60.8%	69.1%
10th grade	72.4%	74.3%	72.9%	72.8%
11th grade	82.3%	83.4%	67.8%	84%
12th grade	80.2%	82.3%	48%	69.4%
TOTAL	71.8%	73.3%	62.8%	73.3%

Table 12: A-G Progress Report - On Track Completion CSU Requirements (LAUSD MyData System)

	Missing 3 Courses	Missing 2 Courses	Missing 1 Course	On Track/ Completed
Spring 2013	35%	9.9%	11%	43.8%
Spring 2014	31%	11.5%	12%	46.7%

Table 13: A-G Progress Report On Track Completion UC Requirements (LAUSD MyData System)

	Missing 3 Courses	Missing 2 Courses	Missing 1 Course	On Track/ Completed
Spring 2013	36.8%	10.0%	11%	42.3%
Spring 2014	32%	11.5%	12.0%	44.2%

Additionally, the statistics regarding participation in Advanced Placement (AP) coursework provide data about college readiness (Table 14). The number of students enrolled in AP courses has steadily increased over the past three years. This increase is part of a schoolwide effort to improve equity and access to AP classes for all students across small learning communities. Since SAS and PAM students are participating more in the AP courses, TCA and MET have created Honors sections in the 9th and 10th grades in ELA and history to prepare students to be successful in AP courses.

Table 14: Advanced Placement Program (LAUSD MyData System)

	2010- 11	2011-12	2012-13	2013-14
% of students taking AP courses	18.9%	21.2%	20.9%	27.1%
% of students with a C or better in AP courses	87%	92.7%	93%	n/a
% of Qualifying Exam Scores	25.5%	25.9%	27.4%	n/a

Graduation Rate

The CDE graduation rate for HHS shows significant improvement over the last three years, going from 80% in 2011-12 to 87.2% in 2013-14 (Table 15). Consequently, the drop-out rate has decreased by 10 percentage points since 2010-11 (Table 17).

The LAUSD four-year cohort graduation rate uses a unique student identifier to determine first time 9th graders, then tracks individual students to determine which students graduated four years later. Students who transferred to other schools and re-enrolled are subtracted from the cohort, and students who transferred in are added to the cohorts. At the end of four years, the graduation rate includes the number of students as first time 9th graders and the numbers of students who received a diploma. At HHS there has been a steady increase of this cohort of students from 65.7% to 78.9% in the last three years (Table 16).

This improvement could be due to better counseling practices when tracking and advising families about the path to graduation, and in the last year, the seven-period day provided the opportunity for senior students to make up credits during the school day.

Table 15: HHS Graduation Rate (CDE)

	2011-12	2012-13	2013-14
Grad Rate	80%	82.2%	87.2%

Table 16: HHS 4-Year Cohort Graduation Rate (LAUSD MyData System)

	2011-12	2012-13	2013-14
Cohort Grad Rate	65.7%	74.5%	78.9%

Table 17: Drop Out Rate (CDE)

	2010-11	2011-12	2012-13	2013-14
Percent	16.6%	12.4%	11.6%	6.7%
Number	72	49	33	22

CAHSEE

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) Act. The CAHSEE includes English Language Arts and mathematics components. Student scores are reported as performance levels.

Hollywood High School's passage and proficiency rates for both English Language Arts and mathematics have seen a steady improvement over the last four years (Table 18); however, there was a small drop in passing rates and proficient rates for math and ELA in 2014-15. Hollywood High School administration and staff have employed a number of strategies including targeted advisory intervention and after-school programs to help support proficiency rates. Table 18 shows the percent of students who have passed both tests in the last four years. There has been a steady improvement in the passing rate for tenth, eleventh and twelfth graders. In fact, all three grade levels reached the highest percentages of students passing last year.

Table 18: CAHSEE Results 10th Grade Census (CDE)

Year	Tested	%Pass ELA	% Prof ELA	Tested	% Pass Math	% Prof Math
2014	345	86.1%	58.6%	350	84%	60.3%
2013	380	87.6%	62.4%	381	86.6%	65.6%
2012	395	86.3%	61.8%	399	84.7%	62.2%
2011	**359**	83.8%	61%	370	82.4%	53%

Table 19: CAHSEE Passing Both Tests by the End of the Year (CDE)

Year	10	11	12
2011	75.3%	89.1%	90.8%
2012	79%	85%	93%
2013	79.4%	86.8%	89.4%
2014	81%	92%	95%

Attendance

Hollywood High School's attendance trend continues to increase. In the past three years the attendance has been 96% throughout the year. Also, the LAUSD attendance rate is defined as the percentage of enrolled students with an attendance rate greater than or equal to 96% among all students enrolled at the end of the school year. Student attendance rates are the percentage of days that a student attends school (at least one period of the day) among the total number of days they are enrolled in the district (Table 20). Seventy-one percent of students at HHS have a 96% or higher attendance rate, fourteen percentage points higher than in 2010-11.

Table 20: Percentage of Students with 96% or Higher Attendance (LAUSD)

Year	2010-11	2011-12	2012-13	2013-14
Percentage	57%	59%	69.9%	71%

Table 21: Attendance Two-Year Comparison by Month

Month	2012-13	2013-14
August	98.6%	97.8%
September	97.3%	97%
October	96.9%	96.6%
November	96.7%	96.6%
December	96.7%	96.2%
January	96.4%	96.1%
February	96.3%	96.1%
March	96.3%	96.1%
April	96.1%	96%
May	96.1%	96%
June	95.8%	95.8%

Hollywood High School strives to achieve the goal of having each student attend school at least 96% of the time. In order to achieve this, the Schoolwide Positive Behavior Support and Discipline Team meets twice a month to discuss not only discipline concerns and the Schoolwide Positive Behavior Support and Discipline Plan, but also attendance issues and the Attendance and Dropout Prevention Plan. The team is composed of the school's principal, assistant principals, Pupil Services and Attendance Counselor (PSAC), school psychologist, dean, academic counselors, teachers, Bridge Coordinator, Healthy Start Coordinator, and School Probation Officer. The Attendance and Dropout Prevention Plan consists of a three-tiered approach to address attendance issues. Tier I-Universal focuses on all students and addresses Schoolwide and Culturally Relevant Systems of Support that include recognition letters, certificates, schoolwide awards assemblies, and bulletin board displays, among other attendance-related activities and interventions. Tier II-Selected Tier (at-risk students) addresses in-classroom, family, and small-group strategies, such as warning letters, weekly check-ins, parent conferences, parent/teacher conferences, truancy letters and alternative workshops. Tier III-Targeted/Intensive tier (high-risk students) focuses on individual strategies. This tier includes interventions such as COST (Coordination of Services Team) or SST (Student Success Team) referrals, home visits, parent conferences, community referrals, parent/student workshops and/or alternative workshops.

The Pupil Services and Attendance (PSA) Counselor is a child welfare advocate who serves as a liaison between school, home, and community. The PSA at Hollywood High School works with and on behalf of students whose home or community life presents barriers that impede educational progress. The PSA counselor works directly with students who experience difficulties in educational achievement due to social/emotional, adjustment, and/or attendance issues. She provides direct clinical and case management services to students and parents, and provides consultation and in-service training to school site personnel. Intervention services include but are not limited to monitoring student attendance, home visits, monitoring academic achievement, and connecting students and families to appropriate resources or alternative educational programs. Furthermore, the PSA Counselor coordinates and facilitates the Coordination of Service Team (COST), the Wellness Center Referral Process, and the Student Success Team (SST) on a regular basis.

Suspensions

Suspensions at Hollywood High School have significantly decreased from 2011 to 2013, with the greatest number occurring at the ninth grade level and the lowest number at the eleventh grade (Table 22). Possible explanations and basis for further analysis include the relative immaturity level of incoming ninth grade students and their lack of familiarity with Hollywood High School's behavioral expectations.

Table 22: Three-Year Suspension Comparison

	Number of Suspension Events	Number of Suspension Events	Number of Suspension Events	Number of Suspension Days	Number of Suspension Days	Number of Suspension Days
Grade	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Grade 9	48	19	0	80	34	0
Grade 10	22	6	0	32	12	0
Grade 11	15	2	0	22	7	0
Grade 12	7	3	0	10	6	0
Overall	92	30	0	144	59	0

Table 23: Suspension Rate

Year	2010-12	2011-12	2012-13	2013-14
Rate	7.9%	4.6%	1.7%	0%

In keeping with the Schoolwide Positive Behavior Support and Discipline Plan of Hollywood High School in the 2014-15 school year, the school is guided toward establishing an on-going six-year cycle of quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and ongoing school improvement. The school assesses its program and its impact on student learning with respect to the understanding that *Alternatives to Suspension* is the new pathway for educational success.

With regard to "*Building a Culture of Respect*," Hollywood High School has accepted the realization that school suspensions are clearly not the wave of the future. Here at Hollywood High, we have, in lieu of suspension, adopted the following alternatives: *1. Problem solving/contracting*: Negotiation and problem solving approaches can be used to assist students in identifying alternative behavior choices. The next step would involve developing a contract that reminds the student to engage in a problem-solving process. *2. Restitution:* In-kind restitution rather than financial restitution (which usually falls on the parent) permits the student to help to restore or improve the school environment either by directly addressing the problems caused by the student's behavior (e.g., in cases of vandalism students can work to repair things they damaged), or by having the student improve the school environment more broadly (e.g., picking up trash, washing lockers). *3. Workshops, mini-courses or skill modules:* Short courses or self-study modules can be assigned as a disciplinary consequence. These should be on topics related to the student's inappropriate behavior, and should be designed to teach the student to have increased awareness or knowledge about the topic, thus facilitating behavior change. *4. Parent involvement/supervision:* Parents should be invited to brainstorm ways they can provide closer supervision or be more involved in their child's schooling. Better communication and more frequent contacts between teachers and parents, as well as coordinated behavior-change approaches, are very useful and could be formalized into a disciplinary consequence. *5. Community service:* Programs that permit the student to perform a required amount of time in supervised community service outside of school hours

(e.g., volunteer at another school or an organization) should be created. *6. Alternative programming:* Provide short- or long-term changes in the student's schedule, classes, or course content, or offer the option of participating in an independent study or work-experience program. Programming should be tailored to student needs and permit appropriate credit accrual and progress toward graduation.

Fitness Gram

Achievement for students in physical education classes is measured in part by their performance on the Fitness Gram Test every year. Analysis of the last four school years, suggests a high degree of variability between subtests but with a general trend of at least 50% of students scoring above 50% in all six subtests. There was improvement in three out of six areas.

Table 24: Percent of Students in Healthy Fitness Zone (HFZ)

	Aerobic Capacity	Body Composition	Abdominal Strength	Trunk Extensor	Upper Body Strength	Flexibility
2010-11	52.9%	51.5%	71.4%	78.8%	56.6%	81.7%
2011-12	51.7%	48.6%	71.5%	77.9%	57.4%	42.6%
2012-13	50.7%	53.6%	63.3%	93.1%	54.3%	90.0%
2013-14	51%	53%	62%	87%	50%	84%

Addressing the Needs of Diverse Subgroups

Students with Disabilities

Hollywood High School serves approximately 150 students with special needs. Twenty students participate in an alternative curriculum and take the California Alternative Performance Assessment (CAPA). The remaining students are served in special day class (SDP), emotionally disturbed (ED), and resource (RSP) programs, with more than half of the students in the least restrictive resource program. Some of the students receive multiple designated instructional services. The students who receive the alternative curriculum and take the CAPA are not included in these scores.

Of the approximately 150 students receiving Special Education services, seventy students are enrolled in our SDP classes which include community-based instruction (CBI) and mentally retarded mild (MRM) classes. Eighty students receive services through the resource program, and we also offer other specific designated instructional services (DIS), as specified in a student's Individual Education Plan (IEP). Adaptive Physical Education (APE), Language and Speech (LAS), and Pupil Counseling (PUC) are the different types of itinerant services offered at Hollywood High School.

There are four categories of Special Education classes at Hollywood High School serving our students with IEPs (Table 26)

Table 25: Related Services

Designated Instruction Services	# of Students
Pupil Counseling	10
Deaf and Hard of Hearing	5
Adapted PE	19
Language and Speech	12
School Mental Health	0
Visually Handicapped	1

Table 26: Special Education Programs

Program	# of Teachers	# of Students
CBI	1	9
IDS	1	7
SDP	4	44
RSP	3	70
ED	1	3

The CBI Program (Community Based Instruction) is a program designed for students with severe developmental delays or mental retardation who need intensive instruction in functional and daily living skills. The goal of the program is to provide hands on learning activities at all age levels to help students acquire skills to live as independently as possible. This program includes considerable off campus learning opportunities.

The Intellectually Disabled (ID) Program is for students with mental retardation. These students work on academic skills using an alternate curriculum. Students in this program are usually on track to receive a certificate of completion when they finish the graduation requirements based on their IEP.

The Special Day Program (SDP) classes serve students who, because of their disabilities, cannot participate in general education classes for a majority of the school day. Students in this program participate in the core curriculum with the accommodations listed in their IEP. These self-contained classes provide more intensive support compared to a general education setting. As appropriate, students enrolled in special day program classes interact with their general education peers through academic, non-academic and extracurricular activities.

The Resource Specialist Program (RSP) provides instruction and services to students with disabilities assigned to the general education classroom for the majority of the school day. The goal of the resource specialist program is to enable students with disabilities to succeed in the general education environment. The program provides assistance in a variety of ways depending on the needs of a particular student. The services in the RSP program are delivered in a variety of models. Through co-teaching, co-planning and direct instruction in the Learning Center, our students are served according to their needs as indicated on their IEPs. Our school offers two Learning Centers, which allow for direct instruction when needed.

Table 27: Students With Disabilities Performance on CAHSEE ELA (LAUSD MyData System)

	2010-11	2011-12	2012-13	2013-2014
Total SWD Tested	31	28	26	31
Pass ELA	54.8%	39.3%	19.2%	35.1%
Prof/Adv ELA	12.9%	7.1%	7.7%	12.9%

Table 28: Students With Disabilities Performance on CAHSEE Math (LAUSD MyData System)

	2010-11	2011-12	2012-13	2013-2014
Total SWD Tested	34	30	27	32
Pass Math	-	3.3%	-	6.3%
Prof/Adv Math	-	6.7%	-	9.4%

In CAHSEE math, students with disabilities improved passage and proficiency rates by about 3%. In CAHSEE ELA, passage rates improved by about 16%, and proficiency rates improved by about 5%. This past spring (2014) the SDP department offered before- and after-school tutoring to prepare students for the CAHSEE. The results for these student were positive with several passing both parts of the test and several reaching proficient levels. This intervention program is taking place again in spring of 2015.

Even though there was an increase in the percentage of students who scored proficient or advanced on CST ELA from 2010 to 2013, ELs did not show sustained improvement during that period. Student with disabilities performed better than ELs in CST ELA, but significantly lower than the rest of the student population.

Table 29: SWD CST ELA Results Comparison

Proficient/Advanced in CST ELA	2009-10	2010-11	2011-12	2012-13
Schoolwide	52.6%	50.5%	55.9%	57.3%
Students with Disabilities	12%	13%	8%	12%

CST math indicated that all students in HHS did not successfully improve in this subject as they did in ELA over four years. Students with disabilities had the lowest growth in math while ELs showed a small improvement but below the schoolwide results.

Table 30: SWD CST Math Results Comparison

Proficient/Advanced in CST Math	2009-10	2010-11	2011-12	2012-13
Schoolwide	19.4%	19.7%	17.2%	17.2%
Students with Disabilities	4%	3%	0%	2%

The student with disabilities' graduation rate increased by 5.2 percentage points during that same time since 2010-11, but it is significantly lower than the schoolwide rate.

Table 31: SWD Graduation Rate Comparison

	2010-11	2011-12	2012-13	2013-14
Schoolwide	74.9	80	82.2	87.2
SWDs	51.9	60	57.1	n/a

The Special Education Department at Hollywood High School works closely with families, administration, and general education staff. This collaborative approach is one reason why Hollywood High School students with special needs have experienced significant progress. Additionally, all of the special education teachers are highly qualified. We have held CST and CAHSEE prep classes specifically designed for special education students, and all classrooms follow a model classroom approach and incorporate the SLOs in teaching. There are clear and consistent expectations of the students. The use of SDAIE strategies is inherent in teaching students with disabilities. The Special Education Department teachers meet weekly to discuss concerns for individual students. The department also communicates daily through email. The proper completion of paperwork specifically related to special education students and communication between IEP team members is largely due to the facilitation of the

designated Special Education Coordinator. The Special Education Coordinator also acts as liaison between teachers, parents and students.

English Learners

Hollywood High's English Learner (EL) population has gradually decreased in the last three years. In 2011-12, thirteen percent of our students were English learners, which was approximately 219 students. In 2012-13, with twelve percent of our students were English learners, which was approximately 196 students. In 2013 – 14, it remained the same, with twelve percent of our students as English learners. Most of our English learners are Long Term English Learners (LTELs), about 68% of the ELs. These students have remained EL more than five years and have not reclassified. Our EL population is concentrated in the Teaching Career Academy and the Media, Entertainment, and Technology small learning communities because those are the two SLCs that do not require an application process. Therefore, these students come from our feeder middle schools and actually live in our community.

Of the total school enrollment, about 60% of our students are Reclassified as Fluent English Proficient (RFEP) students. However, our reclassification rate has fluctuated in the last three years. In 2011-12 our reclassification rate was 16.2%, which was approximately 53 students. In 2012-13 our reclassification rate was 10.7%, which was approximately 23 students, while in 2013-14 the rate was 9.2%. In 2013-14, we are working on increasing our reclassification rate and diminishing our number of Long Term English Learners (LTEL). Our half-time EL Coordinator is also our LTEL designee, but he is working with our APSCS and our counselors to support those LTEL students into reclassification. In addition, the district has now implemented two new support courses for our LTEL population. The purpose of these courses is to support the students in their ELA classes by building their academic language and strengthening their listening, speaking, reading, and writing skills. All of our LTEL students are enrolled into either a Language and Literacy class or the Advanced Sheltered ELD class for this school year with three teachers teaching these new courses. We have two sections of each course. The grade students receive in these classes is an alternative grade to passing English with C or better for the reclassification process. The CELDT has remained unchanged at this time; students still need an overall score of 4 or 5 and at least a score of 3 in each domain. Since our LTEL students are grouped together into the new support courses, the CELDT was administered in their classes by their teachers. The EL Coordinator assisted the teachers with the speaking section of the test because that section needs to be done individually with each student. To help the teacher finish testing during the testing window, she and the teacher could administer the speaking section to two students at the same time. Our teachers and EL Coordinator have met for PD time to analyze data and discuss strategies. In addition, since our students are no longer being administered the CSTs, we are using the CAHSEE score for reclassification. However, our ninth grade students don't take CAHSEE, so they will be administered an alternative assessment for reclassification.

For newcomer students, we do not have a newcomer program necessarily, but we do offer the four levels of ELD previously known as ESL. Newly arrived students are placed in the Newcomer Advisory regardless of their SLC to make their transition to an American school easier. Since we have a small number of students in those courses, we have to mix levels in one class. We have ELD 1 & 2 in the same block period of time, and we have mixed ELD 3 & 4 levels in another class period. We only have one ELD teacher as well. Those students are together most of the school day with sheltered core subject courses. During the school day, students are supported by bilingual aides in most core classes.

Also, struggling EL students are referred to the school's Language Appraisal Team (LAT) team for evaluation and recommendation of intervention strategies. In addition, for the second year we have offered a Beyond the Bell program called Language in Action for our ELD 1 through 4 students after school in the spring. The goal of the program is to accelerate EL students' language acquisition through after-school language skills practice and project-based learning (PBL).

Table 32: Student Population by Language Classification

School Year	English Learners	Reclassified English Proficient	Initially Fluent English Proficient	English Only
2011-12	255	833	156	440
2012-13	219	820	184	452
2013-14	175	783	198	420

Even though half of our students (783) have reclassified as fluent English proficient (RFEP), the reclassification rate for the remaining ELs in our school went from 0% in 2011 to 9.2% last year (Table 33).

Table 33: Reclassification Rate

School Year	# Reclassified	% Reclassified
2010- 2011	0	0%
2011-2012	53	16.2%
2012-2013	23	10.7%
2013-2014	19	9.2%

Annual Measurable Achievement Objective (AMAO) #1 is based on a measure of expected annual progress in learning English. Performance on the California English Language Development Test (CELDT) in the most recent year is compared to performance in the previous year to determine if a student has made progress. Table 34 shows that the percentage of students making progress on the CELDT increased 4 percentage points since 2011-12.

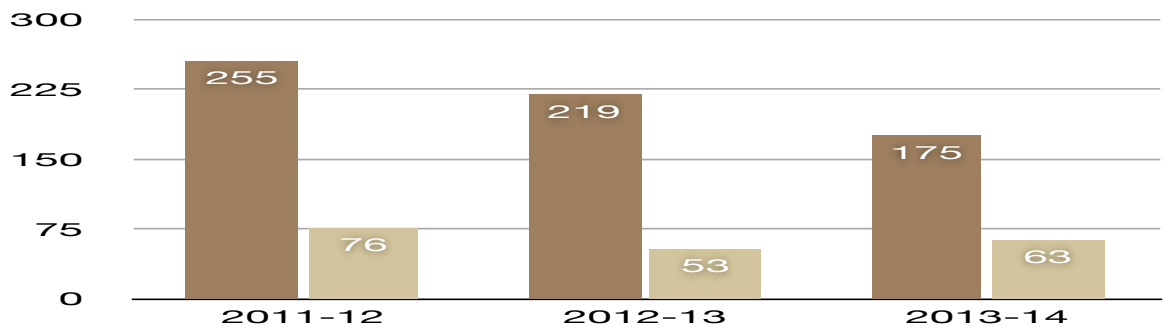
Table 34: AMAO1: Percent of ELs Making Progress on the CELDT

Year	2011-12	2012-13	2013-14
	48.4%	41.9%	52.5%

The AMAO #2 is defined as those students whose scores on the CELDT exam indicate that they may be eligible for reclassification, also known as Possible Fluent English Proficient (PFEP). Figure 1 shows that even though the total EL population has decreased, the number of students who could possibly

reclassify increased every year. In 2013-14, 36% of HHS ELs could reclassify. This is an improvement of 12 percentage points from the previous year.

Figure 1: AMAO 2: Number of ELs Attaining English Proficiency on the CELDT



AMAO # 3 is based on the number of ELs who score proficient or advanced in the CST ELA based on the Adequate Yearly Progress (AYP) (Table 35). The scores dropped in ELA in 2012-13 when only four out of forty-four ELs scored proficient/advanced. However, in CST math, ELs were able to maintain the necessary growth. The EL focus in professional development, department meetings, and SLC time, focusing on first good teaching practices and CST preparation, as well as our coaching support (math coach, Title III coach, EL intervention coach) contributed to the new increase in our scores. ELs did not show sustained improvement in 2012-13. Since last year, ELs have been required to take an additional ELD class during the school year as a response to the lack of achievement and in preparation for the new Smarter Balanced Assessments Consortium (SBAC). We are confident that this support class will provide ELs access to ELA core content.

Table 35: Percent of English Learners Scoring Proficient and Advanced on CSTs (AYP)

	2008-09	2009-10	2010-11	2011-12	2012-13
CST ELA	31.6%	20.8%	31.4%	31.4%	9.1%
CST MATH	40.7%	21.7%	31.3%	31.3%	34.1%

Even though there was an increase in the percentage of students who scored proficient or advanced on CST ELA from 2010 to 2013, ELs did not show sustained improvement during that period.

Table 36: EL CST ELA Results Comparison

Proficient/Advanced in CST ELA	2009-10	2010-11	2011-12	2012-13
Schoolwide	52.6%	50.5%	55.9%	57.3%
English Learners	3.5%	5.5%	6.1%	3.3%

CST Math indicated that all students at HHS did not successfully improve in this subject as they did in ELA over four years. ELs showed a small improvement, but remained below the schoolwide results.

Table 37: EL CST Math Results Comparison

Proficient/Advanced in CST Math	2009-10	2010-11	2011-12	2012-13
Schoolwide	19.4%	19.7%	17.2%	17.2%
English Learners	2.5%	4.9%	4.7%	4.7%

The graduation rates for English learners have shown an increase of 11.4 percentage points in the last three years.

Table 38: EL Graduation Rate Comparison

	2010-11	2011-12	2012-13	2013-14
Schoolwide	74.9	80	82.2	87.2
ELs	45.7	53.2	57.1	n/a

According to table 39, analysis of the CAHSEE passage rate for English Learners shows an overall downward trend in both ELA and math, while the numbers for the proficient /advanced group remain steady. English learners as a group are lagging behind the rest of the school. The percentage of ELs passing the CAHSEE in the last two years has decreased in ELA and math. Similarly, the percentage of ELs scoring proficient on the CAHSEE ELA has decreased in ELA and remains the same in math. Some newcomer EL students are underprepared since they have to take the CAHSEE after attending a U.S. school for only two years. These students have the opportunity to attend a CAHSEE Boot Camp offered to 10th grade students, but they may need more targeted intervention.

Table 39: CAHSEE Passage Rate for English Learners

Year	2011-12	2012-13	2013-14
Total EL Tested	**51**	**36**	**42**
Pass ELA	33.3%	30.6%	26.8%
Prof/Adv ELA	11.8%	-	9.8%
Pass Math	47.2%	43.2%	31%
Prof/Adv Math	13.2%	16.2%	14.3%

An examination of the diverse EL population that HHS has and the different accountabilities that the state and district have for them shows that this population has made progress in English language

development, but continues to struggle in access to core content. We have to continue creating or reinventing strategies to support their access to core classes.

Academic and Social Support Services

School Library

The teacher librarian collaborates with many classroom teachers in every small learning community and the magnet to design and teach standards-based Model School Library lessons as well as help students to learn how to access, evaluate, use, and integrate information effectively from both print and digital resources. The Hollywood Senior High Library is staffed by a credentialed teacher librarian who assists teachers and students throughout the day. The library is open to students before school at 7:30 A.M., during nutrition and lunch, and after school until 3:30 P.M. Students also frequently visit the library independently using passes during class periods to use the computers and check out reading materials. An average of 1,000 students per week use the library, which equals approximately 36,000 students per school year. Moreover, it is not unusual for 350 classes to visit the library per year to conduct research, check out books, or take Accelerated Reader (AR) tests and quizzes. Hollywood High has used the AR program for the last four years within either the advisory or English classes. Currently, twelve ninth grade classes, totaling 350 students, are now participating in the AR program. This program not only tests students' reading levels and places them in appropriate level books, but the new AR360 feature provides students with Lexile leveled nonfiction articles through which they are able practice their Common Core close reading techniques. The library resources at Hollywood High School provide major academic support for the students and teachers. This is especially critical for those students who do not have computers, Internet access, or printing capabilities at home. Several twelfth grade students are also assigned to the library practice course, in which they are trained to assist the teacher librarian with library protocol and procedures.

There are six desktop computers, attached to 24 monitors, and a laptop cart in the library that provide access to the internet, Google Apps, the LAUSD Digital Library subscription and the Microsoft Office Suite. The teacher librarian maintains a library web site (uhlibrary.net) that acts as a portal from both home and school to access the library online catalog, the Digital Library online subscription databases, classroom project LibGuides, research help documents, authoritative web sites, and other school-appropriate resources for both students and teachers. The library's flexible hours, computers, and online resources allow students the resources needed to complete school assignments and to explore their own interests.

Throughout the year, a variety of classes visit the library to conduct research and receive information about literacy skills as well as how to best access and evaluate a wide range of information sources. For example, every ninth grade English class attends a library orientation in the fall in which they conduct a scavenger hunt introducing them to all of the library's resources. In addition, most of the senior English classes visit the library to conduct guided research for senior research projects.

The teacher librarian is the Hollywood High School student email sub-administrator and is responsible for issuing LAUSD email accounts to ninth graders who have the appropriate Authorization Use Policy (AUP) forms on file. These email addresses allow students to access the LAUSD Digital Library subscription resources from home. They also provide the students a professional e-mail to save and send documents to their teachers and other students.

AP library privileges to local universities and colleges are arranged by the teacher librarian and the AP English teachers. This program allows AP students to visit these libraries to access resources to further their studies.

The library collection is in need of updating, and the teacher librarian is in the process of eliminating out-of-date materials in order to make way for newer resources. In addition, the 6-tower/24-monitor configuration of the library computers results in extremely slow web browsing, causing student frustration. Through the writing of grants and through school fund allocations, the teacher librarian and the school administration are working on purchasing new books and computers for the library.

Technology

Hollywood High School has a wide range of technological resources that instructors use to provide engaging and differentiated instruction. Two of our most valuable resources are the updated wi-fi for the schoolwide wireless network and a recent fiber-optic conversion upgrade. Key instructional tools include eight MacBooks for teachers, eighty-five LCD projectors, eighty-five document readers, and ten smart boards. Students have access to five computer labs, including our state of the art film production lab, seven mobile computer labs, and thirty iPads. The school website is an important source of communication for the entire school community. Teacher websites can be accessed via links on the school website. Homework and other important information is updated in a timely manner for students and families to view together.

Community Partners

In addition to media and library resources, Hollywood High School works with a variety of community partners to provide additional schoolwide support for students focusing on the social and emotional needs of our population. Additionally, several support groups have been established by our highly-qualified staff.

The Healthy Start Center is designed to serve HHS youth, their family members, and the community. The program provides comprehensive school-integrated services and activities to meet the desired results identified in the areas of: Academics, Youth Development, Family Support, Basic Needs, and Physical and Mental Health Care.

One of the most significant additions to student services has been the addition of the Wellness Center.

Wellness Center & HEAL Efforts at Hollywood High School

Building on the infrastructure of health care at LAUSD, fourteen full service community clinics called Wellness Centers (WCs) have been developed in health hot spots throughout LAUSD, one of which is Hollywood High School. These WCs are the hub of information for students, families, and the surrounding communities. They provide an array of services crucial to the development and academic success of students including: immunizations; physical exams; reproductive health visits and services; mental and behavioral health counseling; and referral services (The L.A. Trust, 2013).

A 2012 study found that nearly 40 percent of school-age children in LA County are obese (Children's Defense Fund, 2012). Another study in LA County showed that adolescents living in low-income (income below poverty level) neighborhoods were nine times as likely to be overweight as those living in more affluent neighborhoods. (Children's Defense Fund, 2012). Understanding the needs of our

students and the link between student health and academic success, Kaiser Permanente developed the Healthy Eating, Active Living (HEAL) Initiative Program to support healthy behaviors and reduce obesity in areas, including schools, where students spend the majority of their time.

Hollywood High School has been fortunate in receiving the second year grant to advance HEAL efforts on the campus. The four key goals in creating a Wellness Campus include: 1) improving school-based healthcare services in obesity prevention and management, 2) improving access to physical activity opportunities, 3) improving access to healthy food and beverages, and 4) improving learning opportunities about healthy eating and active living. Through the coordination of services with the school Wellness Center, The L.A. Trust for Children's Health will further support Hollywood High School's efforts in making the healthier choice the easier choice for Hollywood High School students and their families.

Some accomplishments to date in relation to the aforementioned goals include: 1) creation of a cookbook, Peer Health Educator training, 2) purchase of new equipment for the weight room and increased access to the school weight room for students, formation of a Healthy Athlete Committee, nutrition and physical activity classes for parents, 3) implementation of a healthy fundraiser policy including removal of unhealthy or non-compliant snacks sold on campus, and student led healthy food carts 4) HEAL-specific curriculum during advisory period, a student led healthy mural project, and expansion of the school garden

The correlation between health and academic success is undeniable. Through the Wellness Center Initiative efforts, Hollywood High School, together with its partners, strongly believes that student health is crucial to not only student success, but to the success of generations to come.

Children's Hospital Los Angeles (CHLA)

CHLA provides a number of mental health and treatment services for Hollywood High School students. Students seeking substance abuse prevention and treatment counseling can find support through individual and group counseling as well as "walk-in" hours for drug screening and assessment. Other support provided by CHLA includes Project NATEEN (Networking Advocacy Teaching Empowerment Education and Nurturing) which provides education on campus about healthy sexual relationships. Each week, additional group counseling is offered. These sessions are aimed at supporting teen girls in building self-esteem.

Aviva Family and Children's Services

The Aviva agency offers school-site individual therapy for students and families with mental health issues and behavior problems that interfere with a young person's ability to succeed academically. Clinicians travel to students' homes to provide evaluations and family therapy in order to help establish a supportive environment for school success. The Aviva organization provides gang intervention programming for students who may be at risk for engaging or reoffending in gang activity. The program operates in conjunction with the Los Angeles County Probation Department to provide support services to students and parents by promoting responsible behavior and strengthening the family unit. One probation officer from the Los Angeles Probation Department comes to school every day to follow up with these students. Aviva also has wrap around services designed to work with students who are at

risk of being removed from their home setting, returning from a group home, or undergoing residential treatment.

Kaiser-Permanente Hospital
Kaiser-Permanente staffs Hollywood High School with a medical doctor and training staff to accommodate Hollywood High School students with medical issues, pregnancy tests, and STD testing and treatment. Students are referred through the school nurse and Healthy Start office.

Phoenix House Academy
The Phoenix House is a short stay residential program that offers gender-specific treatment for students with substance abuse problems as well as concurrent mental health issues. The program is appropriate when students lack motivation and need social support to abstain from drugs but do not require hospitalization. Students are given an assessment, case management, and treatment planning. After comprehensive assessments, students in the residential program receive intensive crisis intervention and progress to learning new skills through evidence-based counseling sessions.

School Based Support Groups

There are number of groups that operate within the school to support students who may need extra guidance given their unique life issues. Among these groups are the Lesbian, Gay, Bisexual and Transgender Support Group, which is a school-based initiative that holds weekly support meetings. The Cognitive Behavior Group addresses anger management and behavioral issues of students who are experiencing difficult situations. In addition, the Grief Support Group meets on a weekly basis and helps students who are dealing with family deaths and the grieving process. The Homeless Education Program provides transportation, a monthly TAP card, clothing, and school supplies for homeless and group home students. For teen parents, the organization also provides baby diapers, and baby clothes while supplies last.

Literacy, Arts, Culture, Education and Recreation (L.A.C.E.R.)
L.A.C.E.R.'s mission is to provide underserved middle and high school youth with an arts and literacy based after-school program that includes visual art, music, dance, film, academic support, enrichment activities, and a variety of sports in a safe and caring environment. The L.A.C.E.R. After School Program is a non-profit organization that provides free arts and literacy based after-school activities for students throughout Los Angeles. Now in four middle schools and two high schools, the nationally recognized (Coming Up Taller Award, 2003) L.A.C.E.R. After School Program provides thousands of youths a safe and productive place to be after school.

At Hollywood High School, L.A.C.E.R. provides after school tutoring, S.A.T. preparation courses, music classes, off-season sports conditioning, theater technology training, film classes, and drivers' education classes. All classes are free and open to all Hollywood High School students. L.A.C.E.R. is the sole sponsor for the HHS Cheer Team and the HHS Drumline and provides additional funding to the HHS vocal group, H2O, and the Performing Arts Magnet musicals. The L.A.C.E.R. After School Program provides additional performance opportunities to students in the arts as well as free field trips. Last year, L.A.C.E.R. served almost 800 students at HHS.

Family Involvement

The Hollywood High School staff recognizes the essential role parents and families have in creating a successful learning environment. A variety of activities and practices have been established in an effort to create meaningful ways for parents to be active participants in their children's education and the life of the school. A Parent Summit was held last spring, offering a variety of presentations and workshops driven by parent interest. The workshops included topics such as the California A-G requirements and high school graduation requirements, the financial aid application process, the application process for two- and four-year colleges, and as nutrition and healthy eating habits for teens.

Parents have also been given opportunities to develop and improve computer skills. Last year's computer classes included three-hour sessions, on a once-weekly basis, for six weeks. A beginners' class was held for the first six weeks, which taught parents basic computer functions and how to access the Internet and e-mail. In the second session, parents learned how to create PowerPoint presentations. Parents were also provided with flash drives so they could learn how to store the presentations and any photos or data they need. About twenty-five parents attended both of the sessions. These classes were offered in partnership with Beyond the Bell, with HHS providing the location, parents, and equipment, and Beyond the Bell providing the instructor and translator.

Another successful means of developing stronger communication occurs via the monthly "Coffee with the Principal" meetings. This was established three years ago, and the meetings are held in the staff lounge from 8:30 to 10:00 A.M. This is an informal meeting where the parents can talk to the principal, and ask questions or get clarification on different topics of interest. For instance, parents are learning about and participating in the WASC self study, CCSS implementation, and college and career planning. Some of the issues that are raised include student grades, attendance, and behavior. Our principal, Ms. Sanchez, also brings in guest speakers, usually people who work on campus, such as the counseling staff, Healthy Start Coordinator, school nurse, or an LAUSD police officer. She does this so that parents can become acquainted with the people on campus who can help them or their student when any issues arise. Average attendance for these meetings typically includes thirty to forty parents.

Parent involvement is also supported through the California Academic Partnership Program (CAPP) grant. The CAPP grant advised its eleven sites that they had the discretion to amend their respective Year Two Goals and Objectives that had been delineated in their original proposals. HHS prioritized parental engagement as a critical component to its College and Career Readiness Goal. In order to organize a "Parents Educating Parents/ Padres Promotores de la Educación Initiative," HHS sent a delegation of three HHS parents, its Title I coordinator and its CAPP Lead teacher to a Padres Promotores Institute at Santa Ana College on September 18-19, 2014. Coincidently, the CAPP HHS facilitator had been the University of California at Irvine Santa Ana Partnership executive committee representative and was a co-founder of the Promotores program in 2000. The Santa Ana Partnership model serves Santa Ana USD and has received grant funding through Santa Ana College Partnership (Santa Ana College, CSU Fullerton, UC Irvine), Gear/Up and the W.K.Kellogg and Lumina Foundations.

The Padre a Padre Curriculum is composed of seven lessons including: Helping my Child Transition From One Level to the Next; High School Graduation Requirements; University Admission Requirements; Calculating My Child's GPA; The Cost of a College Education; Financial Aid Planning; and Scholarship Support for All Students. In this first year of implementation, our parent advocates have built local capacity at HHS by training other parents in these topics; however, they believe that other parents

should be reached at the middle school level. Therefore, they presented and trained other parents at Bancroft MS and LeConte MS in the fall semester.

Survey Results

Hollywood High School's teaching faculty, classified staff, students, and parents completed online surveys that provide anecdotal information regarding the school's current culture, common belief systems, and areas of strength, as well as possible indicators for growth. Results of these surveys indicated that the majority of the Hollywood High School teaching staff is aware of the school's vision and expected learning outcomes. The teachers generally believe that students are engaged in learning through active participation, collaborative projects, and the use of different teaching strategies. The HHS faculty also related that they have a solid understanding of the school's overall academic achievement and regularly use data to make decisions. Given the number of cuts made to the custodial and administrative staff, it is not surprising that a number of staff members reported that the school could be a cleaner and safer place to work.

Hollywood High School classified staff members generally see themselves as an essential part of school community with shared knowledge of the schoolwide mission, vision, and SLOs. The majority of these staff members utilize the school website and feel proud to be employed by Hollywood High School.

The majority of students at Hollywood High School self-reported feeling that Hollywood High School is a place where they are offered a variety of courses by teachers who are knowledgeable in their subject area and provide engaging instruction that is preparing students for college and career life. Students also generally feel that they have the books and materials they need for learning, and that the school has policies that are clearly articulated by administration. Possible areas for further research and discussion with students include beliefs about equity and access to school programs as well as perceptions of safety.

Parents of students at Hollywood High School overwhelmingly reported that they feel like respected partners in their children's learning. Parent reports also indicate that they believe their children are being provided a rigorous education in preparation for a variety of successful post-secondary experiences. Parents have a variety of ways to communicate with teachers. Parents and guardians who completed the survey are generally pleased with the overall educational experience being offered at Hollywood High School.

Chapter 2:

Summary of Progress
Since the Previous Self Study

Hollywood High School
WASC Report
2015

II. Summary of Progress Since the Previous Self-Study

Significant Changes and/or Developments

Hollywood High school has experienced a series of significant changes or developments, requiring the school to adapt so that we could continue to meet the needs of our students. Among the most important changes are:

I. Funding Changes at the District and School Level:

Over the past six years, Los Angeles Unified School District (LAUSD) has experienced an ongoing fiscal crisis that has directly affected Hollywood High School, resulting in the restructuring of some positions and the reallocation of funding to accommodate the needs of our different programs.

Changes in staffing because of past budget cuts included the combination and subsequent elimination of assignments for the Diploma Project Counselor and Pupil Services and Attendance Counselor positions, as well as the combination of the Title I and Bilingual Coordinator positions. Additionally, with the exception of the Title III Coach, which is funded through LAUSD rather than the school, the district is no longer funding coaching positions. The school therefore lost the math and literacy coaches but maintained, through school-based funding, the English Learner Intervention teacher to oversee the Language Lab for the 2010-2012 school years. However, due to a low enrollment of English Learners, the English Learner Intervention teacher and Language Lab coach positions were eliminated at the end of the 2012-2013 school year, and the Title III Coach was eliminated in the 2013-2014 school year. Other positions that were affected by the budget crisis include the loss of the school's Testing Coordinator and two teaching assistants. The school also lost its textbook room clerk and reduced the hours of the staff managing the copy room. It has therefore been a challenge to continue providing these basic services to students and staff.

District-level budget cuts have also resulted in the loss of custodial and security personnel. Presently, there are only three custodians on duty during school hours. To balance this loss, brooms were distributed to all classrooms, and extra trash bags have been made available upon request so that faculty members can continue to maintain a clean learning environment on campus. Security personnel have also been limited to three full-time and two part-time campus supervision aides.

Hollywood High School has been fortunate to receive funding through a Quality Education Investment Act (QEIA) grant over the last five years. This grant, in addition to allowing for continued professional development for faculty members, provides for class-size reduction in core content area classes, keeping the student-teacher ratio in core content classes to no more than 27:1 and the student-counselor ratio at 300:1. The reduced roster sizes have resulted in increased attention to individual student needs and facilitated the use of strategies like project-based learning (PBL) as teachers work to implement the Common Core. However, unlike QEIA's strict requirements for class size for core content, the student numbers for foreign language, physical education, and other elective classes have remained consistent with the school district's class size averages.

The significant cuts in district-wide spending for summer school have resulted in limited opportunities for students to recover credits. From 2010-2013, summer school options for students were extremely

limited, with no summer classes available on the Hollywood High School campus. To address this, in the 2012-2013 school year, the Hollywood High School faculty voted to implement a seven-period bell schedule during the 2013-2014 school year. This both provided reduction in class size to maintain QEIA requirements and allowed students to access intervention and credit recovery classes during the regular school day. In 2014, with the implementation of the Core Waiver, 400 students were able to participate in a reinstated summer school program on the Hollywood High School campus.

With the shift from the federal No Child Left Behind (NCLB) guidelines identifying schools as "Program Improvement" or "At-Risk of Improvement," to the implementation of the data-based accountability system implemented by the California Office to Reform Education (CORE) for all Title I schools, Hollywood High School has been identified by CORE as a Focus School. While Hollywood High School's API score has increased every year in the last several years, it has been identified as a Focus School because of the proficiency levels of a subgroup of 28 students identified as Students with Disabilities (SWD). It should be noted that under the CORE Waiver, a significant subgroup is 20 or more students. Using the California High School Exit Exam (CAHSEE) as the basis of assessment, the SWD subgroup has achieved less than 20% proficiency on English Language Arts (ELA) and math assessments. In response to this identified area of need, our Special Education Department developed a plan to provide targeted intervention to specific students to support increasing their proficiency in ELA and mathematics. This intervention takes place before school, after school, and on Saturdays.

The CORE Waiver, granted to LAUSD for two years, provides $100,000.00 annually to support implementation of the Common Core and the achievement of any subgroup that for two consecutive years does not show improvement on the CST. At Hollywood High School, the CORE Waiver funds are used to support the continued progress of students with disabilities and English Learners through both the reinstatement of campus-based summer school classes and a specific focus on strengthening skills necessary for success on the CAHSEE and Smarter Balanced Assessment Consortium.

In September 2013-14, LAUSD received $113 million for the next two years to support the implementation of the Common Core State Standards. These funds are allocated to teacher training to adapt to the new standards and to the hiring of CCSS teacher coaches to support schools as they develop Common Core curriculum and incorporate technological tools. The Hollywood High School CCSS allocation was $75 per student, totaling $100,000, be used from November 2013 through June 2015. At HHS, most of this funding has been used to provide teachers release time for professional development and Beyond the Bell training.

Because declining enrollment affected school funding, resulting in the loss of some resources, teachers and administrators have sought additional means of funding. Our students receive after-school academic support and enrichment classes through the L.A.C.E.R. program at no cost for the school. Grant applications through such programs as Donors Choose and Adopt-a-Classroom have allowed for additional technology and classroom materials for students. A number of teachers have attended field trips by soliciting outside funding for transportation and meals for participating students. Academic programs on campus that receive state or grant funds, such as the New Media Academy (NMA), have allocated budget lines for instructional materials, including supplemental textbooks. In addition, because of its convenient location to many of Hollywood's attractions, the school has been able to rent out its

facilities during off-school hours, which has resulted in additional funding for athletics, the school newspaper, field trips, and extra-curricular activities, including productions by our Performing Arts Magnet (PAM) students.

In addition to the supports provided through QEIA and CORE Waiver funding, Hollywood High School receives financial support through the Local Control Funding Formula (LCFF). Instated in the 2013-2014 school year, LCFF is one of the biggest changes in school funding in recent decades, simplifying the way in which California school districts are funded. Hollywood High School's LCFF focuses on serving low-income students, English Learners, and foster youth. With these goals, the LCFF funds are used to fund the College Counselor, Parent Representative and part-time Targeted Student Population Coordinator positions.

In the Fall of 2013, Hollywood High School was awarded a California Academic Partnership Program (CAPP) Demonstration grant in collaboration with Los Angeles City College (LACC) and California State University Los Angeles (CSULA) for the 2013-2016 school years. CAPP funding supports the development and implementation of three measurable goals: the formation of a partnership between the three participating institutions aimed at ensuring that Hollywood High School graduates matriculate into transferrable credit-bearing courses; implementation of Common Core aligned curricula in A-G courses; and development of measurable benchmarks to assess students' progress toward college and career readiness. Based on evidence of success in implementation of these goals, Hollywood High School has the potential to receive continued funding of the grant for two more years, extending through the 2018 school year.

Through funding from the CAPP grant, faculty at all participating institutions, beginning in 2013 with the English Language Arts and math departments, have the necessary funding for release time and professional development opportunities to ensure that all students are successfully accessing the Common Core State Standards. In the 2014/2015 school year, the science, history and world languages departments are also benefiting from this grant through engagement in lesson study and peer observations.

II. Enrollment:

Hollywood High School enrollment has decreased by 265 students in the last four years (an average of sixty-five students per year), which has resulted in the loss of two teaching positions per year. The consistent annual decrease in enrollment is due to a number of factors including changes in the local community. Construction of large corporate and residential structures has increased the average cost of living for the area, making it difficult for many families to maintain residency. The close proximity of three competing high schools, while offering families other options, exacerbates the declining enrollment at Hollywood High School. Online and charter schools also offer students alternatives, which may account for a fraction of the decrease in our enrollment. Our transient population is also an important factor, as Hollywood has a large number of facilities for homeless and/or runaway teenagers. Students in these facilities come and go, thus impacting our enrollment.

Compounding these realities is the fact that Hollywood High School presently does not have a designated feeder school that sends its entire eighth grade population to our school. While Bancroft

Middle School sends a significant percentage of its eighth grade students to Hollywood High School, LeConte Middle School sends only approximately 100 students each year. In an effort to address this and improve enrollment numbers, the New Media Academy and Teaching Career Academy have begun the process of writing proposals for magnet school designation, which would expand the these two Linked Learning Academies, increasing enrollment by approximately 350 students, and restoring teaching positions by the year 2016-17.

To recruit students, Hollywood High School arranges visits to Bancroft and LeConte Middle Schools to inform prospective students about the different small learning communities (SLCs) and programs housed on our campus. The SLC lead teachers and selected students conduct short multimedia presentations explaining what their respective SLCs offer. These presentations are followed by a "Sheik Tour" day, during which middle school students visit the Hollywood High School campus during the school day and participate in student-led tours to visit classrooms and facilities. In the spring of 2014, a small group of Hollywood High School students returned to LeConte Middle School as part of a smaller, more targeted recruitment event with a focus on intervention. The participating Hollywood High School students were those who had been designated as at-risk during their middle school years; the focus of their recruitment presentation to LeConte Middle School's at-risk eighth graders was to discuss intervention and support programs available at Hollywood High School.

Hollywood High School has also responded to a decrease in enrollment by increasing the number of student permits to attract qualified students from elsewhere into the School for Advanced Studies, and requested a number of "open seats" designated for enrolling students who do not live within the attendance area. We currently have eighty-six students using these permits. To welcome parents and students to the Hollywood High School campus and acquaint them with the programs offered here, Hollywood High School faculty, students, and families host an open house each April, which includes presentations from our student body organizations, school tours, and informational sessions about our academic programs. In the past two years this event, lead by our College Counselor, has been highly successful in student recruitment.

In addition to our recruitment efforts, Hollywood High School makes a concerted effort to ensure that those students who are new enrollees feel welcomed and can easily acclimate to the school environment. During the summer, Hollywood conducts "Sheik Camp," an orientation for incoming ninth graders and their families. This happens on a Thursday evening and tends to draw a large number of attendees. In addition to getting general school information, there are student-led tours and opportunities for incoming freshmen to find their lockers, purchase their required physical education clothes, take their ID photos, draft their schedules, and meet their potential classmates so they feel comfortable on the first day of school.

III. Restructuring of the Bell Schedule:

In the spring of 2013, Hollywood High School faculty voted to move to a seven period modified block schedule for the 2013/2014 school year. This decision was based on analysis of data that demonstrated a need for both intervention courses and enrichment opportunities for students. The move to a seven period schedule was also aligned with the goals of the Linked Learning Initiative, which requires that students be enrolled in a career-based elective course in each of their four years of high school.

In making this change, HHS was able to maintain its QEIA numbers and accommodate students in need of credit recovery courses, which students could not access because of limited summer school opportunities, by providing access to the courses students need as part of the regular school day. Further, students who had been identified as academically at risk and students identified as Long Term English Learners were able to enroll in remediation, intervention, and English language support courses without the risk of falling behind in credits. Data shows that in 2013-14, eighty-two Long Term English Learners (LTELs) were able to fit the LTEL intervention course in their schedule, in contrast to only eight LTELs in 2012-13.

The change to a seven period day also provided more opportunity for students to pursue enrichment courses. These included schoolwide access to an SAT preparation course offered through APEX, a journalism course which was taught in collaboration with a Video Production course and explored journalism in a technology-based 21st century environment, and increased campus-wide access to Advanced Placement courses. Additionally, students in the Performing Arts Magnet had wider access to performance-based classes in addition to their core content.

Finally, the new bell schedule supported the efforts of the Linked Learning programs in the Media, Entertainment and Technology and Teaching Career Academy small learning communities by providing time for students to both access their A-G requirements, ensuring students had the necessary courses for four-year college admission, and participate in career-based electives and work-based learning opportunities, all as a part of the regular school day. The additional period also provided flexibility within the matrix to ensure that teachers working within the Linked Learning framework had common planning time to design and refine interdisciplinary projects.

While the change to a seven period bell schedule was a key factor in meeting the QEIA numbers for the 2013-2014 school year, in the spring of 2014, faculty members voted to return to a traditional, six period bell schedule for the 2014-2015 school year. Input from parents and students indicated a desire to maintain seven periods, in particular for those students who were eager to balance athletics, academic support, career pathways, and access to a rigorous curriculum. The faculty voted to return to a six period bell schedule for the 2014-2015 school year.

In the 2012-2013 school year, with a six period bell schedule, HHS teachers issued 88.4% A-D marks. By contrast, in the 2013-2014 school year, with a seven period day, 91.3% of those marks were issued, demonstrating an improvement in student performance. Teachers also issued fails at a rate of 11.63% in 2012-13, and at a rate of 8.5% in 2013-14. It is important to note that in 2013-14, the ninth grade class was the first group of students to adhere to the new LAUSD graduation requirement of grades of C or better in all A-G courses in order to graduate. This concern was also raised in examining the impact of seven periods on students. In fact, 2.6% of the issued 9th grade marks were Ds in 2013-14.

Table 40: 2012-2013 Marks Distribution

	2012-13 Number	2012-2013 Percent
A, B , C, D	16,275	88.4%
Fs	2,142	11.6%

Table 41: 2013-14 Marks Distribution

	2013-14 Number	2013-14 Percent
A, B, C, D	18,831	91.3%
Fs	1,799	8.7%

Table 42: Two-Year Comparison of Number of Fails

	Fall 2012	Spring 2013	Fall 2013	Spring 2014
9th grade Fs	322	415	276	423
*9th grade Ds			252	290
10th grade Fs	334	320	282	340
11th grade Fs	227	207	209	229
12th grade Fs	180	137	126	103
Total Grades Entered	9,344	9,073	10,394	10,225

* New Graduation Requirement No Ds as Passing Grades started with Class of 2017

While the concern about the new district graduation guidelines for the Class of 2017 shifted the focus to students earning both Ds and Fs in terms of progress toward graduation, the data indicates that the class was not only able to maintain adequate progress, but in fact improved from the Class of 2016. The percentage of students who were on-track for graduation at the end of their 9th grade year increased from 60.8% for the Class of 2016 to 69.1% for the Class of 2017, representing the highest percentage of students in the last four years. Similarly, after a significant drop in the year 2012-13, the 11th and 12th grade cohorts also improved significantly last year. Certainly, multiple factors contributed to the improvement in both grades and progress toward graduation, however, the data indicates that the concerns regarding the potential negative impact of a seven period day on student progress were unfounded.

Table 43: Progress Towards Four-Year Graduation (LAUSD MyData System)

	2010-11	2011-12	2012-13	2013-14
9th Grade	60.5%	62.2%	60.8%	69.1%
10th grade	72.4%	74.3%	72.9%	72.8%
11th grade	82.3%	83.4%	67.8%	84%
12th grade	80.2%	82.3%	48%	69.4%
TOTAL	71.8%	73.3%	62.8%	73.3%

Data also shows an increase in the AP enrollment from 320 students in 2012-13 to 415 students in 2013-14 due to the flexibility offered by a seven period bell schedule. Further, many of our 2014 seniors graduated on time due to the opportunity to make up credits during the day.

IV. District and School-Based Initiatives:

On May 24, 2014, The Los Angeles Unified School District (LAUSD) Board of Education unanimously voted to continue and expand the District's Breakfast in the Classroom (BIC) initiative in all schools in LAUSD. This program, the largest of its kind in the nation, will ensure more students in elementary and secondary schools receive the nutrition they need as they begin the instructional day. LAUSD, with the support of the LA Fund, joins seven other school districts in the nation in this effort. BIC is projected to generate an additional $6 million in reimbursement revenue to LAUSD, saving hundreds of cafeteria jobs. Every school gets a reimbursement (twenty-five cents per meal) if seventy percent or more students eat on a daily basis. Hollywood High School implemented BIC on October 16, 2014. To accommodate this, School Based Management approved a shift in the bell schedule, to allow for extra minutes in period one. At the time of implementation, faculty concerns included cleanliness in the

classrooms, student perception that this is not instructional time, and a modification of the bell schedule ten weeks into the school year to accommodate this initiative. To address cleanliness, large trash bins were placed strategically throughout each hallway so that trash generated through BIC does not accumulate in classrooms. Further, School Site Council approved a budget transfer to support custodial overtime on weekends so that floors can be mopped; this happens on a rotating basis by academic building, ensuring that the addition of BIC does not foster a proliferation of pests on campus. While there was a transition time that included minor confusion about the shift in bell schedule and logistics of food distribution, the vast majority of classrooms adapted quickly, with specific students assigned to the task of distributing BIC each day. Although students have expressed concerns about the food choices of BIC, implementation of the district initiative has been adopted and normalized as a part of the regular school day.

Less smooth was district-mandated transition to My Integrated Student Information System (MiSiS). Described as the next generation of LAUSD's systems for entering, managing, analyzing, and reporting all data connected to any student, the goal of MiSiS is to provide a single system that manages all aspects of student data from enrollment to graduation, including but not limited to: attendance, scheduling, grades, counseling, discipline, health, A-G course completion, testing results, language acquisition levels, and special needs or services. This system was piloted during summer school in 2014 and was not ready to take on all the server traffic once all LAUSD schools were on the system in September 2014. The opening of the school year at HHS was, as in the rest of LAUSD schools, very difficult; however, the master schedule and student schedules were ready before the first day due to the hard work and creativity of counselors, clerical staff, and administrators in addressing the myriad issues that MiSiS presented. Over the course of the Fall 2014 semester, LAUSD has fixed many issues in this new system, but still we continued to experience problems with reporting and reviewing data as the new deadlines for college applications, meal applications, and English Learner reports approached. LAUSD assures faculty that these issues will be addressed in a timely and effective manner; in the meantime, Hollywood High School faculty continues to accommodate the issues presented by MiSiS through the counseling office which remains particularly vigilant in tracking student progress under the new district A-G requirements.

Per a change in LAUSD policy, effective with the graduating class of 2017, all students must complete the A-G course sequence with a grade of "C" or better for graduation eligibility. There are currently two graduating classes (2017 and 2018) under the new policy of no Ds as passing grades, and two classes (2016 and 2015) under the old resolution allowing Ds as passing grades. Prior to this change, students were required to earn a total of 230 credits by the end of the twelfth grade in order to earn a diploma. By contrast, students now must earn a total of 201 credits for graduation: fifty credits in ninth grade, 105 in tenth grade, 160 in eleventh grade, and 210 in twelfth grade.

Another significant development is with regard to the manner in which educators' performance is evaluated. In April 2010, the Teacher Effectiveness Task Force issued a set of recommendations for a system of support and development for all LAUSD educators. Embedded in these recommendations was the need to develop a consistent understanding and common language around expectations for effective teaching. As a result, the Teacher Growth and Development Cycle is the new evaluation system that is now being implemented for teachers in LAUSD. This cycle of improvement is based on the Teaching and Learning Framework which consists of three to five major standards and a set of specific components within those standards. It also includes a robust teaching and learning framework that articulates clear

expectations for effective teaching practices, therefore providing a common foundation for such key items as lesson design, professional development, and performance reviews. In order to help teachers transition to this new evaluation system, a cohort of faculty members was involved in piloting the evaluations in the 2013-2014 school year and can serve as guides for teachers who are in an evaluation cycle for the current school year. Additionally, the expectations outlined in the framework are included in classroom observation forms and help guide professional conversations about uniformity of rigor and content.

Since the 2010-11 school year, LAUSD has made a commitment to specific educational goals including metacognition, speaking, writing, and project-based learning (PBL). Beginning with a small cohort of teachers in the New Media Academy in the 2010-2011 school year, Hollywood High School was one of the six schools in what was Local District 4 participating in the Linked Learning partnership to implement project-based learning and interdisciplinary planning. PBL practice was then expanded school wide during the 2011-2012 school year. With the goal of combining relevance and rigor through theme-based academies, Linked Learning uses PBL as a means of offering authentic assessment across the curriculum. PBL is a methodology that supports Hollywood High School's key strategies aligned with the Teaching and Learning Framework and Common Core State Standards, specifically: teachers will utilize quality and purpose of questions, discussion techniques and student participation, CCSS standards-based projects, activities and assignments, and purposeful and productive instructional groups.

To best support full implementation of interdisciplinary projects, the administration furthered its efforts to schedule common planning time among cohorts of teachers who share students. Presently, there are sixteen teachers who share common planning time and are implementing PBL across curricular areas. These include a cohort of seven teachers in the Teaching Career Academy, and nine teachers in the New Media Academy.

Teams of teachers from each SLC participated in PBL training with the Buck Institute in August of 2011 and shared projects with their colleagues over the course of the school year. An additional cohort of thirty-five teachers at Hollywood High School was fully trained in PBL strategies by the end of the fall semester 2011. These teachers then developed and implemented at least one project the following spring.

Professional development time was allotted to address issues that arose with PBL. This included ensuring that curricular and project pacing encompassed the entirety of course content with coverage that was adequate to meet the needs of diverse learners such as EL students. Faculty also worked during professional development time to ensure that in the process of implementing PBL, instruction continued to be informed by multiple measures of assessment to ensure that students were mastering both California State content standards as well as twenty-first century collaborative skills. In the 2012-2013 school year, with the adoption of the Common Core State Standards, teachers began working to ensure that project rubrics are aligned with the new demands of Common Core. In the summer of 2013 and 2014, an additional 35 teachers received PBL training facilitated by coaches from the Center for Powerful Public Schools, formerly the LA Small Schools Center.

Since its inception at Hollywood High School, the Linked Learning Initiative has been expanded to

include the Teaching Career Academy (TCA) in addition to the New Media Academy (NMA). TCA faculty members have developed a vertical alignment of outcomes specific to their Linked Learning college- and career-readiness goals, and adapted their sequence of courses accordingly. Teachers share a common conference period to plan interdisciplinary projects and address student need. Students in TCA are scheduled to accommodate weekly tutoring at local elementary schools, thereby providing work-based learning experiences as a part of the regular school day. To supplement this work, TCA students have access to Child Development classes offered through a partnership with Los Angeles City College. These classes are offered on the Hollywood High School campus and allow students to pursue college-level academic work. In the winter of 2013, TCA held its first Advisory Board meeting, bringing together professionals from the community to partner with teachers in designing projects and developing internship and job shadow opportunities for students specific to their career pathway.

The New Media Academy (NMA) is in its fifth full year of implementing interdisciplinary project-based learning, serving students in grades nine through twelve, and has implemented interdisciplinary projects in all core content areas as well as in a technical elective. In tracking the success of the program, NMA faculty reports increases in student motivation as evidenced through improved attendance and classroom skills, particularly in self-advocacy, among its students. In the 2012/2013 school year, NMA was also selected as a member of the California Community Colleges Linked Learning Initiative (CCCLLI), as a partner with Los Angeles Community College (LACC). Faculty members from NMA and LACC have worked collaboratively to develop strategies to improve college readiness among NMA students. Current efforts include early and consistent college placement testing to identify areas of weakness for students so that teachers may align their respective curricula accordingly, and the implementation of a Personal Development course provided by LACC on the Hollywood High School campus. Students enrolled in this course are taught skills necessary for college success, including time management, note-taking, organizational and public speaking skills, and receive both high school and college credits for the class. In the spring of 2015, LACC also offered NMA students a Cinema course through this partnership, allowing students to access industry specific college-level coursework.

In 2013, Hollywood High School's New Media Academy, as part of the district's first cohort of Linked Learning sites, became one of the first programs in the district to earn full certification as a Linked Learning program. TCA, part of the district's second cohort, is currently working toward certification with the help of a designated coach.

The California Academic Partnership Program (CAPP) awarded Hollywood High School (HHS) one of its eleven three-year Demonstration Partnership Grants in collaboration with Los Angeles City College (LACC) and California State University, Los Angeles (CSULA) for the period 2013-16. Based on the successful development and implementation of three measureable goals, a subset of the eleven sites will receive continued funding of the grant for two to three years, potentially extending the funding through 2018/19. The Hollywood High School Partnership proposal was the only grant recipient south of Bakersfield to the Mexican border and east to the Arizona border.

The CAPP Grant has three foci: (1) Formation of a working partnership among the three institutions aimed at ensuring that HHS graduates matriculate into transferable credit-bearing courses and/ or achieve placement in courses that are one level below transfer, increasing transfer and first time

enrollment and AA and BA degree attainment; (2) Implementation of the Common Core curriculum augmented by teacher professional development in English/Language Arts and mathematics, and incrementally, the entire college preparatory A-G curriculum; and (3) College and career readiness.

In order to promote a college- and career-focused school culture, HHS has implemented a series of schoolwide initiatives in collaboration with post-secondary partners. These initiatives are supported by several new and ongoing grant projects that directly support the school's focus on creating and strengthening college and career pathways. The CAPP grant funds inter-faculty collaboration, outreach and partnership with families, development and articulation of the Common Core curriculum, and student access to post-secondary education and college culture. Evidence includes the implementation of CSULA's Expository Reading and Writing Course and the creation of a Discrete Math course in collaboration with LACC to allow high school graduates to place directly into credit-bearing classes at CSULA and LACC, respectively. Evidence also includes the formation of the parent-driven advocacy and support group "Padres Promotores," focused on providing parents with information to ensure the college-readiness of their children. The Linked Learning grant, supporting work in the New Media and Teaching Career Academies, along with the New Media Academy's LA Hi-Tech funding, promote college ad career pathways, including concurrent enrollment at LACC. The 20 School Project, in collaboration with the College Board, will sponsor a parent college summit and fair, and field trips to post-secondary partners. Finally, the LACC/HHS College Pathway Partnership will facilitate seamless and expedited college applications, financial aid, and enrollment.

V. Professional Development

The Inter-Coordinated Instructional Council (IICC) is the body that analyzes data and student needs to make decisions about the content of schoolwide professional development. During IICC meetings, all SLC lead teachers, department chairs, instructional coaches, coordinators, and administrators are given the opportunity to share progress, challenges, and foci for instructional practices. For instance, in past years, IICC analyzed data and designed professional development which included information specific to SDAIE strategies, project-based learning, and Response to Instruction and Intervention (RtI2). Currently, with the shift to Common Core State Standards (CCSS), IICC has focused on designing department specific professional development to guide faculty members through the process of familiarizing themselves with the standards and designing pilot lessons to model best instructional practices to meet the new demands of CCSS. In 2014, IICC members designed a peer observation model for teachers to use in classroom visits. In this model, teachers - both content-alike and cross-curricular - are able to observe their colleagues and strategize ways to include specific pedagogical methods to support student access to the Common Core.

In 2013-14, the role of this council is to facilitate and guide improvement of instruction and learning based on student achievement, monitor the implementation of CCSS at HHS, and deepen its members' knowledge and understanding of the content of the CCSS and required instructional shifts. Also, the IICC members will grow skills as teacher-leaders in areas such as leading change efforts, planning agendas, facilitating meetings, uses qualitative and quantitative data and metrics to monitor CCSS implementation, and developing an implementation plan that integrates the CCSS into other school plans.

Since interdisciplinary collaboration has been an on-going goal for the school, more professional development time has been allotted to SLCs in the last five years. Immediately following the reconstitution of the SLCs, professional development time was devoted to both the operational and curricular functions of each community, as well as the development of SLC identities. Integral to the identity of each SLC is the manner in which project based learning is implemented around a curricular theme, particularly in MET, TCA and PAM. Project-based learning became a major component of SLC PD time, particularly within the Linked Learning academies, with teachers working collaboratively to implement projects that provide academic rigor and authentic assessment to enrich their standards-based curriculum. While much of the planning for projects happened in a collaborative spirit, the projects themselves are typically implemented by individual teachers with the exception of those involved in NMA.

In addition to the refinement of SLC identities, SLC-based PD time is devoted to curriculum and instruction. Teams of teachers implement RtI2 strategies continually to target specific struggling students and develop action plans for support. Since 2013, a school-wide template for student intervention has been implemented during SLC PD time. This template allows teams of teachers to identify specific students using progress report data, including grades and attendance, gather specific information regarding students' strengths and areas of concern, and develop an action plan for providing support for identified students. The template also includes areas for teacher teams to report follow up information and track the success rates of their intervention plans. These templates have been effective not only in tracking the success rates of intervention strategies among teachers, but also as a documentation tool for use during Student Success Team meetings for those individuals for whom additional interventions, such as referral to outside services, are necessary.

In addition to schoolwide intervention programs, SLC PD time has also been devoted to developing incentive strategies to provide continued motivation for students. Each SLC has implemented a Student of the Month program, recognizing academic achievement and leadership, and are planning individual awards ceremonies at the end of the 2014 school year to recognize achievement and improvement for students. These ceremonies are in addition to the schoolwide Achieve the Honorable event, and allow for increased personalization in SLCs and recognition across all grade levels.

Professional development by SLC is also used to foster interdisciplinary collaboration and planning that supports student learning and engagement in the SLC design. Teachers align lessons, projects, or units to the Schoolwide Learner Outcomes (SLOs) and SLC Graduate Profiles, share best practices during meetings, provide feedback based on student work across curricular areas, and promote student success and engagement through data analysis by planning and implementing interventions for at-risk students. Agendas, evaluations, student intervention plans, samples of best practices, and peer observations forms are collected and maintained as evidence.

To further facilitate the transition to CCSS across all curricular departments, in 2012, all teachers in Hollywood High School participated in four LAUSD professional development modules on CCSS which included topics such as major shifts in math and ELA, and text-dependent questions and close reading as access strategies for all students.

In response to faculty input, regular department meetings were also prioritized, allowing for content-specific collaboration across grade levels. Department-based professional development time during the 2013-2014 school year, made possible by the change in bell schedule, focused on both operational needs by department and on implementation of the Common Core State Standards and the change to the Smarter Balance testing system. Faculty members worked within their departments to ensure that their respective curricula were aligned to the Common Core, received training on the structure and content of the Smarter Balanced assessment, and discussed ways of updating the technology infrastructure on campus to support these changes.

With the implementation of the CAPP grant, in 2013-14, Professional Learning Communities (PLCs) began meeting regularly in the math and ELA departments. The purpose of the Professional Learning Communities at HHS is to improve student learning and mastery of CCSS from a subject-specific lens, with a focus on the three critical learner needs: ELA, math, and graduation for all students, particularly students with disabilities (SWDs), and English Learners (ELs). The expectation of all participants is to regularly engage and collaborate with course-alike groups to discuss improvement of student learning and mastery of CCSS in their classes. Every PLC member engages in lesson study cycles, identifying areas of student need, developing common lessons and assessments, sharing best practices, observing one another, and looking at student work to determine effectiveness. Best practices include discussion techniques and student participation, quality and purpose of questions, CCSS-based projects, activities and assignments, and purposeful and productive instructional groups. At the end of each cycle, samples of student work, student work examination protocol forms, and peer observations forms are collected.

Ongoing SDAIE training, both schoolwide and SLC-based, helps teachers to identify the needs of specific students and implement strategies in the classroom accordingly. In response to the needs of our Long Term English Learners (LTEL), four of our faculty members received specific, targeted professional development in LTEL strategies, and provide courses during the regular school day to support students in the process of language reclassification.

Schoolwide Critical Areas for Follow-Up

Hollywood High School continues to work toward implementing all of the recommendations of the WASC 2009 committee in addition to the added recommendations at our three-year follow up visit in 2012. Important strides have been made as indicated below.

It is strongly recommended that the focus of the curriculum and instruction programs at Hollywood High School need to be more focused on research-based models as opposed to its very broad scope in current existence.

Since the last full visit, Hollywood High School faculty has made significant gains in implementing research-based models of curriculum design across the different small learning communities (SLCs). While the focus of each SLC differs, instruction has been refined to incorporate similar instructional practices so that all students have access to a rigorous curriculum that addresses their various needs.

Implementation of project-based learning (PBL) has continued evolve since the initial cohort of teachers was trained through the Buck Institute in 2011. Since then, all Hollywood High School faculty members have been trained in PBL techniques and have demonstrated a common level of rigor through year-end showcases of student work. The Senior Project, considered the capstone piece for all graduating seniors, was calibrated in 2013, with a team of English teachers from all SLCs working on common rubrics for the research paper, presentation, and physical project for applied learning. These rubrics incorporate the tenets of project-based learning with the demands of the Common Core State Standards.

The Linked Learning Initiative is another research-based model currently in use at Hollywood High School. This initiative focuses on connecting students' academic experiences with career/community development pathways. With the goal of combining relevance and rigor through theme-based academies, Linked Learning uses Project-Based Learning as a means of offering authentic assessment across the curriculum. The Teacher Careers Academy and New Media Academy are both designated Linked Learning sites, with TCA working toward certification and NMA having earned full certification in 2013. The Performing Arts Magnet and School for Advanced Studies, while not designated Linked Learning programs, are also implementing college and/or career-aligned interdisciplinary projects.

In all SLCs, the Response to Instruction and Intervention (RtI2) model is utilized in identifying and providing support for at-risk students, using quantitative and qualitative data as guidelines for developing intervention strategies. A schoolwide template for intervention was developed using a model based in Special Education strategies. When applied to all students, this model allows for the application of data and observation to inform both instructional and intervention strategies to help ensure that all students achieve success.

In 2012, all teachers in Hollywood High School participated in four LAUSD professional development modules on CCSS which included topics such as major shifts in math and ELA, text-dependent questions, and close reading as access strategies for all students.

All faculty members have participated in professional development to learn about how to select

appropriate Specially Designed Academic Instruction in English (SDAIE) strategies to meet the diverse needs of our English Learners. Successful practices such as reciprocal teaching and methods of checking for understanding have been presented in schoolwide professional development. Furthermore, a team of teachers received intensive training in research-based strategies to support our Long Term English Learner (LTEL) population. Courses based on this training are offered to our LTEL population as part of the regular school day.

The California Academic Partnership Program (CAPP) grant, which was awarded to Hollywood High School in partnership with California State University Los Angeles, and state-provided Common Core funding have provided professional development opportunities with a focus on implementation of the Common Core State Standards across the curriculum. Beginning in the 2013-2014 school year, the English Language Arts and math departments implemented Professional Learning Communities (PLCs). This research-based professional development model has allowed teachers to work collaboratively to identify areas of student need, design common lessons and assessments aligned with the Common Core, and examine student work according to a formalized protocol. Lesson plans include text-dependent questions and close reading strategies to address both content and student skills. In the 2014-2015 school year, the history and science departments also began meeting in PLCs, with a goal of all teachers participating by the 2015-2016 school year.

2. It is strongly recommended that the school expand the implementation of Learning Teams in order to achieve school wide use of research-based instructional strategies for all students and to use student achievement data to inform practice and modify instruction.

Project-based learning (PBL), introduced in 2011 in all Local District 4 high schools as a way to provide students with rigorous and relevant experiences to demonstrate learning, is a natural evolutionary step from Learning Teams. As part of PBL, teacher collaboration moved from a content-specific to an interdisciplinary approach during SLC professional development time. Since 2011-12, all small learning communities have continued to build common instructional practices using PBL as a vehicle. This methodology facilitates student research and merges curriculum with authentic experience.

In 2012, all teachers in Hollywood High School participated in four LAUSD professional development modules on CCSS which included topics such as major shifts in math and ELA and text-dependent questions and close reading as access strategies for all students.

In 2013, with the change in bell schedule, Hollywood High School was better able to accommodate targeted professional development by department area. Teachers met on a monthly basis in their departments to discuss implementation of research-based models as related to the Common Core State Standards. Additionally, with the support of the California Academic Partnership Program grant and Common Core funds provided by the state, content-specific learning teams have experienced a resurgence, with the new name Professional Learning Communities (PLCs), which focus on the Common Core. In English Language Arts and math, teams of teachers meet weekly in their PLCs and implement learning team protocols to identify areas of student need, design common lessons addressing Common Core Standards, and examine student work to assess the effectiveness of instruction. In the spring of 2014, this model began its expansion to all content areas, with teams of teachers participating

in the PLC model.

3. It is strongly recommended that the school utilize a schoolwide assessment system to track student achievement and to use the assessment data to inform instructional practice and to modify those practices where the data indicate those changes should be made. A process for assessing student work that includes calibration to ensure rigor and relevance in all classes should be addressed in each SLC.

There are multiple measures by which student progress is assessed across the campus. These measures are used to track student progress, inform instruction, and design intervention.

Periodic assessments are conducted in all core content areas to monitor student progress. Scoring of the student writing portions of the English Language Arts (ELA) periodic assessments is done collaboratively in grade-alike teacher groups to ensure calibration of writing scores matched to rubrics created to assess student work. Until the 2012-2013 school year, all core content teachers may access their own periodic assessment scores individually from the CoreK12 website, however with the move to the Smarter Balanced Assessment Consortium, the CoreK12 platform is no longer available. This website and the MyData district website provide teachers with specific achievement data that can be used for lesson planning as well as classroom intervention. Since 2013-14, ninth and tenth grade ELA and math teachers have used district interim assessments that mirror the Smarter Balanced tests. Teachers meet to analyze the assessment requirements and plan instructional strategies, and meet again to calibrate the results of the written component of the exams.

In past years, the administrator in charge of intervention facilitated follow up teacher meetings for the CAHSEE Diagnostic for both English and math, where detailed analysis provided instructional focus to promote improvement on the census CAHSEE. Data from these assessments was used to identify students for specific academic intervention through CAHSEE Bootcamp sessions both after school and as part of the regular school day. This data, in combination with course grades, was also used to offer extra support to students struggling in the areas of ELA and math by placing them in either math tutoring or English Language Development courses to support achievement in these subjects. However, in the 2012-2013 school year, LAUSD stopped supplying the booklet for the CAHSEE Diagnostic and eliminated the Testing Coordinator position. Without these resources, the CAHSEE Diagnostic system is no longer available to students.

To calibrate student progress, all staff members continue to collaborate in the judging and scoring of Senior Projects, the capstone assessment for Hollywood High School seniors. Every twelfth grade student at Hollywood High School is expected to complete and present a comprehensive research project which aims to prepare them for college level competency. This schoolwide qualitative assessment complements the statistical analysis done for the California Standards Tests and CAHSEE by providing our faculty with additional information to guide instruction.

In the 2013/2014 school year, the Senior Project assessment system was refined by a team of teachers to ensure rigor and alignment with the Common Core. English Department professional development time was then used to identify a vertical alignment of outcomes for expository and persuasive writing, so that common rubrics for writing can be developed for use campus-wide.

With the support of the CAPP grant, Professional Learning Communities (PLCs) meet by department and grade level to design lessons aligned to the Common Core and calibrate student work against common rubrics. This process, implemented in 2014, began in the English and math departments, and is in development across all other content areas. In addition, the CAPP grant facilitated access to data for placement exams for Hollywood High School alumni who had entered the CSU system. Examination of this data informed the decision to implement two sections of college preparatory math classes and two sections of the Expository Reading and Writing Course to minimize remediation at the college level.

Student Intervention Protocols have been implemented by SLCs. Faculty members work in teams to identify at-risk students through a review of progress report, attendance, and testing data. Teacher teams then design interventions which may include: initiating a parent conference, offering students after-school tutoring, and offering students more one-on-one tutoring with specific teachers.

4. The committee recommends that the school continue to strengthen and refine the implementation of the Small Learning Community Initiative. This will enhance the personalization of the education experience for all students at Hollywood High School.

During the 2012 follow-up visit, Hollywood High School received a commendation specific to the development of SLCs. At the time, the faculty and administration's enthusiasm for the SLC and project-based learning structures was noted as a positive stride toward personalization. Hollywood High School continues to promote these efforts in each SLC.

After the reconfiguration of the SLCs due to declining student enrollment, significant efforts were made across all SLCs to clarify program identities in order to improve personalization for all students. These efforts included the expansion of the Linked Learning model as well as SLC-based incentive programs.

The Linked Learning initiative has expanded to include the Teaching Career Academy. Through the support of a Linked Learning coach, TCA faculty have aligned curriculum, developed an Advisory Board of community partners, and increased the number of students with access to the elementary school tutoring program. The New Media Academy earned full certification as a Linked Learning program. With an active Advisory Board and an increased student enrollment, NMA has been able to offer students a rigorous academic curriculum coupled with work-based learning experiences. In both TCA and NMA, Advisory Boards, comprised of members of their respective industry professionals, help with project design and place students in work-based learning experiences including job shadows and internships. Both TCA and NMA have also improved personalization through t-shirts with student-designed logos, social media accounts, and regular awards ceremonies to acknowledge student achievement. Additionally, both programs host spring picnics at local parks, allowing students, parents, faculty members, and community partners a chance to celebrate the work of the respective programs for that school year.

The School for Advanced Studies (SAS) has developed a student club, the SAS Brigade, to promote student commitment. Additionally, SAS parents have begun a focus group to promote cohesion within the program.

The Performing Arts Magnet (PAM) continues its work infusing acting, singing, dancing, and technical

training into the core content areas. In addition to multiple performances, which involve students in all aspects of production, PAM students are also part of the Thespian Club, which allows for additional personalization, and are recognized each year through the PAM awards ceremony, honoring both academic and performance achievements. In October 2014, all PAM teachers participated in an Arts Integration training in order to support the integration of the arts in the academic subjects. PAM's fall production, *Arabian Nights,* was the context around which faculty developed content-specific, two-day lessons that were delivered two weeks before the actual opening of the production. The Arts Integration project served to further engage students and provide a broader perspective about their theatrical production.

With regular SLC professional development time, all SLCs have had the opportunity to implement student intervention programs wherein teachers work directly with students and parents to address student needs. In addition to interventions, all SLCs have implemented incentive programs, including Student of the Month and regular awards ceremonies.

5. The committee recommends that the school align site pacing guides and common assessments with District Periodic Assessments. The committee further recommends that Periodic Assessments be implemented across all core content areas and include all teachers in those areas.

Since 2009, teachers in all core content areas have implemented district-created periodic assessments to gauge student progress. However, with the transition from the CST to the Smarter Balanced assessment system, the structure of and time allotted to period assessments have changed significantly. Teachers are piloting new periodic assessments to prepare students for the Smarter Balanced assessment system in ninth and tenth grade English Language Arts, Algebra 1 and 2, Geometry, and World and U.S. History.

As mentioned earlier, since 2013-14 , ninth and tenth grade ELA and math teachers have used district interim assessments that mirror the Smarter Balanced tests. Teachers meet to analyze the assessment requirements and plan instructional strategies, and meet again to calibrate the results of the written component of the exams.

Because the Smarter Balanced test is still in its pilot stages, the district has yet to implement new periodic assessments across all content areas. The Hollywood High School faculty has therefore chosen specific focus areas in which to assess students across the curriculum. Specifically, students in all content areas are expected to perform close reading of academic texts, and to answer text-based questions that demand both comprehension and application of content. Students are also expected to use specific, text-based evidence to support well-developed academic arguments in all content areas.

As the district issues updated periodic assessments aligned with the new Common Core testing system, the Hollywood High School faculty expects to align their pacing guides accordingly. In the meantime, faculty members work within their respective departments to ensure that their curricula are aligned with the expectations outlined in the Common Core.

6. The committee recommends that the school develop a monitoring and follow-up procedure to ensure that the many and varied professional development activities are effective.

All professional stakeholders at Hollywood High School participate in monitoring the effectiveness of professional development activities through a growing understanding of data driven decision making. As such, the outcome of each professional development activity, either at the SLC level or school wide, informs the next by creating a cohesive link in our professional learning.

Through professional development meetings that provided target data, teachers in all SLCs identified at-risk students, and committed to focus in-class intervention to provide academic recovery for these students. In regular SLC professional development meetings, teachers collaborated with counselors as they reviewed attendance data and strategized intervention measures. These professional development efforts focus on increasing student achievement and rely on a continuum of data analysis to check for student progress, which is used as the measure of success in addition to evaluations from faculty participants.

To measure the effectiveness of professional development on an individual level, administrators conduct classroom observations and create documentation in the form of feedback and evaluation to support the growth of individual members of the faculty. This form includes elements from the Teaching and Learning Framework as well as the Schoolwide Learner Outcomes.

With the implementation of the Common Core State Standards, professional development time has also been devoted to the development and assessment of pilot lessons. To measure the effectiveness of these professional development sessions, faculty members share samples of student work produced as a result of the pilot lessons. Teachers are able to examine what aspects of the lesson, and therefore the professional development time, were most and least successful and make modifications accordingly.

The Inter-Coordinated Instructional Council, composed of department chairs, SLC lead teachers, coordinators, and school administration, meets to analyze data and discuss the effectiveness of past schoolwide professional development meetings in order to make improvements for future professional development. Agendas from these meetings along with evaluations from all professional development activities are compiled and maintained as reference. This work by the IICC has resulted in additional professional development support in the Common Core, planned for the summer of 2014. During the summer of 2013 and 2014, department chairs and SLC leads work for two days in planning and aligning their meetings to the instructional focus and district initiatives and outline the topics and protocols to be used for the school year.

Finally the CAPP grant has provided resources for Professional Learning Communities (PLCs), small teams of teachers within departments, to meet before and after school. These teams work to identify and address areas of academic need in content- and grade-alike classes, using research-based protocols for examining student work.

7. The committee recommends that the school develop curriculum for its new advisory class and implement the curriculum consistently school wide.

Since the 2012 visit, the Hollywood High School faculty voted to change from a six period to a seven period bell schedule. This critical change, designed to provide students with opportunities for credit recovery, intervention, and enrichment, significantly limited the number of times that advisories met during the semester. With the modified block schedule that Hollywood High School followed, advisories met on early release Tuesdays - those Tuesdays on which SLC professional development time is scheduled.

To minimize class time lost in content areas for informational assemblies, advisory time was often used as a common gathering time by grade level wherein information could be disseminated regarding school policies, testing dates, and graduation requirements. These advisory assemblies were also used for recognizing student achievement across SLCs.

In the spring of 2014, School Based Management revisited the bell schedule structure and explored options that would both allow for a seventh period and the incorporation of a more regular advisory period. Although the importance of advisory was recognized by faculty, parents, and students as important not only for academic achievement but also for personalization and student support, the faculty voted in May 2014 to return to a traditional six-period day, thereby eliminating advisory from the schedule.

8. The committee recommends that the school continue to strengthen outreach efforts to parents of all students. Add information from Wellness Initiative to this section.

During the 2012 follow up visit, Hollywood High School received commendations for its progress in increasing parent and community involvement through Blackboard Connect-Ed and improved and more frequent parent meetings. It was noted that these improvements resulted in a renewed and positive perception of Hollywood High School.

Since that time, Hollywood High School has continued its efforts to involve parents of all of our students. The school continues to use Blackboard Connect-ED which allows immediate communication with student, families, and community. Hollywood High School uses this system to customize messages for events, reminders, activities, and or emergency notifications. Teachers use this system to send preprogrammed messages allowing for more frequent communications and updates. Attendance calls are made for all students twice a day to alert the parents/ guardians of unexcused tardies and absences.

Parents are invited to attend monthly Coffee with the Principal meetings, during which parents are able to discuss concerns about academic performance and school culture. This is also a time when students are able to present culminating tasks such as Senior Projects, to help parents understand the requirements of specific coursework, and discuss ways in which they can best provide support at home for their students.

With the increased personalization offered through the Small Learning Community and Linked Learning models, teachers have noted an increase in parent participation in such events as open houses and

parent conference nights. These events provide opportunities for parents, teachers and students to work collaboratively to best support student success.

Hollywood High School is fortunate to have a highly active Parent Center, which facilitates communication between parents and faculty members, and provides written information about resources for academic support, and physical and mental health.

Through the support of the Title 1/TSP Coordinator, parents also have access to workshops on parenting, computer literacy, and other 21st century skills so they can best support their children. The College Center also provides parent workshops on the college application process, including application for financial aid.

As part of the CAPP grant, Hollywood High School prioritized parental engagement as a critical component to its college and career readiness goal. In order to organize a "Parents Educating Parents/ Padres Promotores de la Educación Initiative," HHS sent a delegation of three HHS parents, our Title I coordinator, and our CAPP lead teacher to a Padres Promotores Institute at Santa Ana College in September 2014. The Padre a Padre Curriculum is composed of seven lessons: Helping My Child Transition from One Level to the Next; High School Graduation Requirements; University Admission Requirements; Calculating My Child's GPA; The Cost of a College Education; Financial Aid Planning; and Scholarship Support for All Students. In the first year of implementation, our parent advocates have built local capacity at HHS by training other parents in these topics. In an effort to also reach parents at the middle school level our parent advocates also presented and trained other parents at Bancroft and LeConte Middle Schools during the Fall 2014 semester.

During our WASC 2012 Three-Year Review in 2012, the visiting committee identified two critical areas for follow up in addition to the previous eight.

Site administration and the teaching staff will develop, in addition to the current SLC PD sessions, a plan to involve all staff in departmental and course specific collaborative meetings, focused on planning, data analysis, sharing of best practices, and first line (in-class) intervention strategies for struggling learners.

In past years, professional development time focused heavily on department needs. With the change in school structure to small learning communities, much of the faculty's professional development time was used to address the academic and structural needs of their respective SLCs. In an effort to maintain a balance between the needs of each academic department with the needs of each SLC, professional development time was restructured to include both as part of the regular PD schedule.

In changing from a six period to a seven period bell schedule, Hollywood High School was able to provide increased designated time for department meetings. While monthly department meetings were limited to forty minutes, this time was used to strategize and plan for additional department time. Financial support has been provided, through the California Academic Partnership Program grant and Common Core State Standard funds, for department members to meet weekly and design pilot lessons for implementation of the Common Core State Standards. These Professional Learning Communities (PLCs) are modeled after the Learning Team structure, and were first implemented in English Language Arts and math, with expanded PLC implementation in all content areas in the spring of 2014.

Departments have also held day-long professional development sessions to both prepare for Common Core and to analyze student achievement data.

As Hollywood High School returned to a six period bell schedule for the 2014-2015 school year, every effort has been made to maintain the balance achieved in professional development time. There are ten SLC PDs scheduled over the school year, and four department PDs. These department PDs are supplemented by PLC meetings before and after school through the CAPP grant.

Site administration and the teaching staff will explore options to their bell schedule that will allow increased collaboration time for staff and focused intervention time for students who are at risk of failing, and /or Far Below and Below Basic in their testing during the school day.

The bell schedule for 2013-2014 was changed to a seven period modified block. On regular days, each period lasted 50 minutes; on block days, each period met for either 81 or 65 minutes. This change was implemented to allow for credit recovery and enrichment during the regular school day. The shift to seven periods also supported the Linked Learning model, which required students to enroll in career-based elective courses in addition to the core content. Additionally, the shift to a seven period day allowed for a reduction in class size resulting in increased personalization for students.

In the 2012-2013 school year, with a six period bell schedule, HHS teachers issued 88.4% A-D marks. By contrast, in the 2013-2014 school year, with a seven period day, 91.3% of those marks were issued, demonstrating an improvement in student performance. Teachers also issued fails at a rate of 11.63% in 2012-13, and at a rate of 8.5% in 2013-14. It is important to note that in 2013-14, the ninth grade class was the first group of students to adhere to the new LAUSD graduation requirement of grades of C or better in all A-G courses in order to graduate. This concern was raised in examining the impact of seven periods on students. In fact, 2.6% of the issued 9th grade marks were Ds in 2013-14.

Table 44: 2012-2013 Marks Distribution

	2012-13 Number	2012-2013 Percent
A, B , C, D	16,275	88.4%
Fs	2,142	11.6%

Table 45: 2013-14 Marks Distribution

	2013-14 Number	2013-14 Percent
A, B, C, D	18,831	91.3%
Fs	1,799	8.7%

Table 46: Two-Year Comparison of Number of Fails

	Fall 2012	Spring 2013	Fall 2013	Spring 2014
9th grade Fs	322	415	276	423
*9th grade Ds			252	290
10th grade Fs	334	320	282	340
11th grade Fs	227	207	209	229
12th grade Fs	180	137	126	103
Total Grades Entered	9,344	9,073	10,394	10,225

* New Graduation Requirement No Ds as Passing Grades started with Class of 2017

Also, the percentage of students who were on-track for graduation at the end of their 9th grade year increased from 60.8% for the Class of 2016 to 69.1% for the Class of 2017, representing the highest percentage of students in the last four years. Similarly, after a significant drop in the year 2012-13, the 11th and 12th grade cohorts also improved significantly last year. Certainly, multiple factors contributed to the improvement in both grades and progress toward graduation, however, the data indicates that the concerns regarding the potential negative impact of a seven period day on student progress may have been unfounded.

Table 47: Progress Towards Four-Year Graduation (LAUSD MyData System)

	2010-11	2011-12	2012-13	2013-14
9th Grade	60.5%	62.2%	60.8%	69.1%
10th grade	72.4%	74.3%	72.9%	72.8%
11th grade	82.3%	83.4%	67.8%	84%
12th grade	80.2%	82.3%	48%	69.4%
TOTAL	71.8%	73.3%	62.8%	73.3%

Our also data shows that the increase in the AP enrollment from 320 students in 2012-13 to 415 students in 2013-14 was due to the flexibility that this bell schedule offered. Our 2014 seniors graduated on time due to the opportunity to make up credits during the day.

The faculty voted to return to a six period bell schedule for the 2014-2015 school year.

Ongoing Follow-Up Process

The Hollywood High School Single Plan for Student Achievement (SPSA) serves as the primary source for identifying the instructional goals of our school, implementing the professional development focus of faculty and stakeholders, administering the budgetary decisions made by all school bodies, and determining and addressing students' instructional needs based on analysis of reliable data. The SPSA is a collaborative document that incorporates input from all curricular stakeholders. It also includes the process used for analyzing student achievement data, measures the effectiveness of improvement strategies, uses state and site goal-measurement tools to ascertain critical causes of student underachievement, and identifies achievement goals and key program and improvement strategies that align with the Los Angeles Unified School District Local Education Agency plan. This document defines timelines, personnel responsible, proposed expenditures, and funding sources used to implement the plan. Monitoring the SPSA is necessary to specifically define the extent to which allocation of resources has been successful in meeting the following goals:

- ✓ improving literacy and building mathematical skills,
- ✓ closing the achievement gap by five percent for all subgroups each successive year,
- ✓ providing targeted professional development based on the instructional needs of students as identified by relevant data,
- ✓ increasing parent involvement and communication among all stakeholders.

The process of combining the SPSA and the Hollywood High School Action plan is accomplished by the inclusion of comments and collaborative feedback from all stakeholders during the preparation for the

visiting committee of the Western Association of Schools and Colleges. All stakeholders read, review, and synthesize these comments and responses in a schoolwide collaborative process that incorporates our School Site Council. The School Site Council is the decision-making body that approves categorical budgets, oversees funding from the Quality Education Investment Act, and assumes responsibility for the monitoring and implementation of goals and achievements as stated in both the School Action Plan and the Single Plan for Student Achievement. The School Site Council meets every month and spends time in at least three meetings a year to review the Single Plan for Student Achievement. This council includes representation of various stakeholders such as teachers, counselors, coordinators, administrators, out-of-classroom personnel, parents, and students, and meets to ascertain compliance with achievable goals and verify the procedures needed for measuring students' academic success.

Curricular departments participated in the review of the Hollywood High School Single Plan for Student Achievement by reviewing and modifying information in their respective sections of responsibility as needed; they also generated two to three instructional strategies to improve student achievement, with an emphasis on how to assure the continued success of our English Learners.

In the 2013-2014 school year, the School Site Council rewrote the SPSA to meet the formatting requirements of the Core Waiver. The new SPSA outlines measurable two-year goals, key strategies, and specific action plans in each of three domains: Academic, Social/Emotional, and Culture and Climate. This revision process included all stakeholders through faculty, department and small learning community meetings, during which time faculty members worked collaboratively to examine schoolwide achievement data and provide feedback regarding areas of critical need.

Additionally, parents provided input for the SPSA revision during monthly "Coffee with the Principal" meetings. By combining the requirements of the Core Waiver with areas of need identified in prior Action Plans, the Hollywood High School community was able to develop a document that is fully aligned to meeting our identified critical learner needs.

The collaborative process began with analyzing student achievement data to measure the effectiveness of current improvement strategies, and identifying achievement goals and key program improvement strategies. The School Site Council then determined timelines, personnel responsible, and proposed expenditures, and identified funding sources to implement the strategies proposed by community stakeholders.

In preparation for the 2015 WASC review, a Leadership Team was formed to prepare for our self-study, and included the following members: Hollywood High School administration; James Carmicle, the Western Association of Schools and Colleges Committee Coordinator; Salvador Hermosillo, the Title I and Bilingual Coordinator; Carolyn Fagan, Media Entertainment and Technology Lead Teacher; Kelly Bender, Teaching Career Academy Lead Teacher; Geoffrey Buck, math teacher and California Academic Partnership Grant Coordinator; Alice Nezu, Resource Specialist and New Media Academy Coordinator; Neil Fitzpatrick, Social Studies Department Chair; Laurie Tobenkin, English Language Arts Department Chair; Robert Keislar, science teacher; Ana Estangui, World Languages Department Chair; and Joseph Hilton, United Teachers Los Angeles Chapter Chair.

The WASC Leadership Team began weekly meetings in January 2014 to plan the implementation of

schoolwide meetings and to determine what stakeholders would review and what actions would be taken during the preparation for the visit. This collaborative effort included bi-weekly meetings to discuss data generated at professional development days, faculty meetings, and other such pertinent meetings, and one of its missions was to describe how the school would monitor the activities and strategies in the accountability matrix and report the findings to all stakeholder groups.

A key function of the Leadership Team was to decide how the goals and criteria feedback would be divided among stakeholders and to organize the data examination and respective revision processes. To expedite these processes, stakeholders participated in three groups, each tasked with a specific area of the self-study. Home Groups, Specialized Focus Groups, and Focus Groups held regular meetings under the guidance of Leadership Team planning.

Small learning communities served as Home Groups. The small learning communities met at least once a month to analyze and synthesize relevant achievement data. This data directed group discussions regarding the extent to which Student Learning Outcomes and Model Classroom Criteria were met, and informed plans for addressing critical areas of need.

Specialized Focus Groups were three collaborative teams with specific knowledge in relation to the WASC criteria. Specifically, Hollywood High School's administrative team collected and examined information regarding organization; the counseling team reviewed evidence as related to school culture; and the Inter Coordinated Instructional Council, comprised of academic department chairs and small learning community lead teachers, examined evidence for curriculum, instruction, and assessment. Specialized Focus Groups analyzed and synthesized both quantitative and qualitative data, and used these findings to refine the goals of subsequent Focus Group meetings.

Focus Groups were self-selected by faculty members based on the schoolwide criteria for learning, as outlined by the Western Association of Schools and Colleges. These areas include school organization, school curriculum for standards-based student learning, instruction for standards-based student learning, assessment and accountability for standards-based student learning, and school culture and support for student personal and academic growth. Teachers were given an opportunity to choose which specific focus groups they felt would best suit their contributions for gathering evidence, examining data, and offering suggestions and solutions for their particular chosen area of focus.

Home, Focus, and supplemental Department Group meetings allowed staff to provide input in the interpretations and implications of trends and patterns in schoolwide data, and to construct strategic plans for meeting critical learner needs. This collaborative effort from all stakeholder groups informed the revisions of chapters one and two of the WASC report. There were additional meetings of Specialized Focus Groups to address revisions of chapters three and four.

Progress that has been made by Hollywood High School about the upcoming visit by the Western Association of Schools and Colleges was shared schoolwide during pupil free days, faculty meetings, parent meetings, stakeholder meetings of the small learning communities, department meetings, and focus groups as well as the school's director of high schools and the local district superintendent. School Based Management (which met bi-weekly), the Instructional Curriculum Council, and the English Learner Advisory Committee and the Compensatory Education Advisory Committees participated in

regular Western Association of Schools and Colleges updates, which included the timeline and progress for the writing of the chapters. This has been a collaborative process between the stakeholders, the Leadership Team, the Coordinator, and the Administrators to collect, review, revise, synthesize and refine comments from all stakeholders at the school site.

Table 48: Hollywood High School Timeline for WASC Visit 2015

Meeting	Point Person	Document	DUE DATE
1/31/14 Leadership Team (LT) Mtg	Dr. Brandy, AP Mr. Carmicle, WASC Coordinator	Overview of WASC Process and Organization Prep for WASC Kick Off Mtg on 2/4 Timeline Learning about WASC Report Tasks I-III	
2/4/14 Whole Meeting (After School)	Brandy/Carmicle	WASC Kick Off Meeting- Importance of the Process Focus Groups Rotation and Selection	
2/5/14 Department Mtg.	Department Chairs	Data Analysis for SPSA and WASC Report Chapter 1 Synthesis of implications, interpretations, trends, patterns for Critical Learner Needs	2/7/14
2/7/14 LT Mtg (After School)	Brandy/Carmcile	Final Selections of Questions for Perception Survey (Faculty and Students) Date for LT Meetings	
2/18/14 Home Group Mtg. (After School)	SLC Leads	Revision of HHS Vision, Mission and ESLRs	2/21/14
2/21/14 LT Mtg. (After School)	Brandy/Carmicle	Perception Survey Analysis- Student and Faculty Chapter 1 Update Importance of the Process	2/21/14
2/28/14LT Mtg. (After School)	Brandy/Carmicle	Perception Survey Analysis- Parents and Classified Staff Timeline Update	
3/4/14 Faculty Mtg (After School)	Sanchez/Brandy	Revisit Importance of Process Connection Between SPSA and WASC Timeline for WASC Process	
3/5/14 Committee Mtg (After School)	Brandy	Review feedback from faculty regarding Mission, Vision, and ESLRs and begin to revise.	
3/7/14 LT Mtg. (After School)	Brandy/Carmicle	Prep for Focus Group Mtg on 3/18 3 Critical Learner Needs based on Data Analysis from Chapter I.	
3/18/14 Home Group Mtg. (After School)	SLC Leads	Discuss the progress that the school has made related to the 2009 critical areas follow up.	3/21/14
3/21/14 Leadership Team	Brandy/Carmicle	Discuss the results of the Classified	3/21/14

Mtg. (After School)		School Climate Survey; Review the revised Mission and Vision statements	
3/25/14 Focus Group Mtg. (After School)	Focus Group Facilitators/ Administration	Revisit the WASC/CDE Criteria and Identify evidence for the respective criteria 3 Critical Learner Needs based on Data Analysis from Chapter I	3/28/14
4/2/14 Specialized Focus Group Meeting(s)	Brandy/Sanchez	Criteria from tasks 3 and 4 were reviewed by focus group members before they set to collect evidence to determine where we are as a school as it relates to each area of need.	4/25/14
5/2/14 WASC Leadership Meeting (After School)	Brandy/Carmicle	Discuss the current SLO's and possible changes to make them more specific and focused.	
5/16/14 WASC Leadership Meeting (After School)	Brandy/Carmicle	Review final version of Mission, Vision, and SLOs. Determine meeting dates and times for the 2014-2015 school year.	
6/6/14 WASC PD Focus Group Meeting /Pupil Free Day.	Brandy/Sanchez	Faculty will review the self-study process and progress towards the completion of the self-study report. Faculty will review wand provide feedback on chapter one of the elf-study.	
6/9/14 & 6/10/14 Focus Group Meeting	Brandy/Sanchez	ICC members and other faculty will review evidence of the schools progress towards completing task four. Will provide feedback on evidence collected so far and begin to draft chapter four.	
08/19/14 WASC Home Group Meeting	SLC Leaders	Review and discuss Chapter 2 of Self-Study, review Critical Lerner Needs, SMART Goals and Key Strategies.	
09/09/14 WASC Home Group Meeting	Sanchez/Brandy	Review and discuss Chapter 3 and Guiding Questions.	
10/18/14 WASC Leadership Team Meeting	Brandy/Carmicle	Review WASC CDE Criterion, all collected documents and evidence.	
10/24/14 WASC Leadership Team Meeting	Brandy/ Carmicle	Leadership Team will understand the single plan for student achievement by reviewing collected data, 2-year goal and strategies for increasing academic performance.	
10/25/14 WASC Leadership Team Meeting	Brandy/ Carmicle	Review WASC CDE Criterion, all collected documents and evidence.	

10/28/14 WASC Focus Group Meeting	Sanchez/Brandy	Groups will review, discuss, and annotate the criterion for their respective category.	
11/01/14 WASC Specialized Focus Group	Brandy/Sanchez	Groups will review, discuss, and annotate the criterion for their respective category.	
11/07/14 WASC Leadership Team Meeting	Brandy/Carmicle	Leadership Team will understand the single plan for student achievement by discussing “Important Questions” from Chapter 3, revisiting CLN in relation to “Important Questions”.	
11/18/14 WASC Focus Group Meeting	Brandy/Sanchez	Groups will review, discuss, and annotate the chapter 3 of the report and criterion for their respective category.	
12/05/14 WASC Leadership Team Meeting	Brandy/Carmicle	Review Areas of Growth from Chapter Four Revisit CLNs and determine how they relate to ‘Important Questions’ Discuss areas of strength and growth from each criterion Begin to outline Action Plan	
12/09/14 WASC Home Group Meeting	Sanchez/Brandy	Review areas of growth from Chapter Four Review CLNs and ‘Important Questions’ draft Action Plan to support CLNs	
1/13/15	Brandy/Carmicle/Sanchez	Review and Discuss Chapter 5 of the WASC Self-Study Report Review and Discuss CLNs Review and Discuss Action Plan to Address CLNs Outline Pluses and Deltas of the Action Plan	

Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals

Goal I: Improve Literacy and Build Mathematical Skills.
Critical Need: *Our data indicate that students are not meeting basic levels of mastery in English Language Arts and mathematics*
Recommendation #1: It is strongly recommended that the focus of the curriculum and instruction programs at Hollywood High School be more focused on research-based models as opposed to its very broad scope in current existence. **Recommendation #5:** The committee recommends that the school align site pacing guides and common assessments with District Periodic Assessments. The committee further recommends that Periodic Assessments be implemented across all core academic areas and include all teachers in those areas.

Table 49: CST Results 2009-2010 - Math and ELA

Course	#Tested	%Adv	%Prof	%Basic	%BB	%FBB
Algebra I	326	1	10	21	37	31
Geometry	361	5	17	20	36	21
Algebra II	241	6	12	18	34	31
HS Math	170	4	27	27	31	11
ELA Gr 9	464	23	32	24	14	7
ELA Gr 10	330	22	23	34	13	8
ELA Gr 11	338	27	29	22	13	9

Table 50: CST Results 2010-2011 - Math and ELA

Course	#Tested	%Adv	%Prof	%Basic	%BB	%FBB
Algebra I	320	1.9	12.2	21.3	34.7	30
Geometry	442	3.4	14.5	25.2	35.1	21.8
Algebra II	258	7.0	17.4	23.3	26.7	25.6
HS Math	130	11.5	19.2	22.3	30.8	16.2
ELA Gr 9	553	21.5	30.9	27.8	13	6.7
ELA Gr 10	376	22.6	25.4	34.3	12	6.6
ELA Gr 11	262	22.1	29.4	30.5	9.9	8

Table 51: CST Results 2011-2012 - Math and ELA

Course	#Tested	%Adv	%Prof	%Basic	%BB	%FBB
Algebra I	258	1	9	21	40	29
Geometry	422	3	16	24	32	25
Algebra II	361	4	12	25	32	26
HS Math	159	3	25	25	31	15
ELA Gr 9	552	25	28	28	12	8
ELA Gr 10	411	25	33	24	12	6
ELA Gr 11	302	27	31	23	13	6

Table 52: CST Results 2012-2013 - Math and ELA

Course	#Tested	%Adv	%Prof	%Basic	%BB	%FBB
Algebra I	197	0.5	7.6	24.4	38.6	28.9
Geometry	385	2.1	8.3	16.4	47.5	25.7
Algebra II	308	2.3	19.5	25	31.2	22.1
HS Math	224	4.9	26.3	35.7	24.1	8.9
ELA Gr 9	437	22	31.6	28.1	13.3	5
ELA Gr 10	391	27.4	32.5	28.9	6.1	5.1
ELA Gr 11	328	22.3	36.9	24.4	11.9	4.6

To meet the varied academic needs of our student body, Hollywood High School faculty members have made specific curricular changes and shifted the focus of professional development to incorporate student interventions. All small learning communities (SLCs) have made a concerted effort to achieve improved literacy and mathematical skills as evidenced by gains in California Standards Test (CST) scores for both English Language Arts (ELA) and math between 2009 and 2013. Both content areas have shown decreases in the number of students scoring at the Far Below Basic level for all courses tested except Geometry.

Beginning in 2011, faculty members implemented project based learning through training with The Buck Institute. The project based learning model allows students to apply their content knowledge to authentic assessments. Across all SLCs, teacher incorporated theme- and content-based projects to assess students' mastery of the curriculum. The Linked Learning model, implemented in the Teaching Careers and New Media Academies, allows students to apply their learning across the curriculum. While teachers in these academies report qualitative gains in student progress, CST data demonstrates quantitative gains in most English Language Arts and math courses.

In addition to the implementation of the project-based learning and Linked Learning models, faculty members have used professional development time, both in curricular departments and SLCs, to analyze student data, identify areas of academic need, and design curriculum and assessments accordingly. In the English and math departments, faculty members have worked collaboratively to score district-issued periodic assessments. The results of these assessments, in conjunction with CST data, CAHSEE results, and classroom-based formative and summative assessments, are used to inform the work completed by Professional Learning Communities (PLCs). These teams of grade- and content-alike teachers meet on a regular basis to design common lessons and assessments to address specific student needs. Student work is then evaluated within the PLC to gauge the effectiveness of instruction. With the change in the 2013-2014 school year from the CST to the Smarter Balanced Assessment Consortium, state-level standards-based testing is not yet available to provide comparative analysis.

In addition to curricular design, SLCs use professional development to identify and design interventions for students who are not making academic gains. At regular intervals, small learning communities use professional development time to analyze student data such as standardized test scores, attendance, and course marks. Using similar protocols that are refined within each SLC, teachers work in teams to identify students who are showing weak academic growth. Discussions focus on the students' relative strengths and weaknesses across content areas as well as supports that may already be in place. Team members make specific suggestions for intervention such as individual conferencing, reseating of students, tutoring, and parent phone calls. Each member accepts an intervention role on behalf of the student being discussed, and follow up is conducted at the end of the next marks reporting period to ensure that the support provided has been effective. In many cases students respond well to the direct intervention provided by these collaborative teams; however, when needed, the SLC counselor, the SLC administrator, and schoolwide services such as Coordination of Services Team (COST), Student Success Team (SST) and Healthy Start serve as additional resources to support student achievement and well being.

California Standards Test (CST) data for English shows that roughly half of students at each grade level from ninth through eleventh are scoring at proficient or advanced levels, with nearly a quarter of all students of each grade level scoring advanced. At the opposite end of the spectrum, during the last five years, the number of students scoring at far below basic has diminished to single digits at all three grade levels.

In math, CST data for this goal shows that our greatest success has been in moving our Algebra 2 students into proficient/advanced performance bands with a 7% improvement. Algebra 1 has also shown some gains in both the advanced/proficient bands as well as the below basic/far below basic bands. Gains in both courses are the result of a collaborative agreement among Algebra I and II teachers to

conscientiously adhere to the standard sets outlined in the district instructional guides. Due to the concern at the slow rate of growth in Algebra 1, Geometry, and Algebra 2, the math faculty acknowledges that more professional development time by department is necessary to evaluate student achievement results and develop more cohesive instruction accordingly.

Table 53: CST Results 2009-2010 - History and Science

Course	#Tested	%Adv	%Prof	%Basic	%BB	%FBB
World History	400	14	21	28	16	20
US History	339	15	33	33	10	9
Life Science	330	15	27	35	17	6
Biology	434	18	24	26	11	11
Chemistry	248	8	18	41	19	13
Physics	90	11	44	38	3	3
Int Science	201	1	6	38	27	28

Table 54: CST Results 2010-2011 - History and Science

Course	#Tested	%Adv	%Prof	%Basic	%BB	%FBB
World History	433	22.2	26.8	24.7	11.5	14.8
US History	262	19.5	29.8	29	11.5	10.3
Life Science	369	22.2	23.3	35.5	8.9	10
Biology	494	25.9	24.9	27.7	10.7	10.7
Chemistry	263	6.8	17.9	37.3	22.4	15.6
Physics	58	12.1	34.5	39.7	5.2	8.6
Int Science	248	1.6	11.7	44.8	23	19

Table 55: CST Results 2011-2012 - History and Science

Course	#Tested	%Adv	%Prof	%Basic	%BB	%FBB
World History	481	26	30	27	6	10
US History	301	17	35	30	8	11
Life Science	402	22	30	26	15	7
Biology	467					
Chemistry	271	10	17	44	15	13
Physics	65	17	37	42	5	0
Int Science	249	0	8	54	15	22

Table 56: CST Results 2012-2013 - History and Science

Course	#Tested	%Adv	%Prof	%Basic	%BB	%FBB
World History	442	22	24	33	8	13
US History	325	18	35	32	9	6
Life Science	390	28	28	31	9	5
Biology	435	21	27	33	11	7
Chemistry	272	10	25	46	15	4
Physics	93	10	41	39	9	2
Int Science	193	1	9	52	20	19

The gains achieved on the CST in the Social Studies Department eclipsed those of any other single course at Hollywood High School. World History achieved a steady increase of students moving into the advanced and proficient bands with a decrease of students in the below basic and far below basic bands in all years except the 2012-2013 school year. U.S. History saw consistent gains in students scoring advanced and proficient over all four years, as well as a consistent decrease in students in the below basic and far below basic bands. History teachers with extensive knowledge of both content and standards-based instruction supported gains in literacy at Hollywood High School by providing content and instructional delivery that applied relevance to daily course work. Students are challenged to think critically and to continually make connections between the course content and the present day. Using both the project-based and Linked Learning models, History teachers work collaboratively in their department and respective SLCs to design authentic projects. In the New Media Academy, history, English Language Arts, and career technology teachers work collaboratively on interdisciplinary projects that allow students to apply content across curricular areas. As Hollywood High School moves to full implementation of the Common Core State Standards, History teachers continue to refine their content and instruction, and have begun incorporating period assessments aligned to the Smarter Balanced Assessment Consortium in both World and U.S. History.

The CST scores for Biology show consistent gains over all years except 2012-2013 at advanced or

proficient performance bands. In addition, there was a small decrease in the number of students scoring at below basic or far below basic. Considered together, these results represent significant growth which is important because Biology includes the largest group of students tested among all the sciences.

Chemistry and Physics have continued to make gains in the percentage of students scoring advanced or proficient, and in moving students out of the below basic and far below basic bands since the 2010-2011 school year. In both courses, teachers make use of project-based authentic assessments that require students to apply literacy, writing, and mathematics standards.

With the district's focus on completion of A-G requirements for all students beginning with the class of 2017, foreign language classes will also continue to contribute to math and literacy gains at Hollywood High School. The Foreign Language Department promoted literacy and helped students make connections between their first and second languages by providing transferable learning in sentence structure, syntax, idioms, and cognates. In addition, foreign language class students were exposed to activities that require data analysis and interpreting charts and graphs. By completing projects requiring elaborate surveys and currency conversions, students improved their mathematical skills and discovered the importance of math in real life.

Goal 2: Close the achievement gap by 5% for all subgroups each successive year.
Critical Need: *All subgroups* ***(particularly English Learners and Special Education****) need specialized intervention and individualized instruction in order to bridge the achievement gap.*
Recommendation #1: It is strongly recommended that the focus of the curriculum and instruction programs at Hollywood High School be more focused on research-based models as opposed to its very broad scope in current existence. **Recommendation # 4:** The committee recommends that the school continue to strengthen and refine the implementation of the Small Learning Community Initiative. This will enhance the personalization of the education experience for all students at Hollywood High School.

Table 57: CAHSEE Results 10th Grade Census

Year	10	11	12
2011	75.3%	89.1%	90.8%
2012	79%	85%	93%
2013	79.4%	86.8%	89.4%
2014	81%	92%	95%

Table 58: CAHSEE Passing Both Tests by the End of the Year

Year	Tested	%Pass ELA	% Prof ELA	Tested	% Pass Math	% Prof Math
2014	345	86.1%	58.6%	350	84%	60.3%
2013	380	87.6%	62.4%	381	86.6%	65.6%
2012	395	86.7%	61.8%	399	84.7%	62.2%
2011	370	83.7%	61%	370	77.4%	52%
2010	331	80.7%	49.8%	330	75.5%	45.8%

The CAHEEE data over the last five years shows that there have been significant improvements in both math and ELA. Hollywood High School's passage and proficiency rates for both English Language Arts and mathematics have seen a steady improvement over the last four years (Table 57). Hollywood High School administration and staff have employed a number of strategies including targeted during the day intervention and after-school programs to help support proficiency rates. Table 58 shows the percent of students who have passed both tests in the last five years. There has been a steady improvement in the passing rate for tenth, eleventh, and twelfth graders.

The CST ELA proficiency target data for Adequate Yearly Progress (AYP), outlined in Table 59, shows significant gains schoolwide for four of six numerically significant subgroups in the last four years. The students with disabilities subgroup improved minimally by 0.3 percentage points. The English Learner subgroup was the only subgroup that did not demonstrate any growth in this area, but rather, experienced a drastic decline. In analyzing this data, it is our conclusion that improved SDAIE practices in our classrooms, explicit instructional connections to CCSS in order to support students, and the instituting of project-based learning will be instrumental factors in supporting this high priority achievement goal.

Table 59: CST ELA Percent Proficient and Advanced-Numerically Significant Groups (AYP)

Year	Schoolwide	African American	Hispanic/Latino	Socioeconomically Disadvantaged	English Learners	Students With Disabilities
2008-09	52.9	45.5	50.9	50.6	31.6	n/a
2009-10	51.1	69.4	45.4	52.3	20.8	24.2
2010-11	62.1	56.8	61.1	61.3	31.4	18.8
2011-12	63	64.1	61.4	62.3	32.4	20.7
2012-13	64.6	71	61.9	63.5	9.1	25
Growth Over Five Years	+11.7	+25.5	+11	+12.9	-32.5	+.3

The CST Math Percent Proficient data (Table 60) shows that in the last four years, all numerically significant subgroups made double-digit gains in CST Mathematics, except for ELs who declined by 6.6 percentage points. The trend is that all subgroups are improving as the target also rises. The critical need seems to be the English Learner subgroup with the lowest percent above proficient.

Table 60: CST Mathematics Percent Proficient and Advanced-Numerically Significant Groups (AYP)

Year and Target	Schoolwide	African American	Hispanic/Latino	Socioeconomically Disadvantaged	English Learner	Students with Disabilities
2008-09	54.7	37.5	51	54.1	40.7	n/a
2009-10	47.2	38.9	42.3	46.9	21.7	18.2
2010-11	54.3	50	53.6	54.6	31.3	25.7
2011-12	63.8	56.4	61.5	64.4	38.4	16.1
2012-13	67.2	59.4	65.7	68.6	34.1	33.3
Growth Over Five Years	+12.5	+21.9	+14.7	+14.5	-6.6	+15.1

The Academic Performance Index (API) is no longer the accountability system for the state of California, as we are transitioning to the Common Core State Standards; however, the insight that we gained from

looking at this measure indicates that our subgroups did not improve at the same pace as the whole school. The schoolwide API for HHS steadily increased in the last four years from 747 point to 762 points; however, the API for our ELs drastically decreased by ninety-three point in the from 2010 to 2013. Similarly, the available API data for our students with disabilities shows that this subgroup only improved by one point.

Table 61: Progress of Target Subgroups

	Numerically Significant	2009-10	2010-11	2011-2012	2012-2013
Schoolwide	-	747	739	753	762
English Learners	Yes	630	631	637	537
Students with Disabilities	No	-	460	445	461

Even though there was an increase in the percentage of students who scored proficient or advanced on CST ELA from 2010 to 2013, English Learners did not show sustained improvement during that period. Student with disabilities performed better than English Learners in CST, but significantly lower than the rest of the student population.

Table 62: ELA Proficient/Advanced SWD and EL Students

Proficient/Advanced in CST ELA	2009-10	2010-11	2011-12	2012-13
Schoolwide	52.6%	50.5%	55.9%	57.3%
English Learners	3.5%	5.5%	6.1%	3.3%
Students with Disabilities	12%	13%	8%	12%

CST Math scores indicate that all students in HHS did not successfully improve in this subject as they did in ELA over four years. Students with disabilities had the lowest growth in math while English Learners showed a small improvement but remained below the schoolwide results.

Table 63: Mathematics Proficient/Advanced SWD and EL Students

Proficient/Advanced in CST Math	2009-10	2010-11	2011-12	2012-13
Schoolwide	19.4%	19.7%	17.2%	17.2%
English Learners	2.5%	4.9%	4.7%	4.7%
Students with Disabilities	4%	3%	0%	2%

The graduation rates for English Learners have shown an increase of 11.4 percentage points in the last three years while student with disabilities' graduation rate increased by 5.2 percentage points during that same time.

Table 64: Graduation Rate Comparison

	2010-11	2011-12	2012-13	2013-14
Schoolwide	74.9	80	82.2	87.2
ELs	45.7	53.2	57.1	n/a
SWDs	51.9	60	57.1	n/a

In CAHSEE math, students with disabilities improved passage and proficiency rates by about 3%. In CAHSEE ELA, passage rates improved by about 16%, and proficiency rates improved by about 5%. This past spring (2014) the SDP teachers offered before- and after-school tutoring to prepare students for the CAHSEE. The results for these students were positive, with several passing both parts of the test and several reaching proficient levels. This intervention program is taking place again in spring of 2015.

Table 65: Students With Disabilities' Performance in CAHSEE ELA (LAUSD MyData System)

	2010-11	2011-12	2012-13	2013-2014
Total SWD Tested	31	28	26	31
Pass ELA	54.8%	39.3%	19.2%	35.1%
Prof/Adv ELA	12.9%	7.1%	7.7%	12.9%

Table 66: Students With Disabilities' Performance in CAHSEE Math (LAUSD MyData System)

	2010-11	2011-12	2012-13	2013-2014
Total SWD Tested	34	30	27	32
Pass Math	-	3.3%	-	6.3%
Prof/Adv Math	-	6.7%	-	9.4%

Students with disabilities had no major change in performance levels from 2010 to 2013 on the ELA CST. The data shows the level remained constant. On CST math, there was a significant increase in the percentage of students scoring in the far below basic band. The rest of the levels remain low. The major area of concern was CST Science; specifically there was a drop of five percentage points in the proficient and advanced levels in the year 2012-13. On the other hand, there was a significant decrease in number of students scoring below basic in Social Science, and there was a five percent gain in basic and proficient or advanced levels respectively in that same year.

Table 67: CST **ELA** Students With Disabilities (LAUSD MyData System)

	FBB	BB	B	Prof/Adv
2009-10	24%	39%	25%	12%
2010-11	21%	37%	29%	13%
2011-12	25%	44%	28%	8%
2012-13	23%	39%	26%	12%

Table 68: CST **Math** Students With Disabilities (LAUSD MyData System)

	FBB	BB	B	Prof/Adv
2009-10	80%	15%	1%	4%
2010-11	90%	6%	1%	3%
2011-12	97%	1%	1%	0%
2012-13	84%	12%	2%	2%

Table 69: CST **Science** Students With Disabilities (LAUSD MyData System)

	FBB	BB	B	Prof/Adv
2009-10	29%	32%	29%	10%
2010-11	32%	26%	28%	12%
2011-12	48%	15%	31%	8%
2012-13	35%	32%	27%	5%

Table 70: CST **History/SS** Students With Disabilities (LAUSD MyData System)

	FBB	BB	B	Prof/Adv
2009-10	42%	30%	16%	11%
2010-11	44%	22%	22%	14%
2011-12	44%	13%	31%	12%
2012-13	45%	18%	21%	16%

There have been many contributing elements to this success, such as the effort by Special Day Program teachers to ensure that the modified curriculum taught in their program is reflective of core content standards and includes a high level of rigor. Vocabulary development and graphic organizers serve as key strategies to help students understand and retain course material. Special Day Program teachers have been very deliberate in providing an instructional emphasis on critical thinking that has helped students integrate historical, political, and conceptual learning.

The resource program and Learning Center often serve as a model for visiting schools throughout Los Angeles. The resource faculty has successfully implemented a collaborative model of instructional delivery with general education teachers through co-teaching and co-planning. The Learning Center provides an elective course that meets graduation requirements. This course provides special education students with time to work individually with resource teachers on targeted skills remediation, review of general education course work, and extended time for exams and assignments. The Learning Center is equipped with a laptop computer lab and wireless internet access that have been essential in assisting students with targeted skills instruction, homework completion, research skills, and transition planning.

Currently in all small learning communities (SLC), special education teachers are providing a network of coverage to support successful student engagement so that as each SLC moves further into the project-based learning initiative, the needs of special education students will be anticipated and addressed. On the whole, the Special Education Department is working to ensure that all students who receive services benefit fully from the personalization provided in the various communities and academies at Hollywood High School.

Table 71: English Learner Performance on CAHSEE (LAUSD MyData System)

Total EL Tested	**51**	**36**	**42**
Pass ELA	33.3%	30.6%	26.8%
Prof/Adv ELA	11.8%	-	9.8%
Pass Math	47.2%	43.2%	31%
Prof/Adv Math	13.2%	16.2%	14.3%

Analysis of the CAHSEE passage rate for English Learners shows an overall downward trend in both ELA and math while the numbers for the proficient/advanced groups remain steady. English Learners as a group are lagging behind the rest of the school in the CAHSEE passage rate. Some newer EL students are underprepared since they have to take the CAHSEE after attending a U.S. school for only two years. These students have the opportunity to attend a CAHSEE Boot Camp offered to 10th grade students, but they may need more targeted intervention.

CST data shows that of all the significant sub groups, English Learners (ELs) have experienced the greatest difficulty during the reorganization of Hollywood High into small learning communities. In trying to identify the major concerns of this subgroup, several important factors emerge. First, according to No Child Left Behind (NCLB) guidelines, this group includes a wide range of students including newcomers to the United States, as well as Long Term English Learners, or LTELs, who were born in the United States and have attended public schools for nine to twelve years without achieving English language proficiency. Additionally, the EL subgroup also includes Re-designated Fluent English Proficient (RFEPs) who are students who have achieved English language proficiency according to the state California English Language Development Test (CELDT) criteria but remain classified as English Learners for two additional years thereafter while they are expected to gain Proficient status or above on the California Standards Test (CST). The challenge posed by the diversity of language and content needs within this subgroup is further complicated by the sheer number of students who fall within its parameters. With all the qualifying factors considered, this subgroup includes 590 students, or over one-third of our student body.

The English Learner CST ELA scores show a slight drop in the far below basic group, which indicates that the number of lowest performing students has slightly decreased; however, the number of students performing at the below basic level has considerably increased which can only partially be attributed to the decrease of the FBB group. The number EL of students who perform at the basic level remains steady, while the number of proficient/advanced students shifts by single digits.

The English Learner CST Math scores indicate an increase of the lowest performing group, while the percentage of the highest performing students has dropped. The numbers in the below basic and basic groups show little change.

The English Learner CST Science scores show a significant drop in the percentage of lowest performing students as well as a drop in the proficient/advanced group. While it seems that a lot of effort has been made to move lowest performing students forward, not enough attention has been paid to strategies for keeping the high performing students at that level.

The English Learner CST History/Social Studies scores also show a consistent decrease of the lowest performing subgroup; however the other three subgroups are not showing any improvement, and the proficient/advanced group shows a decrease.

Table 72: CST **ELA** English Learners (LAUSD MyData System)

	FBB	BB	B	P/A
2009-10	29%	41%	27%	3%
2010-11	27%	38%	29%	5%
2011-12	29%	37%	28%	7%
2012-13	24%	48%	25%	3%

Table 73: CST **Math** English Learners (LAUSD MyData System)

	FBB	BB	B	P/A
2009-10	48%	41%	8%	2%
2010-11	52%	32%	11%	5%
2011-12	55%	31%	9%	5%
2012-13	56%	35%	8%	1%

Table 74: CST **Science** English Learners (LAUSD MyData System)

	FBB	BB	B	P/A
2009-10	34%	31%	27%	7%
2010-11	37%	23%	30%	10%
2011-12	35%	35%	24%	6%
2012-13	12%	38%	29%	2%

Table 75: CST **History/SS** English Learners (LAUSD MyData System)

	FBB	BB	B	P/A
2009-10	49%	21%	24%	6%
2010-11	48%	23%	18%	11%
2011-12	45%	12%	28%	15%
2012-13	41%	32%	21%	7%

It has been recognized that the group of English Learners requires support on several levels. First, students' proficiency as measured by the California English Learner Development Test (CELDT) levels is one of the guiding factors when programming them in academic classes. In all classes, teachers are using Specially Designed Academic Instruction in English (SDAIE) strategies to support English Learners and to make the lessons more accessible.

The EL group at Hollywood High School can be divided into three subgroups of approximately equal size. One subgroup comprises newcomers who have been in the country for about one to three years, the second subgroup are EL students with disabilities, and the third subgroup consists of students who are Long Term English Learners (LTELs). The district defines LTELs as students who have been designated as ELs for more than five years. In order to help these students achieve academically in their core classes and to reclassify, LTEL students are placed in an English Language Development class in addition to a grade level English class they are taking. Also, the students get to meet at regular intervals with their counselors and EL Coordinator (EL Designee) who apprise them of their progress in their academic classes. Last year these students were also provided additional after school tutoring in ELA and math. This is the second year that LTEL classes are in place for all LTEL students including students with disabilities.

During the last three years, significant attention has been paid to increasing academic language development of all students, and EL students in particular, in the light of new CCSS. In professional development meetings and preparations for the district's assessments (Periodic, now Interim Assessment), ELA teachers have worked on ways to differentiate instruction for English Learners and students with disabilities considering the more rigorous language demands of Common Core State Standards.

For the last two years, newcomer English Learners had the opportunity to improve their listening and speaking skills by attending an after-school six-week Language Acquisition Class offered by Beyond the Bell twice a week.

Another element of EL student support is increased parent involvement and outreach. In addition to "Coffee with the Principal," where the parents meet monthly with the principal to hear about the school events and initiatives, EL parents are involved in the *Padres Promotores* program, made possible by the CAPP grant, which links parents to school services and delivers information on higher education to the community. For the past three years, the school was mailing a newsletter in English and Spanish to students' homes. Parents had the opportunity to attend daytime computer literacy as well as healthy living classes on school campus.

Goal 3: Provide targeted professional development based on the instructional needs of students as identified by relevant data.
Critical Need: *Though varied and prolific, professional development opportunities need to be more focused, research-based, and data-based. Instructional strategies also need to be implemented on a schoolwide basis.*
Recommendation #1: It is strongly recommended that the focus of the curriculum and instruction programs at Hollywood High School be more focused on research-based models as opposed to its very broad scope in current existence. **Recommendation #2**: It is strongly recommended that the school expand the implementation of Learning Teams in order to achieve schoolwide use of research-based instructional strategies for all students and to use student achievement data to inform practice and modify instructions. **Recommendation #3:** It is strongly recommended that the school utilize a schoolwide assessment system to track student achievement and to use the assessment data to inform instructional practice and to modify those practices where the data indicate those changes should be made. A process for assessing student work that includes calibration to ensure rigor and relevance in all classes should be addressed in each SLC. **Recommendation #6:** The committee recommends that the school develop a monitoring and follow-up procedure to ensure that the many and varied professional development activities are effective. **Recommendation #7:** The committee recommends that the school develop curriculum for its new advisory class and implement the curriculum consistently schoolwide.

Over the past five years, Hollywood High School faculty members have participated in data-driven decision making during professional development to inform the design of curriculum and intervention. Professional development is divided among three key areas of opportunity at Hollywood High School. Faculty members participate in professional development through schoolwide training opportunities including summer institutes and period-by-period meetings throughout the school year, and through their small learning communities (SLCs) and curricular departments.

Under the guidance of the Inter-Coordinated Instructional Council, all teachers participated in professional development that included but was not limited to SDAIE strategies to support Long Term English Learners, Response to Instruction and Intervention (RtI2), project-based learning, inter-disciplinary collaboration, and transitioning to the Common Core State Standards.

Additionally, faculty members utilized SLC-based professional development time to develop personalized programs to address specific student needs. With the evolution of the small learning communities (SLCs), faculty members have been able to apply professional development information to curriculum development and personalization of instruction. This process included the development of SLC-specific Graduate Student Profiles and model classroom criteria, as well as research-based intervention plans, using RtI2 strategies.

Within curricular departments, faculty members used data to identify areas of student need, designed lesson plans to address those needs, and examined success trends through calibrated state- and district-issued standardized tests, including the CAHSEE, CST, and periodic assessments.

With the support of the California Academic Partnership Program (CAPP) grant, faculty members have adapted strategies from the Learning Team model. The English and math departments began using Professional Learning Communities (PLCs) in the 2013-2014 school year, with other core content departments participating in the 2014-2015 school year. PLCs provide teachers opportunities to develop common lessons that both address student need and are aligned to the Common Core State Standards. After completing the common lessons, participants use a research-based protocol for examining student work, and use their findings to inform instruction. The history department began using this model in the Spring of 2014 and, along with the other curricular departments, implemented the model in full during the 2014-2015 academic year

Table 76: Hollywood High School Professional Development Overview 2013-2014

Meeting	SLC/DEP.	POINT PERSON	TOPICS
08/20/13	PAM	D. TABBARA	Senior Project discussion; Marks Analysis/ Intervention for struggling students
	MET	C. FAGAN	Graduate Profile; Model Classroom; 81 Min. Blocks
	SAS	K. CUSOLITO	Graduate Profile; Model Classroom; 81 Min. Blocks; Model Classroom
	TCA	K. BENDER	Graduate Profile; TCA Model Classroom; 81 Min. Lesson Plan
08/21/13	MATH	G. BUCK	A-G requirements; CAPP Capacity Building Grant; Transforming classrooms from CST to CCSSM; Common Core Math and PLC's; Common Lesson planning/assessment across different content areas; Aligning lesson plan to new standards; Common Grading
	SCIENCE	C. YOON	

			System;
	ENGLISH SOC.ST/HISTORY	L.TOBENKIN N. FITZPATRICK	Construct viable arguments based on textual evidence; Common Core curriculum and bench marks for grades
	PHYSICAL ED.	J. GARCIA	
	WORLD LANG.	A. ESTANGUI	ESLR's Reviewed; Common Core Stated Standards Introduction
	ELECTIVES	B. IAMBOLIYSKI	A-G requirements for college and career readiness
	SPECIAL ED.	J. MENDIZZA	Welligent User Form; IEP Training
09/03/13	PAM	D. TABBARA	Graduate profile; Review of the Model Classroom Criteria
	MET	C. FAGAN	Graduate Profile; College & Career readiness; Project Alignment
	SAS	K. CUSOLITO	Revisit the Model Classroom Criteria; College readiness action plan
	TCA	K. BENDER	Status of tutoring program; Status LACC Certification for Child Development Program; Pathway course–Computer programming; TCA Senior Project
09/17/13	PAM	D. TABBARA	Finalizing and reviewing previous topics; Discipline; Grant and Student Ambassador
	MET	C. FAGAN	Student Intervention Plan; 5 week Progress Report; Back to School Night
	SAS	K. CUSOLITO	Identifying Gifted Students; Marks Analysis; Student Profile and Action Plan
	TCA	K. BENDER	Mark Reporting; Using Student Profile and Action Plan template
09/18/13	MATH	G. BUCK	Transition to Common Core; Draft Instruction Guide for Algebra 1, Geometry, Algebra 2; Cohort planning and common assessments
	SCIENCE	C. YOON	Design lesson plan that analyze text-dependent questions in science text. Discuss implementation in biology for new ninth graders; Ways of intervention
	ENGLISH	L.TOBENKIN	ELA Standards/Testing Changes: discontinue periodic assessments; 11th Grade Smarter Balance assessment pilot-Spring Semester
	SOC.ST/HISTORY	N. FITZPATRICK	Common Core Curriculum; Teaching Rotation
	PHYSICAL ED.	J. GARCIA	
	WORLD LANG.	A. ESTANGUI	Foreign Language and Common Core Standards; New Accountability System
	ELECTIVES	B. IAMBOLIYSKI	Common Core Standards; Construct viable arguments based on textual evidence
	SPECIAL ED.	J. MENDIZZA	CCSS; Best practice; Collaboration
10/01/13	PAM	D. TABBARA	Students with F's & D's; Discussion of Back to School Night

	MET	C. FAGAN	College & Career readiness; Project Based Learning (Aligning Rubrics /Goals)
	SAS	K. CUSOLITO	Model Classroom Update Senior Project Workshop
	TCA	K. BENDER	Christine Yap--*Linked Learning*
10/15/13	PAM	D. TABBARA	Follow up to student intervention; Senior Project; Classroom Model
	MET	C. FAGAN	Student Intervention; Report on Student Profile and Action Plan; SAS Parent Group
	SAS	K. CUSOLITO	Parent-Teacher Meeting; Senior Project Update; Midterm marks analysis in grade level groups
	TCA	K. BENDER	Senior Project Planning; Project Based Learning
10/16/13	MATH	G. BUCK	Periodic Assessments; Course Planning based on Common Core Standards
	SCIENCE	C. YOON	Discuss how to incorporate project-cased learning into science curriculum.
	ENGLISH	L.TOBENKIN	Turnitin; CAPP Grant; LACC partnership; Period by Period ELA CCSS PD
	SOC.ST/HISTORY	N. FITZPATRICK	Revisit last year's Module One of the common Core Standards.
	PHYSICAL ED.	J. GARCIA	CST Data relevance; Best practices
	WORLD LANG.	A. ESTANGUI	Planning a common final exam for each class
	ELECTIVES	B. IAMBOLIYSKI	Common Core Standards; student skills that need to be developed and curriculum to be covered
	SPECIAL ED.	J. MENDIZZA	Bulletin #REF-6180.0; CCSS; Best practices
11/05/13	PAM	D. TABBARA	Student Intervention Budget; Senior Project; PAM website; Fund Raising; LACC classes
	MET	C. FAGAN	Senior Project Check–in (Mentoring); Project Based Learning; Review of Logistics for PHBAO Night
	SAS	K. CUSOLITO	Differentiation of Instruction for Gifted Students; SAS Bridge updated
	TCA	K. BENDER	Assistance with Common Core; Senior Project; Tutoring update; Differentiating Instruction and RTI2
11/19/13	PAM	D. TABBARA	Student Intervention; Senior Project; SWPBSP incentives/Recognition
	MET	C. FAGAN	Student Intervention
	SAS	K. CUSOLITO	Reviewing the new Senior Project rubric; SAS Bridge updated; Mandated tutoring

	TCA	K. BENDER	Vertical alignment of English classes in TCA
12/03/13	PAM	D. TABBARA	Graduate profile; Senior Project; SWPBSP incentives/Recognition
	MET	C. FAGAN	Senior Project Preparation; Planning for 2nd Semester
	SAS	K. CUSOLITO	Senior Project; SAS Intervention; Field Trips for Spring Semester
	TCA	K. BENDER	Graduate profile; Senior Project Logistic; Tutoring Update
12/04/13	MATH	G. BUCK	New Common Core Periodic Assessments; LACC Partnership/ Math contest for high school and middle school students
	SCIENCE	C. YOON	Review Periodic Assessments; Teacher will incorporate close reading and text-dependent Questions to help prepare for new essay format test
	ENGLISH	L.TOBENKIN	Overview-ELA Spring CCSS/CAPP activities; Periodic Assessment
	SOC.ST/HISTORY	N. FITZPATRICK	Mr. Jauregui presents overview of Socratic Seminar; Smart Student Response System
	PHYSICAL ED.	J. GARCIA	
	WORLD LANG.	A. ESTANGUI	Curriculum to be covered in level 1, 2 and 3; Grading scale
	ELECTIVES	B. IAMBOLIYSKI	Best instructional practice
	SPECIAL ED.	J. MENDIZZA	New SDP matrix; Senior Projects; QEIA requirements
01/14/14	PAM	D. TABBARA	SWPBSP incentives/Recognition; Project-Based Learning
	MET	C. FAGAN	Revisit Goals and Objectives; Project Development
	SAS	K. CUSOLITO	Role Play; Mr. Carmicle's visit to Stuyvesant High School, NY; how to encourage students to a growth mindset
	TCA	K. BENDER	Continue work with Christine Yap--Linked Learning; Plan for Spring semester
01/15/14	MATH	G. BUCK	HHS/LACC Faculty Summit; LACC Mathematic competition; Common Core Assessment and Unit Planning
	SCIENCE	C. YOON	Lesson planning with implementation of Common Core Standards; Review periodic Assessment tests
	ENGLISH	L.TOBENKIN	CAPP Small Team Meetings; lesson plans & Deliver-Reflect-Revise Cycle; Expository Reading and Writing Course Training
	SOC.ST/HISTORY	N. FITZPATRICK	How Social Studies Department can assist in Implementation of Common Core
	PHYSICAL ED.	J. GARCIA	
	WORLD LANG.	A. ESTANGUI	Curriculum to be covered in levels 1, 2 & 3
	ELECTIVES	B. IAMBOLIYSKI	Best instructional practices
	SPECIAL ED.	J. MENDIZZA	CCSS implementation funds survey; CST/CAHSEE data
02/04/14	PAM	D. TABBARA	SPSA data analysis; WASC preparation; Student work; Chapter 1

	MET	C. FAGAN	Project Based Learning
	SAS	K. CUSOLITO	Revise the Single Plan for Student Achievement; Electives for next year
	TCA	K. BENDER	
02/05/14	MATH	G. BUCK	WASC Overview of the data from SPSA; Discussion of data from SPSA
	SCIENCE	C. YOON	WASC Overview of the data from SPSA; Discussion of data from SPSA
	ENGLISH	L.TOBENKIN	WASC Overview of the data from SPSA; Discussion of data from SPSA
	SOC.ST/HISTORY	N. FITZPATRICK	WASC Overview of the data from SPSA; Discussion of data from SPSA
	PHYSICAL ED.	J. GARCIA	WASC Overview of the data from SPSA; Discussion of data from SPSA
	WORLD LANG.	A. ESTANGUI	WASC Overview of the data from SPSA; Discussion of data from SPSA
	ELECTIVES	B. IAMBOLIYSKI	WASC Overview of the data from SPSA; Discussion of data from SPSA
	SPECIAL ED.	J. MENDIZZA	WASC Overview of the data from SPSA; Discussion of data from SPSA
02/18/14	PAM	D. TABBARA	Teacher Survey; Articulation; Open House; Student Intervention
	MET	C. FAGAN	Student Intervention; WASC Faculty Survey
	SAS	K. CUSOLITO	Update on the Needs Assessment for SAS; Marks Analysis; WASC Faculty Survey
	TCA	K. BENDER	Marks Reporting
02/19/14	MATH	G. BUCK	Professional Learning Community Meeting; Vision Statement for Math Department
	SCIENCE	C. YOON	Compare multiple choice assessments with essay format; Instructional practice and strategy for its implementation; How to align CCSS with SPBS
	ENGLISH	L.TOBENKIN	Discussion regarding CAPP Meeting; LACC Meeting update
	SOC.ST/HISTORY	N. FITZPATRICK	
	PHYSICAL ED.	J. GARCIA	
	WORLD LANG.	A. ESTANGUI	Language Laboratory; Continuation on Grade Level 1 Curriculum
	ELECTIVES	B. IAMBOLIYSKI	Best instructional practices

	SPECIAL ED.	J. MENDIZZA	DOTS; Core Waiver update
03/04/14	PAM	D. TABARRA	Enrollment; CCSS Instructional fund
	MET	C. FAGAN	Project-based Learning/College & Careers Alignment
	SAS	K. CUSOLITO	Review and revise draft for SAS 2014/15 school year; Watch *Common Core* from The Teaching Channel
	TCA	K. BENDER	Parent-Teacher Conference; Continue work with Christine Yap-- *Linked Learning.*
03/18/14	PAM	D. TABBARA	WASC HOME GROUP
	MET	C. FAGAN	Final PBL Showcase Preparation; WASC Chapter 2; Targeted Intervention based on student feedback
	SAS	K. CUSOLITO	WASC Home Group Activity: School Progress in the critical areas since 2009
	TCA	K. BENDER	Prepare for CST; Continue *Linked Learning* work; Marks Reporting
04/01/14	PAM	D. TABBARA	Election; Bell schedule
	MET	C. FAGAN	Student Intervention
	SAS	K. CUSOLITO	Mark Analysis
	TCA	K. BENDER	Open House; TCA Fun Day; Awards
04/02/14	MATH	G. BUCK	LAUSD Spring Assessments; Examine student samples from Box Plot Assessments.
	SCIENCE	C. YOON	Discuss implementation of instructional practice across different content areas; Discuss how to administer tests and assess student response.
	ENGLISH	L.TOBENKIN	Upcoming ELA and PD Activities; Smarter Balanced materials; Classroom Observation
	SOC.ST/HISTORY	N. FITZPATRICK	Preview and discuss the CCSS website for testing.
	PHYSICAL ED.	J. GARCIA	
	WORLD LANG.	A. ESTANGUI	Implementation of Block Schedule; Common planning, peer observation
	ELECTIVES	B. IAMBOLIYSKI	
	SPECIAL ED.	J. MENDIZZA	Core Waiver supplemental time sheet; 2014-15 matrix

Table 77: Hollywood High School Professional Development Overview 2014-2015

Meeting	SLC/DEP.	POINT PERSON	TOPICS
08/19/14	PAM	A. SANCHEZ	Self –Study Report. Read and review Chapter 2. Overarching theme, big idea. New Learning. Small and big group discussions.
	MET	C. FAGAN	Self –Study Report. Read and review Chapter 2. Overarching

			theme, big idea. New Learning. Small and big group discussions
	SAS	S. LANGE	Self –Study Report. Read and review Chapter 2. Overarching theme, big idea. New Learning. Small and big group discussions
	TCA	K. BENDER	Self –Study Report. Read and review Chapter 2. Overarching theme, big idea. New Learning. Small and big group discussions
08/26/14	PAM	A. SANCHEZ	Counselors Update; Senior Project and College Plan Update; Belief System Activity; SLOs by Content Area; Peer Observation Forms; WASC Evidence
	MET	C. FAGAN	Graduate Student Profile; Protocol of Examining Student Work-Round 1 Focus: Senior Project
	SAS	S. LANGE	Senior Project.
	TCA	K. BENDER	New Members Introduction; Mission & Vision and Graduates Profile Review; Purpose of CCA Advisory Board; Work-Based Learning.
09/2/14	MATH	G. BUCK	N-Q Cluster in CCSS; Status of Common Core Unit 1 assessment and performance task; PT examples for Algebra and Geometry
	SCIENCE	C. YOON	Building protocols and norms to build professional practice; CCSS in the different content areas; prepare activity for students
	ENGLISH	V. LACAN	Periodic assessments-9-10 grades; Focus Standards; Grade level expectations
	SOC.ST/HISTORY	N. FITZPATRICK	Overview of “Read Like a Historian” program; ELA standards in writing for SS
	PHYSICAL ED.	J. GARCIA	Examining student work form; Intervention documentation table.
	WORLD LANG.	A. ESTANGUI	Common lessons; common performance tasks and rubrics based on CCSS; SLO content-specific standards; Examining student work protocol; Student intervention document
	ELECTIVES	B. IAMBOLIYSKI	Pear observation / Visit forms
	SPECIAL ED.	J. MENDIZZA	Develop CCSS Lesson plans/rubrics; Peer Observation
09/09/14	PAM	A. SANCHEZ	Information about WASC Classroom observation; Chapter 3 review; Summarize Information; Big idea, New Learning, Clarifying Questions; Discuss Guiding Questions
	MET	C. FAGAN	Information about WASC Classroom observation; Chapter 3 review; Summarize Information; Big idea, New Learning, Clarifying Questions; Discuss Guiding Questions
	SAS	S. LANGE	Information about WASC Classroom observation; Chapter 3 review; Summarize Information; Big idea, New Learning, Clarifying Questions; Discuss Guiding Questions
	TCA	K. BENDER	Information about WASC Classroom observation; Chapter 3 review; Summarize Information; Big idea, New Learning, Clarifying

			Questions; Discuss Guiding Questions
09/16/14	PAM	A. SANCHEZ	
	MET	C. FAGAN	Back to School Night Planning; Student Progress Report Data; Intervention Plan; Examining Student Work Protocol Round 2 – Focus: Math
	SAS	S. LANGE	Back to School Night; SLOs; Peer Observation; Student Intervention Plan for 2017-18. Samples of student work
	TCA	K. BENDER	Back to School Night; SLO Survey; Grade Level Group Work: Intervention Strategies Using the Action Plan Template; Discuss Description of Critical Thinkers & Effective Communicators
10/07/14	MATH	G. BUCK	Unit 2 Math Instructional Guide; Common Lesson Planning by PLC; Number & Quantity Purposes; Common Lesson for All Classes
	SCIENCE	C. YOON	Administering the Periodic Assessment; Assessing Student Responses; Deadlines for Tests; Lesson Planning
	ENGLISH	V. LACAN	Evidence of Real World Experience in Classroom; ELA Interim Assessment Overview; Tasks and Rubrics
	SOC.ST/HISTORY	N. FITZPATRICK	Completion of First Cycle of PLCs; Next Cycle for Midterm; Clarifying WASC Action Plan: Explanatory Literacy
	PHYSICAL ED.	J. GARACIA	
	WORLD LANG.	A. ESTANGUI	Sharing Experience with CCSS Lesson Plans; Collection of CCSS Work Samples and Rubrics.
	ELECTIVES	B. IAMBOLIYSKI	
	SPECIAL ED.	J. MENDIZZA	Department-Related Issues/Concerns; Peer observation/Visit Forms; Discuss Schoolwide CCSS in ELA and Math.
10/14/14	PAM	A. SANCHEZ	
	MET	C. FAGAN	PHBAO Night/Logistics; Senior Projects; Magnet Development Process Overview; Student Intervention Plans Using Student Progress Report Data
	SAS	S. LANGE	PHBAO Night in the Classrooms; Senior Project Update; Magnet Centers
	TCA	K. BENDER	Designing Student Interventions for 2017-18 classes; Samples of Student Work/SLOs Using Critical Friends Protocol; Parent Information for PHBAO Night; Magnet Parent Survey; Progress Report in September Assessment; Midterm Grades; Complete “Action Plan ” Template
11/04/14	PAM	A. SANCHEZ	Senior Project Update- Mr. Medoway; Samples of Student Work/SLOs critical Friends protocol; Arts Integration Lesson for Arabian Nights
	MET	C. FAGAN	Senior Project Update; Samples of Student Work/SLO Critical Friends Protocol; Student Intervention

	SAS	S. LANGE	
	TCA	K. BENDER	Student Project update; T-shirt Order; Student Work and SLO Activity with Mr. Wood
12/09/14	PAM	A. SANCHEZ	Review Areas of Growth from Chapter 4; Revisit CLNs and Determine Relationship to “Important Questions”; Discuss Areas of Strength and Growth; Begin to Outline Action Plan
	MET	C. FAGAN	Review Areas of Growth from Chapter 4; Revisit CLNs and Determine Relationship to “Important Questions”; Discuss Areas of Strength and Growth; Begin to Outline Action Plan
	SAS	S. LANGE	Review Areas of Growth from Chapter 4; Revisit CLNs and Determine Relationship to “Important Questions”; Discuss Areas of Strength and Growth; Begin to Outline Action Plan
	TCA	K. BENDER	Review Areas of Growth from Chapter 4; Revisit CLNs and Determine Relationship to “Important Questions”; Discuss Areas of Strength and Growth; Begin to Outline Action Plan
12/16/14	PAM	A. SANCHEZ	Arts Integration Lesson for Arabian Nights-Debrief; Senior Project Debrief
	MET	C. FAGAN	Senior Project Debrief; Magnet Update; Work-Based Learning Updates for Semester
	SAS	S. LANGE	Senior Project Debrief: Logistics, Presentation Judges/Community Involvement, Areas of Growth and Strength; Determine Assignments and Student Work Exemplifying PBL and Career Application; Design Career and College Activities
	TCA	K. BENDER	Introduction of Linked Learning Team; Senior Project Reflection
01/13/15	PAM	A. SANCHEZ	Review and Discuss Chapter 5 of the WASC Self-Study; Review & Discuss: 1. CLNs. 2. Action Plan to Address CLNs. 3. Outline Strengths and Weaknesses of Action Plan
	MET	C. FAGAN	Review and Discuss Chapter 5 of the WASC Self-Study; Review & Discuss: 1. CLNs. 2. Action Plan to Address CLNs. 3. Outline Strengths and Weaknesses of Action Plan
	SAS	S. LANGE	Review and Discuss Chapter 5 of the WASC Self-Study; Review & Discuss: 1. CLNs. 2. Action Plan to Address CLNs. 3. Outline Strengths and Weaknesses of Action Plan
	TCA	K. BENDER	Review and Discuss Chapter 5 of the WASC Self-Study; Review & Discuss: 1. CLNs. 2. Action Plan to Address CLNs. 3. Outline Strengths and Weaknesses of Action Plan

Goal 4: Increase parent involvement and increase communication among all stakeholders.
Critical Need: *More parental involvement is needed at HHS. Also, all stakeholders need to be informed of involvement opportunities and be included in the governance activities of the school.*
Recommendation #8: The committee recommends that the school continue to strengthen outreach efforts to parents of all students.

School-Based Management (SBM), the English Learner Advisory Committee (ELAC), the Compensatory Education Advisory Committee (CEAC), and the School Site Council (SSC) have been proactive vehicles for parents to express themselves in both schoolwide budget and calendar event decisions. The school has improved its parent attendance at meetings, Back-To-School Night, Predominantly Hispanic, Black, Asian, and Other (PHBAO) Parent Conference Nights and the school's Open House events, all of which are district-mandated parent involvement activities.

Hollywood High School provides multiple opportunities for parents to work with teachers to ensure student success. Prior to the start of school, Hollywood High School provides an orientation evening for all incoming students. The orientation is designed to acquaint new students and their parents with teachers, SLC and campus-wide support programs, and academic and behavioral expectations. Parents and students may purchase PE clothing, obtain locker assignments, tour the campus, and sign up for clubs and school activities in addition to learning about school policies. At the beginning of the fall semester of each school year, Hollywood's Back-to-School Night provides parents with the opportunity to meet the faculty and familiarize themselves with the expectations of each of their respective child's classes. SLC Lead teachers provide an overview of program-specific requirements and supports, after which teachers meet with parents to discuss syllabi, course materials, behavioral and academic expectations, and sample student work. Midway through each semester, during PHBAO Parent Conference Night, parents have the opportunity to meet with teachers individually to discuss students' midterm grades.

In addition to these three school-wide events, parents have other ways of maintaining individual contact with teachers. Parents of students with disabilities are highly involved in decision-making opportunities through the Individual Educational Plan process. Our Parent Center is a resource not just for parents to communicate with teachers, but to receive translation and interpretation of marks students receive in their courses as well as behavioral concerns.

Teachers may place phone calls or write e-mails directly to parents to improve parent-teacher partnership on such issues as homework and student behavior. The Connect Ed phone calls made to parents are another consistent method of communicating concerns that affect students.

Online platforms also support parent-teacher communication. The school website, hollywoodhighschool.net features an online master calendar and other news and announcements that promote school events. This website also provides links to teachers' individual blogs so students and parents can access assignments and class requirements, such as syllabi, class rules, and school protocols.

Many teachers make use of Engrade, which allows parents and students to access real-time student grades via individual student accounts. School Loop and the Blackboard sites were replaced with the My Integrated Student Information System (MiSiS) beginning in the 2014-2015 school year. One goal of the implementation of MiSiS is to provide parents with access to students' grades and attendance on a more consistent systemic platform.

Schoolwide publications also aid in the inclusion of parents in the school community. Parents receive a packet at the beginning of the year that contains contact information for the school, emergency cards for our students to complete, a School Wide Positive Behavior Support Plan (SWPBS), and other such documents that outline policies and opportunities for both students and parents. Further, the School Report Card is mailed to all parents of Hollywood High School students, and informs stakeholders of important data about attendance, graduation rates, behavior and safety, and the school's Academic Performance Index (API) and Adequate Yearly Progress (AYP) scores. The school principal reviews the results and the implication of those results with faculty, parents, and other stakeholders in October of every year.

Monthly newsletters about test preparation, health issues, mechanisms students use to cope with peers, and other important topics for parents are published by the Title One/English Learner office and are available both in electronic and print formats in English and Spanish. Parent workshops, including computer literacy, college and financial aid application support, and the Parent Summit are offered through various programs on the campus. Our Parent-Teacher-Student Association (PTSA) is entering its second year and growing steadily, offering stakeholders an additional opportunity to participate and influence school matters.

In addition to campus-wide efforts to include parents, small learning communities also provide program-specific events that are highly attended by parents.

The Performing Arts Magnet (PAM) conducts social events such as the fall "Meet 'n Greet" allowing an opportunity for parents, teachers, and students to mingle and raise awareness of upcoming events and relevant issues. PAM also has an active parent component that supports the theater and dance productions each semester.

The New Media Academy (NMA) has designed both intervention and recognition programs for its students. Teachers meet regularly to identify academically at-risk students. Parents of these students are then contacted for parent-teacher conferences in addition to schoolwide events. These grade-level events, held both during and after school hours, allow teachers and parents to meet for more extended periods than the traditional parent-teacher conference nights, and plan intervention strategies to ensure student success. NMA also holds its annual NMA Awards Ceremony to celebrate the accomplishment and progress of the students in this program. Held on Thursday evenings, this heavily-attended event provides teachers with the opportunity to recognize student success across curricular areas, and in work-based learning and leadership positions. This event typically precedes the NMA picnic, held each year in Pan Pacific Park; while this event began as a time for teachers and students to celebrate the year with food and games, over the past two years, parent participation has become a significant component both in planning and attendance.

The School for Advanced Studies (SAS) holds annual parent meetings during which the coordinator presents the program's budget, instructional goals, and program objectives. SAS students have also formed the SAS Brigade, a student group which coordinates extracurricular social and enrichment events for SAS students and families.

With the support of the CAPP grant, Hollywood High School has organized a "Parents Educating Parents/ Padres Promotores de la Educación Initiative." HHS sent a delegation of three HHS parents, its Title I coordinator and its CAPP Lead teacher to a Padres Promotores Institute at Santa Ana College on September 18-19, 2014. The Padre a Padre Curriculum is composed of seven lessons: Helping my Child Transition from One Level to the Next; High School Graduation Requirements; University Admission Requirements; Calculating My Child's GPA; The Cost of a College Education; Financial Aid Planning; and Scholarship Support for All Students. In this first year of implementation, our parent advocates have built local capacity at HHS training other parents in these topics; additionally, they presented and trained other parents at Bancroft MS and LeConte MS in the fall semester.

To welcome prospective parents and students to the Hollywood High School campus and acquaint them with the programs offered here, Hollywood High School faculty, students, and families host an open house each April, which includes presentations from our student body organizations, school tours, and informational sessions about our academic programs. In the past two years this event, lead by our College Counselor, has been highly successful in student recruitment.

In addition to our recruitment efforts, Hollywood High School makes a concerted effort to ensure that those students who are new enrollees feel welcomed and can easily acclimate to the school environment. During the summer, Hollywood conducts "Sheik Camp," an orientation for incoming ninth graders and their families. This happens on a Thursday evening, and tends to draw a large number of attendees. In addition to getting general school information, there are student-led tours and opportunities for incoming freshmen to find their lockers, purchase their required physical education clothes, take their ID photos, draft their schedules and meet their potential classmates so they feel comfortable on the first day of school.

Chapter 3:

Summary of Profile and Progress Data

Hollywood High School
WASC Report
2015

III. Summary of Profile and Progress Data

An analysis of the profile and progress data since our last WASC visit shows major improvements in several key indicators and among two significant subgroups, English Learners (ELs) and students with disabilities (SWD). At the same time, the data clearly illustrates a number of problem areas. Nearly 81% of Hollywood's students are socioeconomically disadvantaged, 50% are students who live outside our attendance area or attend on a permit, and 90% of the student body consists of Latinos and African American students, many of whom are not making the academic progress that we expect. In addition, most of the EL and SWD populations are concentrated in two small learning communities: Media, Entertainment, and Technology and the Teaching Career Academy. These numbers have important implications when examining schoolwide progress.

On the surface, data seems to indicate dramatic academic improvement, and the reality is that the school API has increased nearly 150 points from a base of 613 to a remarkable 762 in 2014 (Table 78). Much of this success may be attributable to the experience and stability of Hollywood's faculty, 75% of whom have been teaching for more than 6 years. All subgroups have significantly improved in math and ELA in the AYP, with the exception of ELs and SWDs (Table 79 and 80).

Table 78: API Improvement Over Four Years

	2009-10	2010-11	2011-12	2012-13
HOLLYWOOD HS	729	739	753	762
LAUSD	709	728	744	749
STATE of CA	767	778	788	790

Table 79: CST ELA Percent Proficient and Advanced-Numerically Significant Groups (AYP)

Year	Schoolwide	African American	Hispanic/Latino	Socioeconomically Disadvantaged	English Learners	Students With Disabilities
2008-09	52.9	45.5	50.9	50.6	31.6	n/a
2009-10	51.1	69.4	45.4	52.3	20.8	24.2
2010-11	62.1	56.8	61.1	61.3	31.4	18.8
2011-12	63	64.1	61.4	62.3	32.4	20.7
2012-13	64.6	71	61.9	63.5	9.1	25
Growth Over Five Years	+11.7	+25.5	+11	+12.9	-32.5	+.3

Table 80: CST Mathematics Percent Proficient and Advanced-Numerically Significant Groups (AYP)

Year and Target	Schoolwide	African American	Hispanic/Latino	Socioeconomically Disadvantaged	English Learner	Students with Disabilities
2008-09	54.7	37.5	51	54.1	40.7	n/a
2009-10	47.2	38.9	42.3	46.9	21.7	18.2
2010-11	54.3	50	53.6	54.6	31.3	25.7
2011-12	63.8	56.4	61.5	64.4	38.4	16.1
2012-13	67.2	59.4	65.7	68.6	34.1	33.3
Growth Over Five Years	+12.5	+21.9	+14.7	+14.5	-6.6	+15.1

Reviewing our data, major concerns still exist in key areas of CAHSEE and CST scores, and graduation rates. After growing for several years, all major schoolwide CAHSEE pass rates decreased. The vital EL and SWD groups either dropped or showed only modest improvement. The API for ELs slipped significantly, and the SWD numbers remained static. Clearly, a laser-like emphasis must be applied to the progress of EL and SWD students as we develop critical learner needs. In addition, the lack of progress among ethnic subgroups needs attention.

Table 81: CST ELA Improvement Over Four Years

Proficient/Advanced in CST ELA	2009-10	2010-11	2011-12	2012-13
Schoolwide	52.6%	50.5%	55.9%	57.3%

Table 82: CST Math Improvement Over Four Years

Proficient/Advanced in CST Math	2009-10	2010-11	2011-12	2012-13
Schoolwide	19.4%	19.7%	17.2%	17.2%

Table 83: CAHSEE Passing Both Tests by the End of the Year (CDE)

Year	10	11	12
2011	75.3%	89.1%	90.8%
2012	79%	85%	93%
2013	79.4%	86.8%	89.4%
2014	81%	92%	95%

Table 84: CAHSEE Results 10th Grade Census (CDE)

Year	Tested	% Pass ELA	% Prof ELA	Tested	% Pass Math	% Prof Math
2014	345	86.1%	58.6%	350	84%	60.3%
2013	380	87.6%	62.4%	381	86.6%	65.6%
2012	395	86.7%	61.8%	399	84.7%	62.2%
2011	**370**	83.7%	61%	370	77.4%	52%
2010	**331**	80.7%	49.8%	330	75.5%	45.8%

Critical Learner Need #1 English Language Arts

While school-wide CST ELA growth continued, the results for EL and SWD students remained unchanged over the last three years. The gap is so significant that it demands immediate attention.

Table 85: CST ELA Comparison

Proficient/Advanced in CST ELA	2009-10	2010-11	2011-12	2012-13
Schoolwide	52.6%	50.5%	55.9%	57.3%
English Learners	3.5%	5.5%	6.1%	3.3%
Students with Disabilities	12%	13%	8%	12%

Table 86: Passing and Proficiency in CAHSEE ELA for SWDs

CAHSEE	2010-11	2011-12	2012-13	2013-2014
Total SWD Tested	31	28	26	31
Pass CAHSEE ELA	54.8%	39.3%	19.2%	35.1%
Prof/Adv CAHSEE ELA	12.9%	7.1%	7.7%	12.9%

Table 87: Passing and Proficiency in CAHSEE ELA for ELs

CAHSEE Total EL Tested	51	36	42
Pass ELA	33.3%	30.6%	26.8%
Prof/Adv ELA	11.8%	-	9.8%

Critical Learner Need #2 Mathematics

Schoolwide CST math scores, already a problem area, declined over the last three years, with EL students improving slightly and SWDs dropping slightly. An examination and modification of math instruction is necessary as we move into CCSS and Smarter Balanced testing.

Table 88: CST Math Comparison

Proficient/Advanced in CST Math	2009-10	2010-11	2011-12	2012-13
Schoolwide	19.4%	19.7%	17.2%	17.2%
English Learners	2.5%	4.9%	4.7%	4.7%
Students with Disabilities	4%	3%	0%	2%

Table 89: Passing and Proficiency in CAHSEE Math for SWDs

CAHSEE	2010-11	2011-12	2012-13	2013-2014
Total SWD Tested	34	30	27	32
Pass Math	-	3.3%	-	6.3%
Prof/Adv Math	-	6.7%	-	9.4%

Table 90: Passing and Proficiency in CAHSEE Math for ELs

CAHSEE Total EL Tested	51	36	42
Pass Math	47.2%	43.2%	31%
Prof/Adv Math	13.2%	16.2%	14.3%

Critical Learner Need # 3 Graduation Rate

Graduation rates rose significantly both school-wide and in critical subgroups in the last three years, but EL and SWD student graduation numbers still remain much lower than school-wide averages. While these subgroups have improved, the gap is still much too wide.

Table 91: Graduation Rate Comparison (CDE)

	2010-11	2011-12	2012-13	2013-14
Schoolwide	74.9	80	82.2	87.2
ELs	45.7	53.2	57.1	62.3
SWDs	51.9	60	57.1	n/a

Table 92: LAUSD 4-Year Graduation Rate (LAUSD MyData System)

	2011-12	2012-13	2013-14
Cohort Grad Rate	65.7%	74.5%	78.9%

Table 93: Drop Out Rate (CDE)

	2010-11	2011-12	2012-13	2013-14
Percent	16.6%	12.4%	11.6%	6.7%
Number	72	49	33	22

Important Questions

1. How are we supporting all HHS students, particularly English Learners and Student with Disabilities, as we transition to Common Core State Standards and College Readiness Standards, Smarter Balanced and a new accountability system?
2. What methods can be used to alleviate the educational gap for the 80% of our students who are socioeconomically disadvantaged?
3. What new instructional strategies can be introduced that will improve the performance levels of students with disabilities and lead to higher graduation rates?
4. How do we provide English learners with more access and success in core curricular areas?
5. How can we improve graduation rates among all HHS students, particularly English learners and students with disabilities?

Chapter 4:

Self Study Findings

Hollywood High School

WASC Report

2015

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Organization Criterion

The school has 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. Supported by the governing board and the central administration, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.*

Findings	Supporting Evidence
Hollywood High has mission and vision statements that were revised in 2013-14 by different stakeholders and approved by School Based Management. **HHS Mission** It is the vision of Hollywood High School to prepare students for post-secondary education and the workforce and to empower students to be healthy individuals who are lifelong learners and responsible community partners. **HHS Vision** We strive to challenge every student to think critically, communicate effectively, and work collaboratively to foster social justice. To do this, we will provide every student with rigorous, interdisciplinary instruction aligned to academic standards, infusing technology and real-world experience in all content areas. The Schoolwide Learner Outcomes were revised in 2013-2014. **School Learner Outcomes:** Effective Communicators Students express themselves precisely to others using clear definitions in formal documents and oral discourse appropriate to	1. Agendas and Sign-Ins for the meetings when the Vision, Mission and SLOs were discussed 2. Vision, Mission and SLOs are displayed in classrooms and offices 3. Data Summary in WASC Chapter One and Chapter Three 4. MyData 5. CDE-Data Quest 6. School Report Card 7. Schoolwide Positive Behavior Support Plan Committee Agendas and Sign-Ins for Discipline and Attendance 8. School Report Card

task purpose and audience.

Students use appropriate technology to explore, to collaborate with others, and to deepen their reasoning skills and knowledge.

Students are active listeners and respond thoughtfully to convey clear and distinct perspectives.

Critical Thinkers

Students analyze, synthesize and evaluate to create solutions for both academic and practical challenges.

Students employ models and structures to resolve both hypothetical and real-life situations.

Students create and respond to evidence-based questions by utilizing close reading skills to comprehend content materials.

The student profile data that supported the amendments to our vision and mission include the following:

- The Hollywood High School student population is 69% Latino
- 79.8% of HHS students are from socioeconomically disadvantaged backgrounds, and the percentage has increased by 10% in the last two years
- 12% of our population are English Learners, while 50% are Reclassified ELs (RFEPs)
- 20% of our students are identified as Gifted
- Even though the schoolwide graduation rate is 87.2%, the students with disabilities' rate is 57%, and EL's rate is 63.5%. These populations are not improving at the same rate as the rest of the student population
- 73.3% of HHS students are adequately progressing towards 4-year graduation; however, an average of 45% of our students are making A-G progress to be on track to fulfill CSU/UC requirements in the spring of every year
- HHS has offered an average of 13 Advanced Placement courses in the last three years. More students are participating in this program every year; however, there is an underrepresentation of students in the Teaching Career Academy SLC and Media Entertainment Technology SLC
- HHS suspension data has been 0% in the last two years; however, student behavior and needs have to be met with timely support utilizing the school resources. The Schoolwide Positive Behavior Support Committee has created an alternative to suspension strategy to support students
- 76% Students feel safe on campus according to the report card. 95% of the faculty and staff stated that they feel safe

on campus. 80% of parents feel their child is safe on school grounds.	

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
The following timeline highlights how the various representative groups were involved in the process of refining the mission, vision, and schoolwide learner outcomes. Regularly scheduled meetings were utilized to ensure the work sessions were well attended. ● On February 4, 2014, the faculty and staff reviewed the final mission, vision and SLOs ● On February 18, 2014, faculty revised the vision and mission during a Home Group meeting as they provided suggestions and feedback to modify. ● On March 21, 2014, parents and community members revised the mission, vision and SLOs during Coffee with the Principal as they provided suggestions and feedback to modify. ● On April 7, 2014, leadership students revised the mission, vision and SLOs as they provided suggestions and feedback to modify. ● On April 23, 2014, classified staff revised the mission, vision and SLOs as they provided feedback and suggestions to modify. ● On February 28, March 5, 2014 a small committee of teachers revised the vision, mission and SLOs. ● On May 2, May 6 and May 8, 2014 the WASC Leadership Team finalized the revisions of the mission, vision and SLOs. ● On November 17, 2014 SBM approved the Vision, Mission and SLOs.	1. Agendas and sign-ins for faculty, classified staff, leadership students, parents and community members, and SBM meeting minutes where the Vision, Mission and SLOs were revised and approved.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
In order to help ensure that all stakeholders have the same knowledge and commitment to school organization, every classroom has been supplied with large posters that contain the school's Mission and Vision, as well as SLOs. The same Vision, Mission, and SLOs are included on teacher syllabi sent home to parents as well as electronically posted on the Hollywood High School website for all stakeholders to view. The Vision, Mission, and SLOs are part of the Single Plan for Student Achievement and drive our allocation of resources. During New Student Orientation meetings, the principal presents the SLOs, Vision and Mission to parents and families and during SLC meetings, teachers are asked to bring student samples that are representative of the SLOs and share them with other peers.	1. Course syllabi submitted by teachers at the beginning of the school year (room 407) 2. Posters in every classroom 3. Copy of the Single Plan for Student Achievement 4. New Student Presentation Handouts 5. SLC Agendas and students samples by SLC

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence
In the last three years, the principal has revisited the mission, vision and SLOs with the faculty as part of setting the tone and restate the focus for the year. After reviewing this premise, the principal presents relevant data that brings focus to the need to get every student college and career ready, particularly subgroups that are struggling. The mission and vision statements were revised last year in SLC meetings and faculty meetings as follows: ● On February 4, 2014, the faculty and staff reviewed the final mission, vision and SLOs ● On February 18, 2014, faculty revised the vision and mission during a Home Group meeting as they provided suggestions and feedback to modify.	1. Pupil Free Day presentations and agendas for the last three years 2. Worksheets from faculty committee that originally created the SLOs. 3. Agendas, sign ins for different stakeholders meeting when the mission, vision, and SLOs were revised

• On March 21, 2014, parents and community members revised the mission, vision and SLOs during Coffee with the Principal as they provided suggestions and feedback to modify. • On April 7, 2014, leadership students revised the mission, vision and SLOs as they provided suggestions and feedback to modify. • On April 23, 2014, classified staff revised the mission, vision and SLOs as they provided feedback and suggestions to modify. • On February 28, March 5, 2014 a small committee of teachers revised the vision, mission and SLOs. • On May 2, May 6 and May 8, 2014 the WASC Leadership Team finalized the revisions of the mission, vision and SLOs. • On November 17, 2014 SBM approved the vision. Vision, Mission and SLOs. The WASC Leadership Team revised the SLOs and these were presented to the faculty during SLC meetings. Teachers brought student work that represents how they are addressing these competencies.	

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Different stakeholders participated in the revision of the mission, vision and SLOs last year. The transition to Common Core State Standards, College Readiness Standards and the work of our Linked Learning Academies contributed to the contextualization of this process. The SLOs are more comprehensive and relevant than the previous ESLRs. HHS is committed to continue serving all students, particularly ELs and SWDs with the belief that every student has the innate desire to succeed and that a rigorous curriculum and effective instructional practice will result is success for all. Hollywood High School Staff has agreed to nine beliefs that drive our actions and dispositions: • All children want to learn and succeed. • Everybody has the innate desire to learn, discover, and apply. • If all teachers provide the tools to learn, students will	1. Agendas and Sign ins for the meetings when the vision, mission and SLOs were discussed 2. Vision, mission and SLOs are displayed in classrooms and offices 3. HHS Beliefs are posted on ww.hollywoodhighschool.net, 4. Agendas for Pupil Free Days 5. Presentations

achieve. ● All students are capable of making meaningful contributions to our society. ● The development of interdisciplinary inquiry skills is important. ● Comparing cultures and teaching tolerance are an integral part of a modern, global education. ● All stakeholders are invested in academic success. ● A meaningful curriculum makes the difference. ● Empowering students to believe that they have the ability to become successful participants in a global society is of the utmost importance.	

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The HHS critical learner needs include achievement in English Language Arts, mathematics, and graduation rate. These needs emphasize the responsibility to support all students in succeeding in these areas, with a special emphasis on English Learners and students with disabilities as they continue to show the lowest achievement among the different subgroups in these areas. Our commitment to the mission, vision and SLOs will keep us focused on the need to close the achievement gap for English Learners and students with disabilities, as they are not successfully accessing the core curriculum, specifically math and ELA. Their graduation rate is not improving as fast as the rest of the population. These elements are also aligned to our key strategy that is part of the Single Plan for Student Achievement as stated below: Increase students' mastery in *Common Core State English Language Arts Standards* to answer text-dependent questions and respond to complex text. *Students construct viable arguments using textual evidence.* Teachers will utilize quality and purpose of questions, discussion techniques and student participation, CCSS standards-based projects, activities and assignment and purposeful and productive instructional groups.	1. Data Summary in WASC Chapter One and Chapter Three 2. MyData 3. CDE-Data Quest 4. School Report Card 5. Schoolwide Positive Behavior Support Plan Committee Agendas and Sign ins for Discipline and Attendance 6. School Report Card 7. SPSA

A2. Governance Criterion

The governing board (a) has 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; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
School Site Council (SSC) Hollywood High School has a School Site Council that oversees the revision of the Single Plan for Student Achievement and relevant data to align funding to the plan. Categorical funding drives the instructional initiatives at the school and ensures that all funds are allocated to socioeconomically disadvantaged students, ELs and SWDs and any other group that is struggling in attaining mastery in math and ELA. School Site Council meets the third Thursday of the month after school (for at least seven meetings in September through May) and as needed. SSC has a composition of sixteen members: 50 % are school staff members including the principal, classroom teachers, one classified staff member and one out of classroom certificated staff member. The other 50% are parents, community members and students elected by parents and students respectively. This council represents both the Magnet and comprehensive schools. English Learner Advisory Committee (ELAC) Hollywood High School has an ELAC committee as required by our EL population. This committee provides written recommendations to the SSC regarding programs and services for EL students and the use of Economic Impact Aid–Limited English Proficient (EIA-LEP) carryover funding to support their academic needs; advises on the	1. SSC bylaws, orientation for officers, agendas, and sign-ins 2. SSC meetings are posted on the online calendar at the beginning of the school year. 3. www.hollywoodhighschool.net 4. SSC Flyers announcing orientation and election 5. SPSA 6. ELAC by laws, orientation for officers, agendas, and sign ins 7. ELAC meetings are posted on the online calendar at the beginning of the school year. 8. www.hollywoodhighschool.net 9. ELAC Flyers announcing orientation and election 10. SBM bylaws, agendas, sign-ins 11. SBM meetings are posted on the online school calendar at the beginning of the school year. www.hollywoodhighschool.net 12. Minutes are posted on the whiteboard in the main office

development of the SPSA; assists and reviews the Language Census (R-30); and advises on efforts to make parents aware of the importance of regular school attendance. ELAC meets the third Wednesday the month for at least 5 meetings a year and when needed. Half of the council is comprised of parents or legal guardians of ELs, while the other 50% are parents or legal guardians of non-ELs, and community members. <u>School-Based Management (SBM)</u> Hollywood High School has a school-based management team and promotes shared responsibility of all stakeholders. In 1989, when Article XXVII of the LAUSD/UTLA contract was negotiated, a shared decision making council was adapted at HHS to empower all members of the school community. This council is composed of elected members and oversees both the Magnet and the comprehensive school. SBM is responsible for overseeing the policies and procedures governing: ● staff development program- PD calendar for the following school year ● student discipline guide and code of student conduct ● schedule of school activities and events and special bell schedules (including those mandated by the Board of Education) ● Guidelines for use of school equipment SBM meets the first and third Monday of every month (September-May) and can meet as necessary Teachers and classified members for these committees are elected in the spring semester for the following year while students and parents are elected at the beginning of the school year.	13. SBM Flyer 14. ASB constitution supporting election of students

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The governing board's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the adequacy of the policies to support the school's vision, mission, and schoolwide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
School Site Council and English Learner Advisory Committee	1. Copy of SPSA

members work collaboratively on the Single Plan for Student Achievement. The LAUSD accountability system has changed in the last two years due to the adoption of Common Core State Standards and the CORE Waiver. As a result, the SPSA now has different components that a more closely aligned to the new system. Examples include: ● Academic Domain includes strategies and goals for a 100% graduation rate, achievement in math, ELA and English Learner programs, which include ELD and access to Common Core State Standards ● Culture and Climate Domain includes parent and community engagement ● Social Emotional Domain includes 100% attendance, suspension/expulsion and non-cognitive skills (TBD by LAUSD) The mission, vision and SLOs resonate with the college and career readiness goals and strategies that are outlined in the SPSA. Our three councils are committed to this alignment as they contributed and gave the final approval to these driving elements.	

Understanding the Role of the Governing Board

Indicator: The school community understands the governing board's role, including how parents can participate in the school's governance.

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance.*

Findings	Supporting Evidence
The school community is informed of the governing board's role through the school website, Blackboard Connect, orientation meetings, Coffee with the Principal, and written communication and letters sent home at the beginning and throughout the school year. The school report card and the LAUSD webpage for Hollywood High School inform community members about the school's performance, and there is a parent center, which is open daily with special hours in the evening and Saturdays for special meetings or events. The parents who are members of ELAC and SSC are essential stakeholders of both SBM and SSC. Information is sent to the parents over the summer. Parent and community orientation for the different committees (SSC, SBM, and ELAC) is conducted at the beginning of each school year. Parents are informed at Back to School night and PHBAO conference night.	1. Packets sent home at the beginning of the summer 2. Report Card 3. http://notebook.lausd.net/portal/page?_pageid=33,54194&_dad=ptl&_schema=PTL_EP 4. Packets sent to parents and parent letters about PHBAO, Back to School Night, open house and parent conferences

Governing Board's Involvement in Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the processes for involving the governing board in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
At the beginning of each school year, SSC, ELAC, and SBM review the vision, mission and SLOs and the importance of making decisions that are in support of these core elements. Last spring, the review and refinement of the school's vision, mission, and schoolwide learner outcomes were made by a small group of faculty and reviewed by faculty, parents, students, and classified staff at SLC, SSC, SBM, and ELAC meetings and finalized by the WASC Leadership Team. SSC and SBM are dedicated to facilitating the implementation of our mission, vision and SLOs by making decisions that promote career and workplace readiness. These decisions include professional development opportunities for the creation and implementation of a rigorous curriculum that is aligned to CCSS and provides support for ELs and SWDs. Another important issue addressed is safety and discipline to ensure a healthy and organized learning environment where parents and students feel welcome.	1. SSC minutes and agendas 2. SBM minutes and agendas 3. Agendas for these meetings where the vision, mission and SLOs were revised 4. SPSA - Academic Domain

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
SSC has open community meetings to get the input of all stakeholders. SSC officers receive training to ensure that they properly fulfill their roles and responsibilities. The SSC chairperson and principal share decisions of the SSC at faculty meetings, parent meetings, and Coffee with the Principal. During budget development, staff is informed about the importance of these meetings and is encouraged to attend. The agendas and minutes for SSC meetings are posted in the main office as well as the staff	1. SSC minutes and agendas 2. SBM minutes and agendas

lounge. Also, stakeholders are encouraged to make announcements and comment at the beginning of every meeting about issues that they considered important. SSC considers these comments and tables pertinent matters for further discussion. SBM meetings are open to all stakeholders. Comments and announcements can be made at the beginning of each meeting. Items are tabled as they pertain to the purview of this council. When important topics are going to be discussed such as bell schedules and Breakfast In the Classroom, the staff is informed during faculty meetings. Decisions are shared with staff during faculty meetings, and agendas and minutes are posted in the main office.	

Board's Evaluation/Monitoring Procedures

Indicator: 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.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.*

Findings	Supporting Evidence
The principal shares the SSC evaluation monitoring process with the faculty at the first meeting. Monthly faculty meetings contain updates and revisions. The SPSA evaluation is done every October to ensure that the utilization of resources was effective based on data. If changes are needed, the SSC will approve them. The SPSA update is done every November. After reviewing the data and evaluating the strategies/activities and expenditures, SSC presents and approves new expenditures that are needed to support the execution of the SPSA. The SSC Chair is responsible for the update of the SPSA and the follow up. Assurances and justifications are a key component to support the expenditures. The Federal and State Education Programs Offices ultimately monitor the compliance of the SPSA evaluation, updates and progress. Budget Adjustment Requests must be approved and justified by	1. Pupil Free Day Agenda and Presentations 2. Faculty Meeting Agendas 3. SPSA Evaluations/Title I Office 4. SPSA Updates/Title I Office 5. Budget Adjustment Requests (BARs) are filed in the main office and Title I Office.

SSC. ELAC advises SSC on decisions.	

Complaint and Conflict Resolution Procedures

Indicator: Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.

Findings	Supporting Evidence
LAUSD has a process called Williams Complaint Process whereby stakeholders can submit a complaint about a school. The school administration holds confidential meetings with parents who bring personnel complaints to school. Within the structure of SSC, ELAC, and SBM, a community member who is unhappy with an aspect of the school structure and operation may make a motion to change the way things are done and put it to a vote. LAUSD has an office that deals with mediation and the General Counsel and Office of Uniform Compliance. The AALA, UTLA and SEIU have contracts that outline the procedures for mediation and complaints. There is a separate process for students with disabilities and their parents. Copies of their rights are sent home and given at every IEP meeting. Copies are available in both English and Spanish. LAUSD has uniform complaint procedures and parents can complain directly to Board of Education members and Educational Services Center West.	1. LAUSD Student Handbook is sent home at the beginning of every year and contains: 2. Educational Equity Compliance Office 3. Employee Center 4. Equal Opportunity Section 5. Ethics Office 6. Complaint Response Unit 7. Evidence available in binders and indicated in every IEP 8. Williams Complaint Procedures is on classroom posters. 9. www.lausd.net

Conclusions

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The different stakeholders consistently receive information in a timely manner about how they can be involved in the SSC, SBM, and ELAC committees at Hollywood High School, and elections are carried out as legally determined by the Ed Code, LAUSD policy, and UTLA contract. All endeavors engaged in by the committees are driven by the mission, vision, and SLOs to prepare students for college and career. The roles and responsibilities of each committee	1. SSC, ELAC and SBM bylaws, minutes and agendas 2. Data presentations 3. SPSA 4. Williams Complaint Procedures

are clearly stated and executed. The analysis of data serves as the only guide to keep the members focused on students' needs and the possible ways of supporting them as delineated by the SPSA. Finally, as different perspectives are brought to the table, conflict resolution and complaint procedures are available and followed as expected by policy and in the spirit of collaboration.	

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The HHS critical learner needs are achievement in English Language Arts, mathematics, and graduation rate. These needs emphasize the responsibility to support all students in succeeding in these areas, with a special emphasis on English Learners and Students with Disabilities as they continue to show the lowest achievement among the different subgroups in these areas. By having different stakeholders participate in the councils, the principal and school community in general are held accountable for making sound decisions about student learning and support. SSC, ELAC, and SBM are in support of the mission, vision and SLOs as they make recommendations and decisions that support student learning as well as a professional and supportive learning environment. Parents of ELs are given the opportunity to be represented and make sound recommendations about allocation of resources. All of these councils are well versed and in agreement with the achievement data and the critical learner needs that we have identified. These councils value the parent and community members' opinions and feedback to improve the instructional program and overall educational experience of every student at Hollywood High School. There has been a concerted effort to get all stakeholders' perspectives in the revision and creation of the mission, vision and SLOs in order to get the commitment that is needed to support student success at Hollywood High School.	1. SSC by laws, minutes and agendas 2. ELAC by laws, minutes and agendas 3. SBM by laws, minutes and agendas 4. Agendas and sign-ins of groups participating in the revision of the mission, vision and SLOs 5. Data presentations during faculty, SSC, parent and ELAC meetings

A3. Leadership and Staff Criterion

Based on student achievement data, 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. 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.

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Supporting Evidence
School Site Council annually evaluates and reviews the Single Plan for Student Achievement to determine if the decisions and resources are allocated correctly or if they need to be changed. Findings are available to the public and highlights are shared at faculty meetings. The ELAC committee also reviews the SPSA evaluation and recommends approval or disapproval. SBM reviews the bylaws and passes motions that support the instructional program as well as the safety and orderly function of the school. For example, the Schoolwide Positive Behavior Support Plan (SWPBSP) was approved by SBM and SSC last year. The Schoolwide Positive Behavior Support Committee was formed two years ago and meets every other week to review important aspects of school attendance and discipline. This committee is also responsible for the revision and presentation of the HHS SWPBS plan. Staff, parents, and students are members of these committees. In addition, the New Media and Teaching Careers Academies have advisory boards that guide and advise curriculum, and provide work-based learning opportunities and teacher support in their given industry sectors.	1. SPSA copy 2. SPSA Evaluation 3. ELAC minutes 4. SBM bylaws, minutes and motions 5. SWPBSP Committee agendas and sign-ins (binder is in Dr. Brandy's Office, Room 407) 6. SWPBSP 7. Advisory Board binders are in: NMA: Ms. Nezu room 303A TCA: Ms. Bender room 213

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement 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.

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, schoolwide learner outcomes, and academic and career readiness standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
In the past, under No Child Left Behind (NCLB), schools were identified as "Program Improvement" or "At-risk of Improvement." Since that time, the California Office to Reform Education (CORE) Waiver determines classification for all Title 1 schools based on a new data-based accountability system. The 2014-16 SPSA has three main components that are aligned with the new CORE Waiver accountability, and the analysis of specific data as well as the development and execution of key strategies with respective actions/tasks are required by each component. ● Academic Domain: 100% graduation, ELA, math, ELD and Access to Core ● Culture and Climate Domain: Parent and Community Engagement ● Social/Emotional Domain: 100% Attendance, Suspension/expulsion and non-cognitive skills The SPSA is evaluated and updated annually to ensure that the allocations of resources and activities are effective. The principal shares student achievement data that are part of the SPSA several times during the school year during faculty, parent, ELAC, and SSC meetings to foster accountability and responsibility among all stakeholders.	1. SPSA 2. School Report Plan 3. Faculty Meeting Data Presentations 4. Parent, SSC, ELAC data Presentations

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement.

Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.*

Findings	Supporting Evidence
The SPSA Assurances and Justifications for Categorical funds are included in the SPSA. All expenditures are justified through alignment to the strategies, tasks, and activities in this plan. When the SPSA is evaluated and updated, the assurances and	1. SPSA Assurances and Justifications 2. Budget at a Glance for the last 2 years 3. SSC agendas and minutes

justifications must be reviewed and changed as needed. Every year, during the budget development cycle, a budget at a glance document is prepared to assist all stakeholders in deciding if the fiscal, time, personnel, materials, and resources are to be approved and how they will be budgeted according to the purpose of each program. All expenditures must support the implementation of CCSS, Career Readiness standards, ELA, math, graduation, ELD and Access to Core, attendance, discipline, and safety, as well as parent engagement activities/tasks as dictated by the SPSA.	that reflect budget development cycle

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Based on the review of the indicators, HHS has a commitment to meet the needs of every student by reviewing student achievement data consistently on an annual basis in collaboration with all stakeholders. The SPSA is evaluated and updated annually based on data analysis and evaluation.	1. SPSA 2. SPSA Evaluation/SPSA Update 3. SSC minutes and agendas 4. Budget at a Glance

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The HHS critical learner needs include achievement in English Language Arts, mathematics, and graduation rate. These needs emphasize the responsibility to support all students to succeed in these areas, with a special emphasis on English Learners and Students with Disabilities as they continue to show the lowest achievement among the different subgroups in these areas. By having a broad-based, collaborative planning process, HHS ensures that stakeholders are represented in SSC, ELAC, SBM and other committees that consistently review data and make decisions with regard to the allocation of resources. These decisions adhere to the SPSA promise to get all students college and career ready as academic support is provided to struggling subgroups.	1. SPSA 2. SSC agendas and minutes are all located in the SSC file drawer.

A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

Employment Policies and Practices

Indicator: The school has clear employment policies and practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

Findings	Supporting Evidence
Hollywood High School follows the LAUSD's policies and practices related to the qualification requirements of the staff. We adhere to all the laws of the state. In the last five years, LAUSD has experienced a financial crisis that led to the displacement and firing of hundreds of teachers due to the mandated increase in class size, especially at the high school level. As a result, we have to interview all candidates in displacement and re-hiring lists before we can hire a new candidate that is not or was not employed by the district. Hiring a fit candidate has become a lengthy and sometimes cumbersome process for the school. As a QEIA (Quality Education Investment Act) school, every teacher at Hollywood High School must be highly qualified. In the last six years, the Los Angeles County Office of Education and LAUSD audit all credentials of QEIA schools' teachers. The QEIA allocation can be lost if teachers are not highly qualified for the classes that they teach. As a result, we have been in compliance for the last six years. The principal meets with the QEIA Office twice a year to review credentials.	1. The detailed teacher application process for LAUSD can be found at **http://www.teachinla.com/** 2. QEIA requirements can be found at: **http://www.lacoe.edu/SchoolImprovement/QualityEducationInvestAct.aspx**

Qualifications of Staff

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

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction based on staff background, training and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.*

Findings	Supporting Evidence
Staff members are hired by the administrative team. SLC leads for TCA and MET small learning communities as well as the Special Education Department Chair have participated in the interview process in this past year when hiring teachers for their programs. Other highly qualified requirements include that teachers assigned to teach EL classes have completed the training provided by the district. Teachers assigned to teach Advanced Placement courses have completed the respective training. Additionally, SAS teachers are required to complete 15 hours a year of training to support the gifted and talented students. HHS teachers who are part of the Linked Learning Academies have completed additional hours of training and coaching over the past three years by the Center for Powerful Public Schools, the LAUSD Linked Learning Office, ConnectEd, The California Center for College and Career, and Stanford Center for Opportunity Policy in Education (SCOPE). All ELA teachers at HHS were trained and certified in the ERWC (Expository Reading and Writing Course) developed by the CSU system. Offering this course at HHS is part of a plan to have all 12th grade students better prepared for entry level college English classes. The ERWC is a skill-based course that would benefit any senior student. If a student scores conditional in the EAP and passes ERWC with a grade of C or better, they will place directly into college level English.	1. LTEL Training certification (Certification is in Title I Office with Mr. Hermosillo) 2. AP training certification for teachers teaching AP 3. SAS teacher certification (Both lists are in the College Center with College Counselor, Ms. Brown) 5. Linked Learning-specific trainings - TCA: Kelly Bender, room 213 NMA: Ali Nezu, room 303A 6. CAPP Grant

Maximum Use of Staff Expertise

Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities including any type of online instruction.*

Findings	Supporting Evidence
In the spring semester of every year, the faculty members are given a preference form to select the courses that they would like to teach the following school year. The department chairs and SLC leads meet with the principal and/or APSCS in charge of the master schedule. A tentative matrix and teaching lines are distributed	1. Teacher Preference Forms in room 407 2. Matrix reflecting SLC and department assignments 3. LTEL Training certification

before the end of the school year. These are subject to modifications due to changes in student programs right before the beginning of the school year. Orientation is done during the pupil free day of every year. The process is determined by agreement between LAUSD and UTLA. Teachers assigned to teach EL classes have completed the training provided by the district, and teachers assigned to instruct Advanced Placement courses have completed their respective training. Additionally, SAS teachers are required to complete 15 hours a year of training to support the gifted and talented students. HHS teachers who are part of the Linked Learning Academies have completed additional hours of training and coaching in the past three years by the Center for Powerful Public Schools, the LAUSD Linked Learning Office and ConnectEd The California Center for College and Career, and Stanford Center for Opportunity Policy in Education (SCOPE). All ELA teachers at HHS were trained and certified in the ERWC (Expository Reading and Writing Course) developed by CSU and now offered at HHS as part of the plan to have all 12th grade students be better prepared to enter college level English.	(Certification is in Title I Office with Mr. Hermosillo) 4. AP training certification for teachers teaching AP 5. SAS teacher certification (Both lists are in the College Center with College Counselor, Ms. Brown) 6. Linked Learning-specific trainings TCA: Kelly Bender, room 213 NMA: Ali Nezu, room 303A 7. CAPP Grant

Defining and Understanding Practices/Relationships

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

Prompt: *Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
The principal creates and shares a chart with administrative roles and responsibilities at the beginning of each school year. This list includes the different operational and instructional areas that each administrator oversees. During pupil free day at the beginning of the school year, the principal shares this chart with the staff and reminds them that they need to bring concerns and questions to the respective administrator according to their assignment. Each administrator oversees a department(s), a small learning community	1. Administrative Roles and Responsibilities charts for the last three years 2. Support Staff Chart 3. Faculty Handbook can be found at 4. www.hollywoodhighschool.net 5. Faculty Packets shared at the

and a council and parent group. A chart for support staff and instructional staff is also shared with the faculty. The staff handbook is published on the Hollywood High School website. This link has written policies about attendance, safety procedures, LAUSD policy, and other information that contributes to the organized functioning of the school. On Pupil Free Days, the principal shares a faculty packet with policies, procedures, and other important information. Moreover, the documents and information are updated monthly at faculty meetings and in an email from the principal with pertinent reminders at the beginning of each month. The Administration Certification is completed twice a year at HHS as required by LAUSD Office of Operations. This certification includes topics such as: Child Abuse Training, Internet Safety, Non Discrimination and Sexual Harassment, Social Media Policy, Bullying and Hazing, Ethics Policies, Injury and Illness Prevention, Williams Valenzuela Complaints, SWPBSP, Staff Attendance, etc.	beginning of the school year 6. Faculty Meeting Agendas and Principal emails 7. Faculty Packets shared at the beginning of the school year. 8. Certification can be found in the Principal's Portal in the LAUSD website 9. Pupil Free Day Agenda

Internal Communication and Planning

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

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
LAUSD Email: Hollywood High School uses email as the primary mode of communication. All employees are expected to open their LAUSD account daily and read messages. The principal sends reminders about activities and events that will take place each month. The administrative team sends out weekly reminders as needed about other upcoming meetings or procedures. LAUSD Superintendent communicates directly with employees sending emails with reminders or last minutes developments. Another important source of communication is the whiteboard in the Main Office, which is updated daily to include important information such as the weekly schedule of meetings and events. This board is located next to the sign-in cards to facilitate visibility. Furthermore, the HHS website has an up-to-date calendar that is revised daily and updated by the administrative team. Teachers, parents, and students have access to this calendar, which contains events,	1. Emails from Principal and administrative team 2. Whiteboard in the Main Office 3. www.hollywoodhighschool.net 4. Faculty Meeting Agendas 5. PA announcements are submitted online- Mr. Dovlatian has a few samples. 6. Blackboard Connect www.blackboardconnect.com www.forteacher.blackboardconnect.com 7. SLC and Department Agendas and sign-ins are filed in binders located in room 407 8. SMB, SSC, ELAC agendas are

meetings, deadlines, etc. This website also has a news and announcements section that is updated consistently. The principal holds faculty meetings every month, and the first item on the agenda is to review the important upcoming events. This is also a time when the faculty is given reminders about procedures and policies that need special attention at a given time. The HHS marquee located on Highland Avenue and Sunset Boulevard displays all the calendar events and activities to keep our students, families, and community informed about happenings at HHS. Mail, memos, and other important notices are shared with teachers via teacher mailboxes in the main office. Many classified staff members also have mailboxes. If they do not, information is placed in their sign in cards. Three times a week, public announcements are made during Breakfast in the Classroom using the PA system. These announcements keep students and staff current on latest developments and activities that are taking place on campus. The administration and some teachers at HHS alert parents and staff about important activities, testing, and meetings using the electronic Blackboard Connect system. LAUSD alerts parents and staff about major developments, surveys, and tests using this system. Some teachers use the Blackboard Connect to contact parents and send messages about important deadlines or projects. SLC and Department Meetings are utilized to disseminate pertinent announcements about Senior Projects, parent conferences, and department orders, as well as other content area specific information. Every SBM, SSC, and ELAC meeting has a section of time allotted for principal's updates, and the principal uses this time to remind members of important updates, developments, or upcoming events. When the principal receives emails or phone calls from staff, parents, or students with concerns that require conflict resolution, she arranges for a meeting first to gather more information and then mediates follow-up meetings until issues are resolved. If any stakeholder is not satisfied with the result of the mediation, they are given the contact information for Educational Service Center West so they can take their concern above the principal. When concerns	in binders in room 407 9. ESC WEST Website http://achieve.lausd.net/west 10. Cheryl Hildreth- Superintendent of Instruction 11. Jan Davis- Administrator of Operations 12. UTLA Contract http://www.utla.net/ 13. Office of Staff relations/LAUSD Policy http://achieve.lausd.net/staffrelations

are brought up during faculty meeting, the principal addresses them and decides which council will have to follow up on the resolution of the issue. If a staff member is facing disciplinary actions, the UTLA Chapter Chair and two administrators will hold an initial meeting as stipulated by the union contract and LAUSD policy. If a staff member files a grievance against the principal, the UTLA Chapter Chair will provide this employee with resources and guidance as stipulated by the UTLA contract. The principal will follow the direction from LAUSD Office of Staff Relations.	

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
There are a number of committees and groups at HHS who share the goal of involving staff to foster responsibility and accountability for student learning. These groups include: ● The Senior Project Committee, comprised of 12th grade ELA teachers and SLC leads, who meet during the first semester to bring consistency to the Senior Project. During these meetings, teachers work on a timeline for the different components of this project, refine the schoolwide rubric, and plan logistics of the day of the presentations with community judges. ● The Advanced Placement Committee is made up of administrators, counselors, teachers, students, and parents, and meets before the end of the fall to discuss ways to improve access and success to more HHS students in the	1. Senior Project Committee agendas and binder are located in the room 407 2. AP Committee agendas and binder are located in the college center room 413 3. SLC Agendas and binders are in room 407 4. Department and Core Content Areas PLCs Agendas and binders with student lesson study cycles and peer observations are in room 407 5. IICC Agendas are in room 407 6. Chapter I Data Analysis

AP program.

- The role of the small learning communities (SLCs) is to improve student learning and mastery of CCSS and SLOs from an inter-disciplinary focus, while developing a personalized environment for student success. The expectations for SLCs are:
    - Interdisciplinary collaboration and planning that supports student learning and engagement in the SLC design,
    - Aligning units, lessons, projects, etc. to the Schoolwide Learner Outcomes (SLOs) and SLC Graduate Profile,
    - Sharing of best practices during meetings and conducting peer observations of techniques that can be implemented across curricular areas such as discussion techniques and student participation, quality and purpose of questions, CCSS-based projects, activities and assignment, and purposeful/productive instructional groups,
    - Promoting student success and engagement by data analysis (formative and summative assessments) to plan and implement interventions for at-risk students.

  Agendas, evaluations, student intervention plans, samples of best practices, peer observations forms will be collected as evidence.

- The department-based Professional Learning Communities (PLCs) work to improve student learning and mastery of CCSS from a subject-specific lens, working on the three critical learner needs: ELA, math, and graduation for all students, students with disabilities (SWDs), and English Learners (ELs). The expectations of the PLCs include:
    - regularly collaborating with course-alike groups to discuss improvement of student learning and mastery of CCSS in their classes,
    - Engaging in lesson study cycles, sharing best practices, observing one another, and looking at student work to determine effectiveness. Best practices include discussion techniques and student participation, quality and purpose of questions, CCSS-based projects, activities and assignment through participation in purposeful and productive instructional groups. At the end of each cycle,

samples of student work, LASW protocol forms, peer observations forms will be collected.
    - The PLC facilitators support the progress and development of the PLC and collect evidence of each lesson study cycle in the assigned PLC.

- Intercoordinated Instructional Council (IICC) facilitates and guides improvement of instruction and learning based on student achievement. This group monitors the implementation of CCSS at HHS. The IICC contributes to the development of collaborative and collegial cultures where practice can improve systematically. Their expectations include:
    - Deepening its knowledge and understanding of the content of the CCSS and required instructional shifts
    - Growth of skills in areas such as leading change efforts, planning agendas, facilitating PLC/SLC meetings, uses qualitative and quantitative data and using metrics to monitor CCSS implementation.
    - Developing an implementation plan that integrates the CCSS into other school plans
    - Professional Reading: The Common Core Companion: The Standards Decoded by Jim Burke
    - CCSS Implementation, Critical Learner Needs, WASC, SPSA, PLC, LASW Protocols

Evidence and examples of the effectiveness of this work that has been in place over the past two years is highlighted by relevant data that indicates improvement of student learning.

The CDE graduation rate for HHS shows significant improvement over the last three years, going from 80% in 2011-12 to 87.2% in 2013-14. Consequently, the dropout rate has decreased by 10 percentage points since 2010-11.

The LAUSD four-year cohort graduation rate uses a unique student identifier to determine first time 9th graders, then tracks individual students to determine which students graduated four years later. Students who transferred to other schools and re-enrolled are subtracted from the cohort and students who transferred in are added to the cohorts. At the end of four years, the graduation rate includes the number of students as first time 9th graders and the numbers of students who received a diploma. At HHS there has been a steady increase of this cohort of students from 65.7% to

78.9% in the last three years.

One factor related to college readiness is the number of students who are on track for graduation by successfully completing A-G coursework. The percentage of students of Class of 2017 who made progress towards four-year graduation increased by 8 percentage point in 2013-14 from 60.8% to 69.1%. The eleventh and twelfth grade classes that increased by 16.2 and 21 points respectively experienced a more significant improvement.

Hollywood High School's passage and proficiency rates for both English Language Arts and mathematics CAHSEE have seen a steady improvement over the last four years; however, there was a small drop in passing rates and proficient rates for math and ELA in 2013-14. There has been a steady improvement in the passing rate for tenth, eleventh and twelfth graders. In fact, all three grade levels reached the highest percentages of students passing last year.

The Hollywood High School attendance trend continues to increase. In the past three years, the attendance has been of 96% throughout the year. Also, the LAUSD attendance rate is defined as by the percentage of enrolled students with an attendance rate greater than or equal to 96% among all students enrolled at the end of the school year. Student attendance rates are the percentage of days that a student attends school (at least one period of the day) among the total number of days they are enrolled in the district . Seventy-one percent of students at HHS have a 96% or higher attendance rate in 2013-14, fourteen percent point higher than in 2010-11.

Suspensions at Hollywood High School have significantly decreased from 2011 to 2013, with the greatest number occurring at the ninth grade level and the lowest amount at the eleventh grade. Possible explanations and basis for further analysis include the relative immaturity level of incoming ninth grade students and their lack of familiarity with Hollywood High School behavioral expectations. In 2013-14, the suspension rate a HHS was zero percent. The school assesses its program and its impact on student learning with respect to the understanding that *Alternatives to Suspension* is the new pathway for educational success. With regard to "*Building a Culture of Respect*," Hollywood High School has accepted the realization that school suspensions are clearly not the wave of the future. Here at Hollywood High, we have adopted a system of addressing student issues that begins with *Problem solving/contracting* as a viable alternative. Negotiation and problem

solving approaches can be used to assist students in identifying alternative behavior choices. The next step would involve developing a contract that reminds the student to engage in a problem-solving process. *Restitution.* In-kind restitution rather than financial restitution (which usually falls on the parent) permits the student to help to restore or improve the school environment either by directly addressing the problems caused by the student's behavior (e.g., in cases of vandalism students can work to repair things they damaged), or by having the student improve the school environment more broadly (e.g., picking up trash, washing lockers). The third part of this initiative uses *workshops, mini-courses or skill modules* to provide education and training for students and families to adopt replacement behaviors. Even though we have made improvements in several areas, the HHS staff is aware that we still have the responsibility to support subgroups who continue experiencing the achievement gap such as English Learners and students with disabilities.	

Evaluation of Existing Processes

Indicator: 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.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
The administrative team, department chairs, coordinators and SLC lead teachers meet monthly at IICC meetings to review existing data and processes to support the implementation of CCSS. During these meetings, IICC members discuss the instructional focus and implementation of PLCs and SLCs to support student learning. They also meet during the summer to determine the effectiveness and next steps for their respective communities. There are evaluations for every SLC, PLC, and department meeting that take place during the school year.	1. ICC, SLC, PLC and department meeting agendas

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The HHS staff is highly qualified and engages in professional development opportunities to strengthen their practice. In PLC and SLC meetings, faculty also collaborates in finding ways to support students who are struggling to successfully meet the standards of their courses. During these meetings, the teachers share best practice as they embark on the implementation of CCSS and Career Readiness Standards. Some staff members also participate in committees that address specific programs and benchmarks for student success and preparation for post-secondary education and life.	1. IICC, SLC and PLC binders are located in room 407

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
By hiring and allocating resources to support the development of highly qualified teachers, HHS is more equipped to address successful student learning of CCSS and College and Career Readiness Standards. Special attention has to be given to subgroups that have historically struggled, specifically English Learners and students with disabilities.	1. ICC, SLC, and department meeting agendas

A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Support of Professional Development

Indicator: 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.

Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
HHS teachers and staff receive the professional Development calendar approved by SBM before the end of every school year so they can plan accordingly. There are 22 PD meetings during the school day every year. <u>Small Learning Communities (SLC)</u> **Purpose:** To improve student learning and mastery of CCSS and SLOs from an inter-disciplinary focus, while developing a personalized environment for student success. **Expectations:** ● Interdisciplinary collaboration and planning that support student learning and engagement in the SLC design ● Aligning units, lessons, projects, etc. to the Schoolwide Learner Outcomes (SLOs) and SLC Graduate Profile. ● Sharing of best practices during meetings and peer observations that can be implemented across curricular areas such as discussion techniques and student participation, quality and purpose of questions, CCSS-based projects, activities and assignments, and purposeful/productive instructional groups. ● Promoting student success and engagement by data analysis (formative and summative assessments) to plan and implement interventions for at-risk students ● Agendas, evaluations, student Intervention plans, samples of best practices, peer observations forms will be collected as evidence. Even though there are only four department PD sessions during the	1. PD Calendar for the last three years 2. Binders with SLC agendas, sign-ins, handouts, and evaluations are located in room 407 3. Department agendas, sign-ins, and evaluations are in room 407 4. PLC binders by content areas are located in room 407 5. LTEL Training certification (Certification is in Title I Office with Mr. Hermosillo) 6. AP training certification for teachers teaching AP 7. SAS teacher certification (Both lists are in the College Center with College Counselor, Ms. Brown) 8. Linked Learning-specific trainings TCA: Kelly Bender, room 213 NMA: Ali Nezu, room 303A 9. SSC Agendas and Categorical Budgets are in room 407 10. CORE Waiver PD Budget 11. ESC West

school day, core content areas' PLC meetings happen before or after school, and the CAPP grant and CCSS funds pay for stipends for participating teachers.

Department/ Professional learning Communities (PLC)
Purpose: To improve student learning and mastery of CCSS from a subject-specific lens, working on the three critical learner needs: ELA, Math, and graduation for all students, students with disabilities (SWDs), and English Learners (ELs).
Expectations:

- To regularly engage and collaborate with course-alike groups to discuss improvement of student learning and mastery of CCSS in their classes.
- Every PLC member engages in lesson study cycles, sharing best practices, observing one another and looking at student work to determine effectiveness. Best practices include discussion techniques and student participation, quality and purpose of questions, CCSS-based projects, activities and assignments, and purposeful/productive instructional groups.
- At the end of each cycle, samples of student work, LASW protocol forms, peer observations forms will be collected.

PLC Facilitators: support the progress/development of a PLC and collect evidence of each lesson study cycle in the assigned PLC.

Teachers assigned to teach EL classes have completed the training provided by the district. Likewise, teachers assigned to teach Advanced Placement courses have completed their respective training. Additionally, SAS teachers are required to complete 15 hours a year of training to support the gifted and talented students.

HHS teachers who are part of the Linked Learning Academies have completed numerous hours of training and coaching over the past three years by the Center for Powerful Public Schools, the LAUSD Linked Learning Office, ConnectEd ,The California Center for College and Career, and Stanford Center for Opportunity Policy in Education (SCOPE).

SSC approved funding for instructional contract services in the last two summers to have the Center for Powerful Public Schools facilitate three day trainings about the alignment of Project-Based Learning, CCSS and performance tasks. An average of 40 teachers have attended the last two summers.

Special education teachers have received an allocation for PD in the last two years as part of the new CORE Waiver accountability system in order to close the achievement gap for students with disabilities at HHS. Unlike other allocations, this fund is managed by ESC West.	

Supervision and Evaluation

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

Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
In an effort to determine the effectiveness of the different PD opportunities provided and funded by HHS, feedback forms are completed by every participant. In monthly IICC meetings, teacher leaders and coordinators share concerns and provide input about the SLC, department and PLC meetings that are taking place. Administrators visit classrooms regularly and provide feedback to teachers and/ or share trends during faculty meeting and IICC meetings. The administrators use the Teacher Growth and Development Cycle (TGDC) for evaluation purposes. Last year, 10 teachers were evaluated. This year there are 15 teachers participating in this process.	1. SLC, Department, Summer Institutes evaluations and sign ins are located in room 407 2. IICC meeting agendas 3. Observations and evaluations by administration 4. TGDC platform https://lausd.truenorthlogic.com

Measurable Effect of Professional Development

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

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
In an effort to determine the effectiveness of the different PD opportunities provided and funded by HHS, feedback forms are	1. SLC, Department, Summer Institutes evaluations and sign

completed by every participant. In monthly IICC meetings, teacher leaders and coordinators share concerns and provide input about the SLC, department and PLC meetings that are taking place. In April 2014, ICC approved the Looking at Student Work (LASW) protocol and the peer observation forms as the means to monitor the implementation of CCSS, SLOs and the different key strategies. IICC members were the first ones to use these forms in the spring, and this year, the rest of the faculty is expected to observe a peer within their department during one conference period in lieu of a faculty meeting a month. Students on the alternative curriculum are currently not included in CCSS. The CBI and MRM program are currently collaborating in appropriate mathematics performance based lessons.	ins are located in room 407 2. IICC meeting agendas 3. LASW forms and peer observation forms are in PLC binders by content area 4. Lesson Study Cycles for Departments 5. PLC Assignment by Departments

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Teachers participate in ongoing research-based professional development during the school year. The collaboration and learning that happens during PLC, SLC and department time has led to various groups of teachers taking new educational initiatives in their classrooms. Once the new results of the Smarter Balanced Assessment are available, they will be the key indicator of success in transitioning to CCSS. We are currently using the CAHSEE, EAP, PSAT, AccuPlacer and CELDT assessments to help inform progress and future professional development.	1. SLC, Department, Summer Institutes evaluations and sign ins are located in room 407 2. IICC meeting agendas 3. LASW forms and peer observation forms are in PLC binders by content area 4. Lesson Study Cycles for Departments 5. PLC Assignment by Departments 6. Student Intervention Plans by SLC at every grading period 7. PSAT and EAP Counselors' meetings 8. CAHSEE and CELDT Pupil Free Day and Faculty meetings

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
All professional development opportunities are aligned with the SPSA. PD is intended to support students in mastery of CCSS and College and Career Readiness. All of the Core Waiver funds have been used to specifically support the special education department in designing a professional development plan that addressed the needs of SWDs. The English and math department meeting agendas reflect a clear school focus on supporting improvement among SWDs and ELs.	1. SLC, Department, PLC binders are in room 407

A6. Resources Criterion

The human, material, physical, and financial resources are 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.

Allocation Decisions

Indicator: 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.

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
School resources are generated by the general fund (ADA) and categorical funds. The decision about allocations of resources are aligned with the vision, mission, and SLOs and the commitment to get every HHS student college and career ready. The SPSA includes assurances and justifications for every expense. SSC, with the advice of ELAC, discusses and approves the tasks and strategies in direct relation with the proposed expenses. SSC must approve any changes in purchases and movement of funds in different budget lines. The principal takes into consideration the goals and key strategies outlined in the SPSA as well as, the student achievement data that demonstrates areas of concern in order to create an instructionally sound budget with general funds (ADA), which are at her discretion. The Local Control Funding Formula (LCFF) is one of the biggest changes in school funding in recent decades. California's 2013-14 Budget Act approved a new state school finance system that greatly simplifies the way schools are funded in California. This new method is known as the LCFF and represents a major shift in how California school districts were previously funded. The goal of the Hollywood High School LCFF is to serve low-income students, English Learners and foster youth. The College Counselor, Parent	1. ELAC and SSC Agendas and minutes. 2. SPSA

Representative and part-time Targeted Student Population Coordinator were purchased with this fund.	

Practices

Indicator: 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.)

Prompt: *Evaluate the effectiveness of the school's processes 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.)*

Findings	Supporting Evidence
Every spring, the budget development process starts for the subsequent school year. The Principal receives information from the LAUSD Office of Budget and Financial Planning with a timeline and directions on how to prepare the documents and most importantly, how to engage the ELAC and SSC committees in this process. The Federal and State Education Programs Office guides and monitors all categorical funds in the budget. The Fiscal Specialist for HHS meets with the Principal during this time to clarify concerns and ensure that they budget is done correctly and following LAUSD, State and Federal guidelines. The budget proposal is presented and discussed during SSC meetings as long as it is necessary, and then approved by this body.	1. Budget Handbook can be found at http://achieve.lausd.net/Page/1327 2. HHS Budgets for the last three years are in binders in the Principal's Office. 3. SSC minutes reflecting budget development period are in room 402 Mr. Hermosillo

Facilities

Indicator: 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.

Prompt: *Specifically, to what extent do the facilities support the school's vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?*

Findings	Supporting Evidence
Every year the school facilities are inspected by the Los Angeles County Office of Education as part of the QEIA accountability for	1. LACOE Inspection Results for the last two years

HHS. We received a score of 91.11% indicating facilities are in Good Condition over the last three years. The inspection includes: windows, doors, gates, fences, interior surfaces, fire safety, electrical, restrooms, overall cleanliness spent on custodial over time, specifically for classrooms. The LAUSD Maintenance and Operations also inspects the facilities at least once a year, and they send requests for problems that need to be fixed. The Plant Manager keeps records of all the trouble calls during the school year, and the principal receives alerts when the problems have been fixed. Every year, LAUSD allocates funds for maintenance supplies and overtime ($12,000 per year); these funds are not sufficient for the proper maintenance of a comprehensive high school. For instance, the school spends $12,000 a year in toilet paper and paper towels alone. Therefore, donations are used to compensate for the lack of supplies and overtime. Also, ELAC and SSC allocate small amount of money for custodial overtime to attend to parent meetings, professional development, or events that take place during the school year. We currently have two custodians and two restroom attendants during the school day and five custodians at night. On October 16, 2014, HHS moved forward with the implementation of Breakfast in the Classroom. HHS receives reimbursement, 20 cents per meal, when 40% of the students consume the meals on a daily basis. The principal made the decision to use this reimbursement for custodial overtime to clean the classrooms on Saturdays beginning October 18, 2014. This costs $400 a month. In spite of the limited resources and number of custodians, HHS facilities are kept clean, safe, functional, and are well maintained. A significant reduction in graffiti can be attributed to the diligence of our maintenance worker who covers it promptly.	2. M&O Inspection Results and Trouble Calls Log 3. General Fund and SSC budgets, are in room 407. 4. BIC Classroom Maintenance Saturday Rotation Schedule

Instructional Materials and Equipment

Indicator: 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.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and*

software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

Findings	Supporting Evidence
In October 2012-13, SBM approved the allocation of copies for each teacher (1,100 copies a month). The allocation has made it possible for the school to maintain the lease agreements with the copy machine vendor and avoid overages in the last three years. SBM also approved the allocation of copies allotted to every support staff member and office. Even though this allocation does not seem enough for most staff members, it is the maximum allocation that can be made with the additional cost of paper and toner. Every department receives $400 a year to purchase materials and supplies. The general fund and donations are used to purchase general supplies for teachers and offices first, and if funding permits, additional instructional materials are ordered. Budgetary restrictions have seriously decreased the resources needed to purchase new technology. The lack of newer equipment and hardware made available to students over the last seven years is an area of concern. The administration shares the sentiment that this factor places our students in a disadvantage as we are trying to promote 21st Century Skills. Most teachers have a laptop, document reader and LCD projector in their classrooms. There are six laptop carts that circulate among teachers. These laptop carts were purchased seven years ago. Additionally, there is a basic computer lab and a laptop cart in the library. The math lab was built five years ago and it is in need of updating but it is currently in working condition. This is the classroom for the math teacher who instructs the math support classes. The Teaching Career Academy has a basic computer lab that SSC approved two years ago to enhance their design. In order to provide additional resources for English Learners, the ELAC and SSC approved the building of a computer lab and acquisition of a laptop cart six years ago. Counselors and Office technicians received new desktops to be able	1. SBM Agenda and Minutes for the October 2012 meeting 2. Memos for Department Chairs about allocations for supplies and materials 3. HHS Technology and Equipment Inventory 4. SSC Agendas and Minutes SY 2012-13 5. SSC Update SY 2014-15 6. Perkins Grant Applications can be found in room 411 with Mr. Dovlatian 7. All grant applications submitted by NMA are located in room 303A with Ms. Nezu

to meet the demands of the new LAUSD MiSiS (My Integrated Student Information System) as they enroll, schedule and upgrade records.

SSC is considering a motion to purchase a laptop cart, printer/scanner, and projector for the College Center to support student access to career exploration, SAT/ACT test prep, and the college application process.

SSC is considering the purchase of two laptop carts this year: a Mac cart with 30 laptops at a cost of $60,000 or a PC cart with 30 computer at a cost of $40,000. A new lab for the library and TCA as well as 30 new PC laptops will be proposed purchases with the extra QEIA funds.

LAUSD has reached a settlement with Microsoft that has made funds available to many LAUSD schools for equipment and software purchases. The allocation for HHS is $29,000 and will be used to purchase 28 new PC laptops for teachers. Unfortunately, we do not have enough for all teachers this year.

There have been successful teacher-initiated efforts to submit applications for technology grants:
Recently, our three ROP teachers submitted an application for the Perkins Grant. As a result:

- One laptop cart was added to the stage production program in the Performing Arts Magnet
- One laptop cart will be added to the child development program and in Teaching Career Academy
- Eleven new computers were added to the video production program as part of the upgrade plan for the New Media Academy infrastructure.

The New Media Academy have submitted four grant applications in the last four years (California Partnership Academy, Perkins, Linked Learning CCPT, and HI Tech LA with LACC), and they have been able to start the upgrade of their video production lab, acquire two laptop carts, two iPad carts, as well as purchase and maintain the video production equipment, software and supplies.

Well-Qualified Staff

Indicator: 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.

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college career preparation programs are in place.*

Findings	Supporting Evidence
Teachers assigned to teach EL classes have completed the training provided by the district. Teachers assigned to teach Advanced Placement courses have completed respective trainings offered twice a year by LAUSD and UCLA. SAS teachers are required to complete 15 hours a year of training to support the gifted and talented students offered by the LAUSD Gifted and Talented Office. HHS teachers who are part of the Linked Learning Academies have completed several hours of training and coaching in the past three years by the Center for Powerful Public Schools, the LAUSD Linked Learning Office and ConnectEd The California Center for College and Career, and Stanford Center for Opportunity Policy in Education (SCOPE) SSC approved funding for instructional contract services in the last two summers to have the Center for Powerful Public Schools facilitate three-day trainings about the alignment of project-based learning, CCSS and performance tasks. An average of 40 teachers have attended the last two summers. The full-time College Counselor position was purchased using the LCFF this school year as a way to support all students at HHS and have a person who is perhaps the most knowledgeable and committed professional in ESC West. This person keeps the faculty and administration current about best practices and possible decisions to ensure every HHS student is in a competitive position when they graduate.	1. LTEL Training certification 2. (Certification is in Title I Office with Mr. Hermosillo) 3. AP training certification for teachers teaching AP and SAS teacher certification (Both lists are in the College Center with College Counselors- Ms. Brown) 4. Linked Learning-specific trainings 5. TCA Kelly Bender room 213 6. NMA Ali Nezu room 303B 7. SSC budget (SY 2013-14 and 2014-16).

Long-Range Planning

Indicator: 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.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
Hollywood High School has long-range goals of becoming one of the most competitive schools in LAUSD: ● Increase students' mastery in ELA Common Core State Standards ● Increase students' mastery of math Common Core State Standards ● ELs achieve at the same rate as the rest of the student population ● SWDs achieve at the same rate as the rest of the student population ● All students graduate on time ● All students attend school on a daily basis ● Implement a successful alternative to suspension plan ● Increase parent engagement One of the midterm goals is to open two Magnet Centers in order to expand the Linked Learning design in the TCA and NMA programs. HHS also would like to expand the work-based learning opportunities for the SAS and PAM students. We want to strengthen the articulation with the Los Angeles City College and California State University Los Angeles and our feeder middle schools. Along with LAUSD, HHS will continue supporting all of its students in being college and career ready, particularly ELs and students with disabilities. These goals are discussed and refined during SSC, SBM, IICC, parent, faculty, SLC and PLC meetings.	1. SPSA Goals for each domain 2. World Languages and Communication Technology Magnet Proposals 3. LACC and CSU Partnership-CAPP Grant

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The limited resources that the school receives every year during budget development have been devoted to support the school facilities, instructional materials, technology, and equipment. The administration and staff understand the need to continue exploring business partnerships, grant writing, and donations as a way to meet our mid- and long-term goals.	1. Categorical Budgets 2. ELAC, SSC, SBM, ICC, SLC, faculty, department meetings agendas and minutes are available.

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The limited allocation of resources that the school receives every year requires an extraordinary amount of careful planning on the part of the administration and SSC in order to provide for the basic needs that students and staff members have as they embark on the implementation of CCSS and College and Career Readiness. It is clear that we need: ● more teachers ● more custodians and maintenance supplies ● more office technicians ● more technology, instructional materials, general supplies ● more funds for professional development HHS staff and administration are committed to continually creating ways to make ends meet with the hope that the LAUSD budget will experience a healthier boost in the near future and benefit us.	1. ELAC, SSC, SBM, ICC, SLC, faculty, department meetings agendas and minutes are available. 2. Categorical Budgets

WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

The HHS administration, SSC and SBM support the vision, mission and Student Learner Outcomes which are clearly based on student need and represent our school's purpose and beliefs. The SSC has policies and bylaws aligned with the school's purpose. Furthermore, the SSC delegates the implementation of these policies to the staff, monitors the results, and approves the SPSA. The SSC evaluated and refined the SPSA in order to make strategic decisions that are based on student progress and the impact of allocation of resources. All SSC decisions are aligned with the mission, vision and SLOs as stipulated in the SPSA, and HHS offers on-going professional development to support highly qualified staff.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

HHS will continue to pursue business partnerships, teacher- or SLC-initiated grant writing, and donations to supplement the lack of resources for facilities, technology, CCSS aligned instructional materials, and general supplies. The staff and administration will monitor and evaluate the professional development opportunities and measure the impact of PD opportunities on student learning, both qualitatively and quantitatively. HHS will support teachers to determine how the physical education and elective departments can support the implementation of CCSS. Students participating in alternative curriculum need to have updated performance assessment lessons. More communication among programs (TCA, NMA, SAS, and PAM) needs to take place in order to share best practices, consider the allocation of resources, and discuss how to best support one another. HHS will institute advisory boards that will assist SAS and PAM with work-based learning strategies/activities similar to that of TCA and NMA's experience.

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

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. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program the prepares students for college, career, and life.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and relevant and revise the curriculum appropriately within the curricular review cycle.*

Findings	Supporting Evidence
There are multiple programs across the campus with specific, measurable outcomes that demonstrate research-based methodologies, and consistent collaborative work with an eye toward addressing student need based on student work and implementing the Common Core. Our local Educational Service Center-West, (ESC-West) provides research-based professional development for our school by sending instructional experts to provide full day professional development to the English, Mathematics, Science and History Departments on current educational research for how to best implement, revise and align our curriculum to Common Core State Standards. ESC-West also sends LAUSD Mathematics and English experts to observe and coach individual teachers in their classrooms. We have a full-time Mathematics Coach who is an LAUSD Common Core Fellow helping mathematics teachers transition to the Common Core. LAUSD has created Common Core aligned online Mathematics Instructional Guides for all mathematics courses. Mathematics teachers have also received professional development and are using the Mathematics Assessment Resource Service (MARS). MARS provides online resources for teachers in the design and implementation of performance assessments. In the History Department, teachers are implementing the Stanford University History Education Project *Reading Like an Historian*	1. ESC West visit schedule 2. PD agendas and minutes for meetings with Math Coach 3. PD agendas and minutes for MARS training 4. MARS assessments 5. Student work in history courses implementing *Reading Like a Historian* 6. Science notebooks 7. Professional Learning Community protocol evidence includes: - common lesson plans - samples of student work - notes taken during evaluative protocols during PLC time. 8. Project descriptions and lesson plan and/or unit templates for HHS Linked Learning programs 9. Senior Project school-wide rubrics 10. PD agendas, sign-ins, and reflections for SBAC training

program using primary sources that align with the CCSS and the ELA Anchor Standards. In the Science Department, teachers are creating Science Notebooks, a collection of all their work, observations, and conclusions aligned to the Next Generation Science Standards. Content- and grade-alike teachers meet in Professional Learning Communities (PLCs), small teams of teachers who work to identify specific areas of need for their students, design and implement common lesson plans to address those needs, and evaluate student outcomes through the use of specific professional protocols. Similar work happens within small learning communities (SLCs) as interdisciplinary teams of teachers collaborate to design cross-curricular projects using the Buck Institute and Linked Learning's project-based learning models. The Senior Project, which serves as a capstone for all Hollywood High School seniors enrolled in Expository Composition, is founded in validated research regarding project-based learning, self-directed learning, and applied learning. The rubrics for the written, applied, and oral components of the Senior Project are schoolwide and aligned to the Common Core State Standards. All teachers have participated in professional development regarding the Smarter Balanced Assessment Consortium's website to better understand the rigors of the Common Core and the ways in which our students will be assessed. Through this targeted professional development, all teachers have had the opportunity to take practice online assessments in English and mathematics.	

Academic and College- and Career-Readiness Standards for Each Area

Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "a-g" requirements.

Prompt: *Evaluate to what extent there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements.*

Findings	Supporting Evidence
College and career readiness standards are now well defined in mathematics, English Language Arts, and science. LAUSD has created Mathematics Instructional Guides and has renamed all mathematics courses with a “Common Core” prefix. ELA has defined Common Core Standards, and science has the Next Generation Science Standards. Additionally, social studies courses align coursework, in particular formative and summative assessments, to the ELA common Core writing standards. Beginning with the Class of 2017, a grade of “D” does not provide for meeting the A-G requirements. Faculty members and counselors understand the importance and urgency of completing A-G requirements. Counselors are vigilant in programming students into the correct A-G courses. Hollywood High School maintains data for each grade level on the percent of students achieving their A-G requirements. At SLC professional development meetings, teachers look at student report cards to identify students not passing their A-G courses with a “C” or better. Intervention plans are then created to help students in grade recovery. Although university requirements only call for 3 years of mathematics, as an outcome of our CAPP Grant, and in partnership with Los Angeles City College, Hollywood High School has created a new “Introduction to College Algebra” course for Seniors. The goal of this course is that every student will have four years of mathematics in order to have a successful transition from high school to college without the need for remedial courses. Parent workshops have been held in our Parent Center and “Coffee with the Principal” educating parents about the CSU and UC system requirements. All faculty members align their coursework to the Common Core State Standards and to the demands of the A-G requirements outlined by the CSU and UC systems. Incorporation of the Common Core State Standards is demonstrated not only through rigorous applied learning, but also through the use of periodic assessments designed to prepare students for performance on the Smarter Balanced Assessment Consortium. With the shift to CCSS, all faculty members are including college and career standards in their coursework, as outlined by the Common Core. Grant-based initiatives allow for developing and strengthening	1. Rosters for LACC classes implemented on Hollywood High School campus 2. Data collected through student surveys demonstrating attitudes about college, and the resulting action plan developed within the New Media Academy 3. A description of the California Community Colleges Linked Learning Initiative, explaining the partnership developed with LACC with a focus on college readiness. 4. Time Logs of students participating in work-based learning opportunities through NMA and TCA. 5. Syllabi for A-G courses outlining course expectations

articulation and data sharing with area colleges and universities. College courses offered through Los Angeles City College allow Hollywood High School students to supplement their studies with courses such as Personal Development, Child Development, and Cinema classes. Further, teams of teachers in English Language Arts and math have met with representatives from the English and Math Departments at California State University Los Angeles and Los Angeles City College to align curricula and ensure a smooth transition to post-secondary coursework for Hollywood High School students. In addition to aligning their coursework with the demands of collegiate studies, faculty in Hollywood High School's two Linked Learning Academies have enlisted the help of industry-based advisory boards to help guide projects and curriculum to ensure that students are college and career ready.	

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Hollywood High School's schoolwide learner outcomes, college and career readiness standards, the academic standards, and the actual concepts and skills taught are all in alignment and congruence at Hollywood High School. Our schoolwide learner outcomes (SLOs) call for our students to be effective communicators and critical thinkers. The SLOs line up with the 8 Mathematics Practice Standards, the 8 Scientific and Engineering Practices, and the ELA Anchor Standards. Because of the consistent communication among all stakeholders in the development and subsequent revision of the schoolwide learner outcomes, faculty members are both familiar with and committed to these goals. Therefore, critical thinking and effective communication skills are the bedrock upon which the courses are built, aligning them to the applied learning nature of the Common Core and Career Technical Education Standards.	1. Copies of the CCSS and CTE standards, and the SLOs for cross-referencing 2. SLO posters in each classroom 3. Feedback from MET teachers regarding ways in which they specifically address the SLOs in their content areas (gathered in Spring 2013) 4. Lesson sharing protocol and sample student work 5. Agendas from SLC and faculty meetings reflecting sharing of best practices and showcasing student work

In developing SLC-specific Graduate Profiles, faculty members documented ways in which their coursework and lesson plans addressed the SLOs, and professional development time has been allotted to the sharing of best practices - both through teacher presentation of strategies and student presentation of work. Every faculty member distributes syllabi at the beginning of each course, outlining the specific standards the course will address and how those standards are aligned to the objectives of the course.	6. PLC classroom observations reflecting incorporation of SLOs and standards in common lesson plans

Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

Findings	Supporting Evidence
With the support of the California Academic Partnership Program (CAPP) grant, faculty members at Hollywood High School have developed Professional Learning Community (PLC) teams. These grade- and content-alike teams meet on a regular basis to identify areas of need for their students and design lesson plans to address specific skill gaps. Common lessons are implemented within the PLCs, and opportunities are provided for teachers to observe one another in the classroom to make note of best practices in instruction. PLC members then meet to examine student work and identify areas of success for students and areas that still need to be addressed. Strategic next steps are then designed to ensure that students' academic growth is supported based on the PLCs' findings. Within small learning communities, interdisciplinary teams also use the protocol for examining student work. This fosters a collaborative environment, which supports the continued development of project-based learning across the curriculum. Creation of PLCs has allowed common lessons and performance tasks to be created. Mathematics teachers have created and /or implemented Common Core performance tasks preparing students for the SBAC assessments in eleventh grade.	1. Template for protocol implemented schoolwide 2. Student work and completed templates 3. Teacher observation forms 4. Completed common lesson plans 5. SLC agendas and reflections specific to examining student work

Teachers have professional development training on the importance of rubrics and consistent grading from teacher to teacher. Common rubrics are now being used to evaluate student work to guarantee equity.	

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. How do school staff define rigor, relevance, and coherence? To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
The matrix supports students' access to a rigorous curriculum through Honors and Advanced Placement courses, as well as the academically rigorous Linked Learning programs. In the past three years, there has been a concerted effort from the teaching and counseling staff to encourage more students to access Advanced Placement and Honors designated coursework. Consequently, the number of courses offered has increased to accommodate growing demand. For students who struggle academically, SLCs have implemented a specific intervention protocol. Faculty members use data such as progress report grades, attendance information, and qualitative observations including student or parent conferences or past performance, to identify at-risk students. Each participating faculty member then takes a specific role in implementing a clear, measurable intervention plan to provide support for identified students. SLCs designate regular professional development time to updating and maintaining these intervention plans to ensure that all students are able to access the full curriculum. Rigor, relevance and coherence are now defined through the implementation of Common Core State Standards. Equity demands that the instruction practice of teachers be at the same high level. To help ensure equity for our students, Hollywood High School has created the position of full-time mathematics coach to guide teachers in implementing the new Common Core State Standards and Mathematical Practice Standards.	1. Matrix demonstrating students' access to Advanced Placement and Honors level courses 2. LAUSD's double-roster policies, to be implemented in the New Media Academy for the 2014/2015 school year, providing additional access to honors level coursework in English Language Arts and History. 3. Rosters for Honors and Advanced Placement classes, demonstrating growth in enrollment 4. Matrices for Linked Learning Academies demonstrating rigorous, career-aligned curricula 5. Intervention Template used schoolwide during SLC PD time demonstrating the manner in which teachers identify students who might be struggling with access to the curriculum

Integration Among Disciplines

Indicator: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Students enrolled in the Teaching Careers and New Media Academies have regular access to career technical disciplines as part of their four-year course of study. In the Teaching Career Academy, students have access to LACC-provided coursework in child development. They also participate in a tutoring program in which they visit local elementary schools and provide one-to-one academic support for school-aged children. In the New Media Academy, students are enrolled in grade-alike cohorts. These cohorts travel together between designated content classes and their technical electives. Faculty members work collaboratively to design interdisciplinary projects that require students to apply their learning through media-based technologies. In both academies, faculty members also work collaboratively with advisory boards, comprised of industry partners who support students through alignment of curriculum to industry standards, field trip opportunities, job shadows, and internships. In the Performing Arts Magnet, students not only have access to performance and technical courses, they also apply information across the content areas to their understanding of the arts. This year, teachers in all content areas developed lessons related to major themes and ideas from *Arabian Nights*, the school's full-length dramatic production.	Integration of Academic and CTE courses: 1. Sequence of courses and matrix for the New Media Academy and Teaching Career Academy, demonstrating alignment of schedules to support integration of curriculum 2. Agendas and sign-ins from advisory board meetings 3. Agendas and student participation lists from industry-aligned field trips and job shadows

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant

curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school's curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
Faculty members have multiple opportunities to examine whether the desired curricular outcomes are being met and to adapt their respective curricula and teaching accordingly. After each project presentation in the New Media Academy, faculty members examine reflections and feedback forms from students and community judges, as well as the products created by students. This information is used after each major benchmark to revise not only subject-specific curriculum, but also interdisciplinary projects. This process, as adapted from Linked Learning protocols, is also in place in the Teaching Career Academy, which is continuing on its pathway to full Linked Learning certification. At the SLC level, feedback is gathered from faculty and community judges after the Senior Project final presentations each December. As a capstone project, students should be able to demonstrate college-ready skills in research, writing, and presentation. In combination with the final products, feedback from all Senior Project stakeholders helps guide instruction in the second semester for seniors, and helps inform revisions to the Senior Project process and the vertical alignment of skills instruction for subsequent years. The creation of PLCs also supports continued revision of content curriculum in a clear and formalized way. Through protocol-based discussions, examination of student work, and peer observation among teachers, faculty members work to refine instruction to best support student success. Our parents are important stakeholders. Parents are being educated in workshops about graduation requirements and the changes they will see in what and how their children are learning the new Common Core State Standards. Our Padres Promotores/Parents Promoting Education group is helping Hollywood High School communicate the new standards and graduation requirements. Our Parent Center is open daily for parents, and they may make appointments to meet with their child's teachers.	1. Reflection and Feedback forms from students and Advisory Board members after project and/or semester completion in the New Media Academy. 2. Agendas and/or minutes from department, Linked Learning, and/or Professional Learning Team meetings demonstrating the inclusion of feedback in the process of evaluating curriculum and policies 3. PLC paperwork demonstrating conclusions and revisions based on examination of student work 4. Teacher peer observation forms 5. Parent Center logs 6. Parent Center flyers for courses and informational sessions 7. Agendas for Coffee with the Principal reflecting information about Common Core and A-G requirements

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school's mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
Hollywood High School has formal Professional Learning Communities for each subject and course offering. With the implementation of the new Common Core State Standards, teachers are now involved in selecting, evaluating, and even creating curriculum, as textbooks are no longer aligned with the Common Core State Standards. This is most apparent in mathematics and science. History Common Core Standards have not yet been created, but teachers are implementing the ELA writing standards that align with our SLOs. In addition, based on a teacher-identified area of student need, history teachers have incorporated the "Read Like a Historian" curriculum into their classes. Technology is giving students greater access to information and content than ever before. Eleventh grade students last year participated in field-testing the Smarter Balanced Assessments. These assessments were taken on school computers. Our wireless network and computers were able to handle this challenge successfully. Teachers are using Khan Academy and other new forms of technology in their classes and assigning for homework if possible. Across all content areas, teachers are incorporating technology including the use of multi-media presentations, Google Docs, blogs, and online grading programs such as Engrade. Each of these tools allows teachers to adapt their curriculum by supplementing the available resources on campus, and to help students more efficiently and effectively. In the New Media Academy, teachers meet in grade-alike cohorts on a weekly basis to examine student progress based on grades for both formative and summative assessments, and design co-curricular projects based on their findings. Through this process, teachers are able to take full agency for adapting the structure of their respective content curriculum to meet the needs of cross-curricular applied learning projects.	1. PLC binders with agendas, lesson plans, and student work 2. "Read Like a Historian" lesson plans 3. Attendance/Protocols for SBAC testing 4. Syllabi for courses across content areas outlining curriculum and course design 5. NMA meeting agendas and project-aligned syllabi

Articulation and Follow-up Studies

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

Prompt: *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
Hollywood High School works to maintain a relationship with potential feeder schools in a number of ways. Recruitment presentations, delivered by Hollywood High School faculty and students, are given each year at local middle schools. These presentations focus on the academic programs offered at Hollywood High School and outline the many extracurricular activities and avenues for support available on the campus. These events are followed by an open house, during which prospective students and their families can visit the Hollywood High School campus to learn more about the school, the specific SLCs, and the student activities offered. This is event is very well attended and is an opportunity for Hollywood High School to advertise its many successes. Finally, our Padres Promotores/Parents Promoting Education group has visited Bancroft and Le Conte Middle Schools educating parents in their Parent Centers about graduation requirements and postsecondary education. Partnerships have also been developed with area colleges and universities. Through the California Community Colleges Linked Learning Initiative (CCCLLI) and Hi Tech High grants, specific partnerships have also been developed between LACC and the Teaching Careers and New Media Academies. Los Angeles City College offers dual enrollment courses on campus at Hollywood High School. The LACC Personal Development course at Hollywood High School was chosen as the result of an analysis of student enrollment data for Hollywood High School alumni attending LACC. Child Development courses offered by LACC allow students in the Teaching Career Academy to graduate from high school with a certificate of completion from LACC, which allows students to advance more quickly through a sequence of post-secondary courses. The New Media Academy is in the process of developing this model by offering Cinema courses as part of the dual enrollment program.	1. Agendas and/or programs for recruitment events with feeder schools 2. Agendas/logs for parent centers 3. Data analysis and testing results, demonstrating the articulation and planning process with LACC, as funded through the CCCLLI grant and the Hi Tech High grant

The CAPP grant also supports Hollywood High School's partnership with CSULA. As a teacher-training university, CSULA has also placed student teachers in multiple disciplines at Hollywood High School. Data sharing with LACC and CSULA has become institutionalized as a result of the CAPP grant. Data show that too many of our students are placing into remedial courses in mathematics and English. It is for this reason that Hollywood High School has added two new classes for seniors (Introduction to College Algebra and CSU's Expository Reading and Writing Course). As a result of the data findings through the CAPP grant, Hollywood High School's mathematics department has worked in collaboration with the LACC mathematics faculty to create a new Intermediate College Algebra class for seniors. The goal of this course is to prepare seniors for any post-secondary mathematics placement exams. Faculties from both institutions designed the curriculum and final exam for the course. Therefore, students enrolled in the course who earn a "C" or better on the final exam will be programmed into a UC/CSU credit math class if they attend LACC. All English Language Arts teachers at Hollywood High School have attended the CSU-provided professional development to earn certification to teach CSU's Expository Reading and Writing Course (ERWC). This course, designed by the California State University system, allows students who placed as provisionally ready on the Early Assessment Program and who earn a "C" or better in the class, to place directly into college-level English. Thanks to the partnerships developed through the CAPP grant, LACC has also agreed to accept the ERWC grades in lieu of placement testing for Hollywood graduates enrolling in college courses. All of these efforts ensure that Hollywood High School's students have a smooth transition from middle school through college.	

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
There is clear evidence of significant progress and success in developing a rigorous, relevant and standards-based curriculum across content areas. Much progress has been made as a result of our various grants with LACC and CAPP. Our CAPP-supported PLCs and our Linked Learning programs are helping us implement the new Common Core State Standards. As a result of CAPP, we are one of ten schools in California to be designated a Common Core Demonstration Site. Throughout the varied and rigorous academic options available at Hollywood High School, alignment to the Common Core State Standards and to college and career readiness is paramount. Through SLC, PLC, department, and faculty meetings, the faculty at Hollywood High School engages in an on-going examination and revision of the school's curriculum. In all content areas, students apply their learning such that they emphasize critical thinking and effective communication. Project-based learning supports critical thinking through problem solving and strategic planning. Students are held to a high standard in their communication skills; whether through formal written work, presentations, one-to-one interactions, website design, filmmaking, visual art, or dance, students are required to be effective communicators who take into consideration their audience and purpose at all times.	1. CAPP Grant Proposal 2. PLC lesson plans 3. Meeting agendas, sign ins, and reflections 4. Rubrics and student work samples for project based learning 5. Course syllabi

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Our efforts in creating a rigorous, relevant and coherent standards-based curriculum will help us obtain our goal of all students graduating from high school (Academic Domain 100% graduation), and all students reaching high standards at proficient or higher levels in reading and mathematics (Academic Domains English Language Arts and Mathematics). Our efforts in implementing CCSS in English, mathematics and science will prepare our students for success on the Smarter Balanced Assessments. In implementing CCSS, students are able to demonstrate their critical thinking and effective communication skills. This is particularly true with the implementation of performance tasks	

and project based assessments across the curriculum. Using the CCSS in mathematics to construct viable arguments and critique the reason of others will help us increase the number of EL students who are proficient in CELDT and CAHSEE, as it requires students to use academic language in multiple contexts. Our efforts in tracking our students in meeting the A-G requirements will help them graduate in their four-year cohort as well as preparing them to make a successful transition from high school to college without the need for remediation. Because of our partnership with LACC, we are the only LAUSD high school offering a senior class Introduction to College Algebra. This college level class is equivalent to LACC Math 125. Our ERWC class will prepare our students for college English 101. Our PLCs help us look at student work to see their strengths and weaknesses, and then re-teach as needed. Our Linked Learning initiatives in the New Media Academy and Teaching Career Academy connect strong academics with real–world experience. This will give our students an advantage in high school, college, and career. Our efforts that link learning with student interests and career preparation will lead to a higher graduation rate, increased college enrollment, and higher earning potential.	

B2. Curriculum Criterion

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

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
From the time students choose to enroll at Hollywood High School, they meet on a consistent basis with a designated counselor who oversees their academic progress and ensures that their coursework is aligned with their post-secondary goals. All students take the full range of A-G courses to be college ready upon graduation. In addition to these courses, students have access to Advanced Placement options and to industry-aligned pathways on the campus. The Teaching Careers and New Media Academies offer a full range of coursework and career training opportunities for students. Within these pathways, teachers work collaboratively with industry professionals to provide students with support in exploring and planning for their post-secondary lives. The Performing Arts Magnet engages students in all aspects of performance - both on and behind the stage. Students have the opportunity to choose any of these options, and counselors work to align students' program choices with their long-term goals. Students enrolled in the School for Advanced Studies have access to honors and Advanced Placement level courses beginning in the tenth grade. In the spring semester of each year, counselors meet with students to evaluate and update their academic plans, and discuss options for courses for the following school year. Through the College Center, students also have access to a designated college counselor, who provides multiple opportunities for students to explore their options after high school. Through presentations from college representatives, individual counseling, and college preparatory workshops, students have the opportunity to	1. Recruitment paperwork with explanations of SLCs 2. Individual student course selection forms 3. Documentation of counselor meetings with students and staff during course enrollment, particularly among cohorted pathways 4. Schedules of events for the College Center 5. A-G requirement paperwork distributed to students 6. Evidence of college field trips, job shadow events, and internships through TCA and NMA

create a specific plan that is aligned to their academic needs, strengths and personal goals. Every senior enrolled in ERWC and Introduction to College Algebra goes to LACC to take the Accuplacer Test in English and Mathematics both in the fall and spring semesters. Taking this placement test while still in high school allows students to apply recent learning, increasing their chances of placing into college level courses, and reducing the need for remediation.	

Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career and/or other educational goals.*

Findings	Supporting Evidence
The decisions regarding students' placement in general coursework are predominantly made during discussions between counselors and individual students. However, this does not mean that parents are not involved in the process of monitoring students' success and developing educational goals. During parent meetings, including ELAC and Coffee with the Principal, school site administration explains the programs offered on campus and the means by which parents can be involved in adapting students' personal learning plans. Teachers have formal opportunities to meet with parents twice per semester, during Back to School Night and PHBAO Night. During these meetings, parents and teachers have the opportunity to discuss the goals and demands of particular courses, and ways in which students can achieve academic success. In addition to these formal meetings, pathway teachers meet on a weekly basis to discuss student progress, and identify students who may need to reassess their academic goals and behaviors. Teachers then contact parents and set up conference times during which parents, students, and the team of teachers meet together to discuss a student's educational goals and adapt their learning plans accordingly.	1. PHBAO sign in sheets 2. Coffee with the Principal agendas 3. Parent contact records by pathway 4. Parent contact records by counselors

Monitoring/Changing Student Plans

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

Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
There are multiple means by which a student's personal learning plan might be changed. For students who are at risk, they may be identified through the intervention protocol implemented across SLCs, or through a referral to a Student Success Team evaluation. Students with learning disabilities regularly monitor and adapt personal learning plans in collaboration with parents, teachers, and counselors through IEP meetings. Students may also make a request for transfer of courses and SLCs. In the case of changing courses, students discuss their options with teachers and their guidance counselor. In the case of a larger change, such as between SLCs or out of an Advanced Placement course, students, parents, and counselors come to consensus about the best course of action.	1. Student requests for SLC transfer 2. Course Change Request forms 3. Student Intervention Template 4. SST referral form 5. IEP paperwork

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
The transition to postsecondary work is facilitated through multiple means. Students assess their college ready skills through the Early Assessment Program and Accuplacer, which provide placement levels for English and math at CSU and LACC, respectively. For students who place provisionally ready for college level coursework, the Expository Reading and Writing Course and College Preparatory Math course can provide students with a direct pathway to college level placement. These courses are offered in conjunction with LACC and CSULA. As a result of the CAPP grant, seniors enrolled in ERWC and Introduction to College Algebra will take the Accuplacer twice, once	1. Accuplacer and EAP data 2. Rosters for ERWC and College Prep Math classes 3. DOTS meeting agendas and planning templates 4. College-bound data for HHS alumni 5. Documentation of internship participation for NMA students 6. Documentation of visits to LA Trade Tech

in the fall semester and again in the spring semester. Every Senior deciding to attend LACC will be given priority enrollment to ensure they receive English and Math courses their first semester. The goal is to have student finish LACC in two years and then transfer to a 4-year institution. Career goals are supported through industry-aligned curriculum in each SLC. The career pathways, because of their work with industry partners, are able to offer job training and internships to help students explore potential career options. Transition plans are developed for students with disabilities through the DOTS office and through the IEP process. The College Center also provides support for students and families throughout the college exploration, application, and financing processes. All of these strategies provide transition support for students of all levels so that every Hollywood High School graduate has a postsecondary vision as part of his or her personal learning plan.	7. College Center agendas for student and parent meetings regarding the college and financial aid application processes

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Hollywood High School serves a diverse population and works hard to ensure that every student has access to a rigorous academic curriculum that incorporates college and career readiness, so that all graduates have the ability to transition smoothly into post-secondary life. Every student has access to honors and AP classes. Our implementation of CCSS will prepare our students for SBAC assessments. Students are monitored to make sure they are completing their A-G requirements. Each senior completes the Los Angeles Community College District (LACCD) college application. Seniors will take the Accuplacer twice in their final year of high school. No other LAUSD high school is doing this. Taking the Accuplacer tests in English and mathematics while still in high school will address the need for remediation. As a result of our LACC/HHS partnership, our graduates choosing to go to LACC will be given priority enrollment. They will be enrolled into math and English classes the first semester, with the goal of completing community college in two years. Our counselors monitor students as they progress through their	

A-G classes and provide assistance in making sure each student's personal learning plan is on track. Changes can be made in a student's schedule and intervention is available for credit recovery so that students may graduate with their class cohort. Seniors are taking college level English and mathematics classes to prepare them for the Accuplacer tests while in high school.	

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Ensuring all students have equal access to the school's entire program will guarantee equity. A critical need is to increase the percentage of 9th grade students on track for meeting A-G requirements. As our counselors are monitoring student performance, intervention strategies can be implemented before credit recovery strategies are needed. Students can choose electives in their SLC preparing them for their personal goals. As our courses are aligning with the CCSS and our SLOs, we will be able to increase the number of SWD and EL students who are proficient in the English and mathematics sections of CAHSEE.	

B3. Curriculum Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Real World Applications — Curriculum

Indicator: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Prompt: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

Findings	Supporting Evidence
Each SLC has a specific college and/or career readiness focus. TCA and NMA work closely with industry partners to ensure that coursework and projects are aligned to both content and industry standards. Students in TCA, NMA and PAM engage in work based learning opportunities throughout their four years at Hollywood High School. Project-based learning provides students with opportunities to demonstrate their learning through authentic assessments in which they apply their learning to solve real world problems. The Teaching Career Academy (TCA) assists students in becoming successful high school graduates prepared to enter college and become future teachers. As a result of TCA's participation in the Linked Learning initiative, students are offered personally relevant, wholly engaging, and rigorous academic and technical curricula combined with exposure to real-world professions. Through their partnership with LACC, TCA students have access to the LACC Child Development Program, which allows students to receive a certificate as a Child Development Associate Teacher. This allows students to teach in a private preschool or school-age program. This certificate is compatible for students interested in becoming teachers, nurses, counselors, social workers, etc. Students enrolled in the Child Development courses earn 3 college credits per semester as well as 10 high school elective credits per semester. Classes are held on campus at Hollywood High School after school, and textbooks are loaned to students so they don't have to buy them. Field trips are provided to preschools, LACC and the Lull Special Education Center. Finally, students belong to a cohort of like-minded, college-focused peers who are beginning their college career while in high school. In the New Media Academy (NMA) , teachers design projects that	1. Course Syllabi 2. Job shadow and internship documentation 3. PBL descriptions and rubrics 4. SLC graduate profiles 5. Recruitment documentation for SLCs 6. Rosters for LACC courses 7. Meeting agendas and sign-ins for faculty and advisory board collaboration 8. Programs from PAM performances 9. Matrix with honors and AP courses

allow students to demonstrate their learning through the creation of original films, websites, and multimedia presentations. Access to state of the art technology and computer labs, as well as filming and editing equipment is provided, and students are expected to create professional-level products. NMA works with professionals who help teachers and students learn about the media industry. These industry partners come to our school to help with projects, provide field trips, offer internships and act as mentors who support students in discovering what choices and opportunities are available after graduation. NMA staff and students also work with university representatives who help students navigate a road map to college. The Hollywood Performing Arts Magnet (PAM) enables its students to study the arts and to realize the value of the role that the arts play in the human experience. Students acquire and extend their knowledge, and develop their potential for lifelong amateur or professional endeavors in the arts. Students learn to recognize the arts as an essential part of the curriculum and as an important component in the enrichment of their lives. PAM engages students in all aspects of performance - both on and behind the stage. Students have the opportunity to choose any of these options, and counselors work to align students' program choices with their long-term goals. The School for Advanced Studies (SAS) is part of a district-wide program designed to increase educational options and to support the development of gifted and talented youth. SAS offers an intensive academic curriculum of both innovative and traditional courses. Students emerge from this challenging and stimulating college-preparatory environment with the analytical rigor and skills necessary to ensure their success at the university level.	

Meeting Graduation Requirements

Indicator: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
Hollywood High School continues to hold exceptional graduation rates when compared with other comparable comprehensive high schools in the area. This is the result of a clear strategic effort to provide all students with the academic support programs they need in	1. CAHSEE Data 2. CAHSEE Bootcamp attendance sheets 3. Student Intervention

order to both graduate and pursue postsecondary goals. Support programs such as the CAHSEE Bootcamp, which meets after school and provides students with support and strategies for the test in the weeks prior to administration, allow students to feel comfortable in approaching high-stakes testing. Student intervention across SLCs allows for both personalization of instruction and targeted support for all students. During SLC professional development meetings, counselors share data for those students not meeting A-G requirements by grade level. Based on this data, strategic intervention plans are developed,mm targeting students who are at risk of not meeting the A-G requirements. College and career readiness is inherent in the vision and mission of each SLC, as reflected through the Graduate Student Profiles developed by SLC faculty. In addition to this focus during the school day, opportunities are available after school through the LACER program which provides all students with free arts and literacy-based activities including academic support, arts programming, enrichment activities, and sports in a safe and caring environment.	Template 4. Graduation Rates

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Upon completion of the high school program, students will have met the requirements of graduation and will be prepared for success in college, career, and life. All students at Hollywood High have access to a rigorous and relevant curriculum and to the supports they need to be college and career ready after graduation. All students at Hollywood have access to a rigorous and relevant curriculum and to the supports they need to be college and career ready after graduation. Personalization of teaching and learning happens at multiple levels, with means of intervention and support at both the SLC and schoolwide levels.	1. SLC Graduate Profiles 2. Matrix of courses reflecting A-G access 3. Student Intervention Template 4. Individual Graduation Plans

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Our critical learner needs include the goals of: a) all students graduating from high school and b) all students reaching high standards at a minimum proficiency or better in reading and mathematics. All our students have equal access to the school's entire program. Our implementation of CCSS, access to honors and AP	1. PBL Binders 2. Student Intervention Templates 3. Language acquisition standards in PLC lesson plans

courses, our proactive efforts for a smooth transition from high school to post-secondary education, our dedicated counselors and teachers will help us reach our goals of 100% graduation and proficiency in English and Mathematics that will be measured by our CELDT and CAHSEE scores, SBAC scores and Accuplacer test scores. The schoolwide implementation of PBL allows for differentiation and academic language support to help students with learning disabilities and English Language Learners.	

WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

Hollywood High School offers a wide range of programs to support the success of all students. Academic content is aligned to the Common Core State Standards and to college and career readiness standards. The school has clear intervention systems in place for at-risk students, and provides multiple levels of support for students with disabilities. Efforts are made at every turn to include parents in decision-making processes regarding personalized education plans for students.

The incorporation of Linked Learning in TCA and NMA has allowed for clear articulation between middle schools and postsecondary institutions as well as alignment of curriculum to industry standards.

The HHS/LACC partnership is helping create a seamless transition from high school to college. Students are earning college credits while in high school.

All teachers in each department are using the Structured Protocol for Evaluating Student Work. CAPP and LAUSD Common Core funds are being used to fund stipends for teachers' work in creating and maintaining PLCs. PLCs are improving practice and are using research based instructional strategies school wide to implement the CCSS.

The Parent Center and Parents Promoting Education group are empowering parents with information to become better advocates for their children.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

While programs like NMA and TCA have clearly articulated the goals and strategies in their programs, there is a lack of consistency in available documents from one SLC to the next. PBL documentation and parent interaction are not clearly and consistently documented across the SLCs. Further, while there are interdisciplinary cohorts in these programs, there are obstacles that remain in place in the ability of SAS and PAM to integrate projects across the disciplines.

Enrichment programs that support students academically and develop study skills would benefit all students. Support in the form of AP preparation classes in all SLCs, more specifically TCA and NMA, and test prep would help to improve AP test scores and promote access to the AP program. Although a working AP Committee meets to refine the AP program, and all students

have access to AP classes as they are considered passport classes and not SLC-specific, more work needs to be done to articulate the AP program to students and parents. AP curriculum and syllabi are approved and published by the College Board, but a clear and articulated schoolwide curriculum and syllabus for honors/Pre-AP classes needs to be developed

There is a lack of documentation of consistent policies in grading, classroom management, and student expectations from one classroom to the next. More specific syllabi would help to document consistency more clearly, and syllabi can be revised to reflect Common Core. A consistent PBL rubric with authentic applications that demonstrates input from college and community partners would also improve academic expectations schoolwide.

While the partnership with LACC under the CAPP grant has started a data sharing agreement tracking transitioning students post high school, an expanded data tracking procedure that would allow the school to assess college readiness pathways and college persistence that is not self-reported would be ideal, with the knowledge that under FERPA there may be limitations.

Although PLCs are in existence, our current bell schedule does not allow enough time for departments to meet on a regular basis. Budget and time restrictions allow entire Math, ELA, Science and History Departments to meet only twice each semester for an entire day. Also, while examination of student work demonstrates success in lesson design and student outcomes, there is not a specific method for measuring PLC success.

Materials continue to be an issue, particularly with the shift to the Common Core. Mathematics teachers need updated textbooks that are aligned to the Common Core. Teachers also need access to additional supplemental materials that are consistent campus wide.

With the focus on Common Core technology, additional resources are needed both in terms of access to technology and training. Hollywood High School has two state of the art computer labs, however not all students are able to access these labs, particularly as related to Video Production classes. As funding becomes available and our technology base evolves, teacher training will be necessary to provide practical strategies for incorporating technology tools in the classroom.

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

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

Results of Student Observations and Examining Work

Indicator*:* The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
During the 2013-2014 school year, Hollywood High School reintroduced the use of Professional Learning Communities (PLC) in both English/Language Arts (ELA) and mathematics across all four SLCs, and includes special education teachers. As the 2014-2015 year began, the school continued the ELA and mathematics PLCs and expanded them to include social studies, science and foreign language. The purposes of the PLCs are as follows: · Develop lessons aligned to the Common Core State Standards (CCSS) · Conduct peer observations for reflection to inform practice · Review student work to determine is CCSS and Schoolwide Learning Outcomes (SLOs) are addressed · Determine the efficacy of lessons being taught · Create common lessons and assessments Through the implementation of CCSS by LAUSD, all students are enrolled in courses that meet the appropriate academic standards. The instruction in CCSS is still new; as a district we are in the second year of implementation. All teachers have received training and support for implementation. Although all teachers received some professional development (PD) in the 2012-2013 school year, it was not enough to adequately prepare them for the full	1. Master Schedule/A-G 2. Cumulative Grade Reports 3. SLC Meeting Sign-in Sheets/Agendas 4. Tutoring Logs (TCA) 5. Work Based Learning Hours (MET) 6. Senior Project Presentations 7. PAM PD (Arts Integration) 8. PLC Binders 9. ROP Courses 10. LACC Courses

implementation of CCSS. With this in mind, the school decided to provide frequent and targeted PD for ELA and mathematics teachers during the 2013-2014 school year to ensure they had the tools needed to fully implement CCSS during the 2014-2015 school year. Additionally, at the onset of the 2014-2015 school year, both departments were allocated full day PDs to ensure they were equipped with the tools needed to provide students with effective instruction using CCSS.

In an effort to gauge the degree to which students are able to achieve the academic standards, are engaged in challenging learning, and are demonstrating the SLOs, Critical Thinkers and Effective Communicators, the school chose an anchor standard to be woven throughout all subject areas. That standard is: **Students will construct viable arguments using textual evidence to support their claim.**

In all content areas engaging in PLC work, there is a component that looks at student work. Additionally, within their respective SLC meetings, all teachers are looking at student work and documenting whether the work shows evidence of the SLOs and our anchor standard. The teachers may then use that feedback to determine what modifications need to be made in their instruction to support student achievement of the CCSS.

At HHS we measure college and career readiness by examining students' ability to take and successfully complete A-G coursework, reviewing graduation data, analyzing passing scores on the California High School Exit Exam (CAHSEE), and observing the number of students participating in Linked Learning and Career Pathway courses. Completion of A-G is essential, as those are not just the courses required to apply for the California State University and University of California systems, but they are also required to receive a high school diploma from LAUSD.

When looking at graduation requirements and the data regarding the number of students "on-track" to complete the A-G CSU/UC requirements, it is important to note that LAUSD has revised graduation policies. Beginning with the class of 2016, LAUSD aligned the graduation requirements to the CSU/UC A-G. Starting with the class of 2017, a D is no longer a passing grade for said A-G classes. Therefore, in order for students to earn a high school diploma in four years they must complete the minimum of the CSU/UC A-G requirements. A review of student data highlights the

following progress towards meeting these four-year graduation requirements:

- 9th grade 8.3% increase
- 11th grade 16.1% increase
- 12th grade 21.4% increase
- 10th grade class remained the same for the last two years

Progress towards being on track to complete the A-G has increased schoolwide from 43.8% for the 2012-13 school year to 46.7% for the 2013-2014 school year. Factors for this increase include implementation of the new graduation requirements which have created a greater awareness of the need to pass A-G classes with a C or better, common core curriculum, as well as the work of the college career pathway linked learning grant and other initiatives. Data from the CAHSEE appears to be promising and shows an increase of students passing by their senior year. We have seen the percentage of students passing the exam increase from 90.85% to 95% since 2011.

Of the four SLCs in existence at HHS, Media, Entertainment, and Technology [MET] and the Teaching Career Academy [TCA] are heavily immersed in Linked Learning and developing career pathways. The Performing Arts Magnet [PAM] has begun developing pathways and the School for Advanced Studies (SAS) prepares students for the rigor of college by offering a wide array of Honors and Advance Placement (AP) courses.

The Teaching Career Academy (TCA) has been in existence at Hollywood High School since 2004. The overall goal of the academy is to foster an appreciation for rigorous learning and teaching. The Teaching Career Academy achieves these goals through interdisciplinary lessons, tutoring elementary students once per week at local elementary schools, and by organizing college awareness field trips. The Teaching Career Academy believes that these activities increase student efficacy, empower all students, and assist underachievers in becoming achievers, thus giving them the ability to advocate for a more humane society through teaching and learning. The Teaching Career Academy has improved its organizational structure and class content after becoming a Linked Learning SLC by joining Cohort 2 in 2013. Teaming with Linked Learning has enhanced TCA programs through the creation of an Advisory Board of community members, a teacher-led design team, and more promotion of our programs through parent meetings and middle school outreach. Furthermore, over the past two years, TCA

has built a strong relationship with the Child Development program at Los Angeles City College (LACC). Los Angeles City College provides four Child Development and one English class to assist students in earning a Child Development Associate Teacher Certificate. The LACC program furthers TCA's mission to assist students to be college and career ready upon graduation.

The Media, Entertainment, and Technology small learning community (MET) strives to offer an academically rigorous four-year program for all of its students, which prepares them for their post-secondary college and career plans. To support these goals, MET offers SLC-wide college visits with a focus on support for our English Learners, community service projects, and job shadow experiences. Students have access to state-of-the-art computer and film labs and are engaged in project-based learning in many of their classes. MET also houses the Linked Learning certified New Media Academy. Students in the New Media Academy travel in grade-level cohort groups between their content classes and career-based electives. Teachers have participated in extensive training to improve their ability to effectively work within a collaborative model. This model includes expertise in working with each other as well as industry partners to design authentic projects, which allow students to apply their learning while developing professional skills. New Media Academy's community partnerships have also helped support the development of career exploration field trips, job shadows, mentorships, and internships which have added a higher level of rigor and relevance to students' learning and professional growth.

MET also offers two college courses through LACC. Personal Development (PD40) explores issues related to higher education that impact student success. Topics include an overview of academic success skills, value and purpose of higher education. Los Angeles City College and Los Angeles Community College District policies and procedures, ethics and responsibility, diversity in higher education, educational strategies and planning, interpersonal communication, career development, health issues, and self-assessment techniques. This class affirms the commitment of college and career readiness for students in this academy. The second course, Cinema 3, provides background in documentary film-making, and fulfills a requirement for students wishing to earn

certification in the television and film industry.

The Hollywood High School Performing Arts Magnet enables its students to study the arts with rigor and structure, and to realize the value the arts play in the human experience. Students acquire and extend their knowledge and abilities in all aspects of the performing arts to include dance, drama, musical theatre and vocal production. Beginning, intermediate, and advanced courses are offered in all disciplines culminating in a minimum of six fully staged productions open to the public throughout the school year. In addition, coursework is available for students to explore and develop creative design skills pertaining to theatrical productions while at the same time exploring opportunities for hands-on practical implementation of technical theatre skills using state-of-the-art sound and lighting equipment. Besides developing a potential for lifelong amateur or professional endeavors in the arts, students, through collaboration with their peers and supported by an ongoing emphasis on professionalism from their instructors, recognize the arts as an essential part of the curriculum and as an important component in the enrichment of their lives.

The School for Advanced Studies or SAS is part of a statewide program that was implemented to improve educational options and increase professional training to support the development of gifted and talented youth. SAS offers an intensive, articulated academic program in which both innovative and traditional courses are taught. The course content is modified to meet the achievement levels of the students and their capacity or learning. At Hollywood High School, SAS provides students with the opportunity to take Honors courses, as well as Advanced Placement (AP) courses for upper level students who meet the course prerequisites. Courses are offered in a cluster/SLC format where students share common classes and teachers. This allows for collaboration across the curriculum and a greater degree of personalization between teachers and students. SAS maintains flexibility in programming students who meet course prerequisites.

Several changes in recent years have contributed to continuing improvements with regard to the number of Hollywood High School students who are clearly engaged in rigorous instruction that successfully prepares students for college and careers. To begin, there is a wider scope of Advanced Placement courses currently being offered and the students enrolled in these classes reflect the

full diversity of our student body. The ever-expanding college center has a full time dedicated counselor who has created a welcoming atmosphere where every student is offered support in obtaining fee waivers, planning for college, and setting goals. The Linked Learning certified New Media Academy uses a project-based learning model as the foundation for instruction that has been adopted schoolwide. Consultation from industry sector professionals helps to legitimize the authenticity and rigor of the New Media Academy's projects. Results of project reflections suggest that both students and community partners see projects as essential in supporting students in developing 21st century skills that make them required to be successful in post-secondary settings. The entire Hollywood High School staff has participated in project-based learning professional development. A showcase of student projects is held in the spring so that each small learning community can observe and learn from the various interdisciplinary projects that have been developed. Professional Learning Communities (PLCs) were developed to review work, arrange classroom observations, and refine implementation of the district's new curriculum. An established PLC cohort of math and English teachers has been meeting weekly to review student work and plan instruction. PLC groups are also being created in history and science.	

Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Findings	Supporting Evidence
All HHS teachers are required to develop and distribute a course outline/syllabus to all students at the beginning of each term. All syllabi should make connections to CCSS, content standards, SLOs, and specific practices (i.e. math practices) where appropriate. Course syllabi also address classroom and academic expectations, including what content will be taught, and what skills students will acquire. Many teachers have their syllabi available online at hollywoodhighschool.net and most require both student	1. Senior Project Papers and Presentations 2. Rubrics 3. Senior Project Committee Sign In Sheets and Agendas 4. Interim Assessment 5. Teacher syllabi

and parent signatures indicating their understanding of the expectations. As required by the LAUSD, HHS utilizes interim assessments as another method to determine whether students are learning specified standards for ELA, mathematics, science, and social science. These assessments are formative and allow teachers to tailor their instruction to better meet the needs of students. All HHS students enrolled in Expository Composition participate in a schoolwide senior research project and project presentation day. Every student taking Expository Composition is graded using the same rubric that was developed by the Senior Project Committee. This common rubric is always presented to students at the introduction of the task. It supports students in developing a clear understanding of expectations and allows for a higher level of targeted preparation prior to beginning a task.	6. School website

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
LAUSD has adopted the implementation of Response to Instruction and Intervention (RtI^2). RtI^2 is an integrated approach using pedagogy, lesson design, and progress monitoring data to ensure the best instructional decisions for students, to ensure that every student will receive quality, standards-based instruction in all content areas to enable all students to graduate college-prepared and career-ready. With RtI2, good first teaching is the first support for all students. When that is not successful, students may need a higher level of intervention, which can sometimes be implemented by the classroom teacher. However, there are times when students' needs are more severe and require a specific targeted intervention in a small group setting. As a result, in the spring of 2014 HHS implemented an after-school intervention program to support students who were in need of targeted intervention in mathematics and ELA. This intervention program will be offered again in the	1. RtI2 Bulletin 2. PD Sign-In Sheets 3. BTB 2014 Logs 4. BTB 2015 Intervention Plan 5. IEPs 6. LACER Logs 7. PBL/WBL Student Work Samples 8. SPSA 9. AR 10. Smart City Math 11. Turn-It-In 12. Equipment

spring of 2015, and credit recovery courses in mathematics, ELA, and science will also be offered. Hollywood High School also offers support courses during the day such as math tutoring and language instruction for students who have not yet achieved basic proficiency with English Language Arts and Algebra standards.

The framework of SLCs at HHS has laid the foundation for differentiating instruction. The implementation of project- and work-based learning in the various SLCs is one example of differentiation. Differentiated instruction is based upon the belief that students learn best when they make connections between the curriculum and their diverse interests and experiences. Students with a wide range of abilities have the opportunity to use multiple modalities to access the content and demonstrate learning. Interdisciplinary projects are particularly beneficial for language learners because they have the benefit of having key terms and concepts repeated throughout the school day in multiple settings.

Special Education Resource Specialist teachers work closely with general education teachers to provide information and support regarding the students with special needs who are taking general education classes. Depending on the needs of the teachers and students, some classes are supported by shared planning, others are assigned special education teaching assistants, and several classes in the New Media Academy have implemented a co-teaching model all of which have been instrumental in helping us differentiate instruction.

Through the Resource Specialist Program, HHS operates a Learning Center (LC). Students in the resource program are offered an elective that provides additional instruction in study strategies, test prep, organization, planning, and homework tutoring. The LC serves as a “hub” where general education teachers can drop off tests and assignments for students who require accommodations. Other supports include advanced organizers that allow the resource specialists and teaching assistants to provide students with pre-teaching and/or re-teaching. The LC has become a place that is often visited by non-disabled students who may be struggling in a particular subject. Additionally, in partnership with Beyond the Bell, the LACER Program offers tutoring services for all HHS students each day after school from 3:15PM-6:00PM.

All teachers have the proper credentialing to instruct English Learners (EL) and have participated in numerous staff development

sessions at our school and through the district. Bilingual teaching assistants support Spanish-speaking students and offer additional one-on-one support to non-Spanish-speaking ELs. Teachers of ELs use SDAIE strategies to increase students' proficiency. Students work in heterogeneous groups using online tools such as Google docs and Prezi, where they may create products collaboratively. All grade nine ELA teachers have access to Accelerated Reader (AR) to establish baselines for students' reading levels so they may effectively differentiate instruction for those students who may not be performing at grade level. All teachers have access to the following technology for instructional purposes: · Laptop · Projector · Document Cameras · Smart Boards (some) Many teachers require students to utilize programs like Turn-it-in.com and Engrade to aide students in submitting and keeping track of assignments. The Turn-it-in program helps students learn to paraphrase and cite sources. It also has a peer review feature that helps students to understand what to look for in someone else's writing. Using Turn-it-in, a teacher is able to craft focused questions that encourage students to read and think. Engrade has been an excellent tool for students and parents to monitor classroom progress. There are several computer labs available on campus where teachers may take their students to complete assignments. Also, the school has 15 laptop carts that teachers can check out to use in their classrooms. Currently, every Expository Composition teacher has a laptop cart for students to work on their Senior Projects.	

Student Perceptions

Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Supporting Evidence
Students are offered multiple opportunities to be involved in school-wide and SLC-based decision-making. Feedback is gathered through representative voices of the student body, course evaluations, and school-wide student surveys. Hollywood High School students participate in annual elections of grade level student representatives for ASB, and student representatives for SBM and SSC. Student participation in these decision-making councils allows for ongoing interaction between students and faculty, particularly administration. To measure students' feedback with regard to the effectiveness of specific curriculum, and the extent to which students feel they have achieved course expectations and schoolwide learner outcomes, many teachers use project reflections and course evaluations. All seniors who complete a Senior Project include personal reflections in their final portfolios, which provide specific feedback with respect to the extent to which they feel their work has prepared them for the rigors of college or career options. In the New Media Academy, teachers make regular use of student reflections and feedback across disciplines after both formative and summative assessments in semester-long projects. Data from each of these reflections and evaluations is used to inform instruction and guide curriculum. In an effort to ensure that all student voices are heard, Hollywood High School also utilizes an online platform to gather student feedback. Survey results show that students overwhelmingly feel they have a voice in the direction of Hollywood High School. Data shows that 82% of students feel that Hollywood High School is an inviting and supportive place to learn. Students feel particularly involved in crafting their classroom and individual experiences at Hollywood High School, with 68% of students feeling their teachers listen to student input during class, 61% feeling their teachers prepare meaningful curriculum and homework, and 69% feeling the school provides a challenging, comprehensive, and relevant curriculum. 66% of students surveyed feel that Hollywood High School is preparing them for the rigors of college and the workforce.	1. RtI2 Bulletin 2. PD Sign-In Sheets 3. BTB 2014 Logs 4. BTB 2015 Intervention Plan 5. IEPs 6. LACER Logs 7. PBL/WBL Student Work Samples 8. SPSA 9. AR 10. Smart City Math 11. Turn-It-In

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
HHS faculty and staff attempt to engage students in shared decision making by inviting them to participate in SBM and SSC. Additionally, the ASB allows students to have a larger voice on campus and an avenue to address school administration about concerns raised by the student body. Because SSC and SBM are decision-making bodies on campus, the students are exposed to the decision-making process and are able to better understand how achievement data drives schoolwide decisions. Furthermore, SLOs and CCSS are placed in all classrooms and are discussed by teachers to ensure students are aware of what is required of them.	1. SSC Sign-in Sheets 2. SBM Sign-in Sheets 3. SLO Posters

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Differentiation of instruction allows for improved student achievement on benchmark assessments, including CAHSEE, Smarter Balanced Assessment Consortium, and CELDT, thereby providing the necessary support for EL students and students with learning disabilities. Further, differentiation of instruction allows for all students to successfully access the curriculum and attain four-year graduation completion, which positively supports the CLNs.	1. Student Data 2. Lesson Plans 3. Work Samples

C2. Instruction Criterion

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.

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
With the implementation of the CCSS as a research-based instructional methodology, teachers are now delivering lessons that are more student driven and allow students to construct their own understanding and meaning. This type of instructional approach is strengthened through technology. According to survey results, nearly 60% of HHS teachers utilize online grading systems and web pages that allow students to access grades and assignments quickly and easily from anywhere. Most teachers at HHS use multimedia and technology at a basic level, meaning they use LCD projectors, PowerPoint presentations and document projectors to make their lessons more engaging. This is also a way to showcase and/or analyze student work. By using the projectors, the teachers are able to show educational videos, as well as conduct online reviews with their students. Several teachers use Smart Boards and Prezi presentations during direct instruction. Some ELA teachers use Quizlet, Flipboard, and newspaper apps such NY Times, LA Times, Univision, and API, as well as poetry apps, Politico, Khan Academy, and TED Talks. Mobile computer carts allow teachers to lead activities that involve research and the writing process during class while also developing students' technology skills. This is especially important because many HHS students lack computers with Internet access at home. Additionally, the school librarian uses a bank of computers in the library to provide instruction and lessons related to research skills. The online database linked to the library website provide students with access to academically valid journal articles and information required to conduct research. As indicated earlier, research is required in ELA courses and is beginning to be used more in the Social Studies Department. Within	1. HHS Website/Teacher Blogs 2. Classroom Equipment 3. Student Email Accounts 4. Engrade Accounts 5. Student Work Samples 6. Lesson Plans 7. Library Documentation

the Social Studies Department, teachers are also using multimedia for instruction such as online review tools BrainPop and Crash Course. Math teachers use various techniques to present the material to the students. Math teachers use PowerPoint presentations and popular instructional websites such as Mathisfun.com and Regentsprep.org, which provides online tutorials and follow-up assessments. Furthermore, they incorporate videos such as Khan Academy and RevolutionPrep as well as using group and individual instruction. The MET SLC houses the New Media Academy (NMA). This Linked Learning/California Partnership Academy program has been able to use grant funds to create a state of the art video production lab where students learn career technical skills related to all aspects of the industry including lighting, sound, camera operation, and professional editing. The teachers in this academy are highly trained and guide students in the creation of interdisciplinary multimedia projects. Some teachers have begun using Google Docs to create a paperless classroom. This application allows teachers share classroom materials, including presentations and graphic organizers. Access to this application allows students to access presentations shown in class from virtually anywhere with Internet connectivity. A computer lab, funded several years ago by Youth Policy Institute, offers passport classes for all students interested in learning basic computer skills, programming, and instruction with Adobe Suite 6 applications.	

Teachers as Coaches

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

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
With the implementation of the Common Core State Standards (CCSS) and Professional Learning Communities (PLCs), HHS has implemented peer observations that monitor and inform instruction based on CCSS, Schoolwide Learner Outcomes (SLOs), and Critical Learner Needs (CLNs). This focus on PLCs allows for teachers to collaborate, coach one another, and facilitate new learning. Weekly meetings allow teachers of mathematics, ELA,	1. Research Based Projects 2. Project-Based Learning 3. Cooperative Group Instruction 4. Peer Observation Sheets 5. Students as Teachers (student led instruction) 6. Senior Projects and Presentations

science, social studies, and foreign language time to debrief with their colleagues about the lesson observed, evaluate students' work, and receive critical feedback that may help them inform their practice, thereby coaching each other. The CCSS have an emphasis on practical application and real-world experience. Therefore, HHS has provided PD to all teachers to increase their level of comfort implementing the CCSS and developing lessons lesson that increase students' conceptual understanding. More teachers are shifting their practice to act as facilitators and let students learn more organically through projects or tasks. In some content areas, teachers assign projects that students must complete on their own or in groups with the support and guidance from the teacher in the form of coaching/advising. The students are provided guidelines, which they must follow. Teachers provide mentoring and networking opportunities to establish real world connections and engage students in applying their new skills. In other courses, students work in cooperative groups with teachers serving as guides. To keep students on task and focused on the activity, teachers circulate and monitor students as they work in their groups, keeping them on task as well as encouraging them. Other strategies used by HHS teachers to facilitate student-led learning are various discussion methods such as Socratic Seminar and Literature Circles.	7. Student Work (LASW)

Examination of Student Work

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

Prompt: *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Hollywood HS has adopted an anchor standard to be woven throughout all content and subject areas. That standard is: Students will construct viable arguments using textual evidence to support	1. Sign-in sheets from the Buck Institute and other professional

their claim. This standard was chosen because it embodies our SLOs, which are that students will be critical thinkers and effective communicators. Teachers provide both individual and group assignments to allow students varied opportunities to use reasoning and problem solving, as they are aligned to CCSS. All teachers have been trained on CCSS and are expected to be implementing lessons that challenge students. To further support this goal, all HHS teachers participate in peer observations, and those who are in PLCs debrief after the observation and review student work. When reviewing student work, a protocol is used to determine the effectiveness of the lesson and whether the students were able to demonstrate competency on the given task as an effective communicator or critical thinker. The Senior Project and interim assessments are good examples of these types of assignments. A significant schoolwide effort to implement more project-based learning has allowed for the development of projects that illustrate students' understanding of processes and the ability to question. In particular, the ELA department and SLC Lead Teachers have worked together to create a common senior research project. This project culminates with a day in which every graduating senior is required to present the findings of their research to a panel of educators and community professionals. In addition, HHS is implementing full inclusion of the students with disabilities in this process for the first time in the 2014 -2015 school year. This population of students will present and be measured in the same way as their general education peers. The senior project presentation process including the development of a common rubric ensures all HHS special education students are assessed using the same measure. Math teachers use various techniques to present the material to their students. Math teachers use PowerPoint presentations and popular instructional websites such as Mathisfun.com and Regentsprep.org, which first teach content and then ask questions. Furthermore, they incorporate videos such as Khan Academy as well as using group and individual instruction. In addition, math teachers have students explain and show their work in order to have students develop metacognitive and reasoning skills. In a science classes, students are asked to reflect on their learning by answering questions such as, "What did you learn today?" at the end of the period. Additionally, students are required to use appropriate vocabulary and details. In a PD presented in the fall of	development for project-based learning. 2. Sign-in sheets and reflections from senior project presentation days. 3. Student Work Samples (Science Notebooks, Dialectical Journals) 4. (SHEG Documentation) 5. PLC Notebooks 6. Rubrics 7. Job Shadow Logs

2014 the concept of Science Notebooks was introduced to teachers as a new instructional component to implement. The notebook helps students organize, document, and synthesize their work; in addition, it serves as evidence of their increasing scientific literacy. Rubrics are in place to inform students of teacher expectations for Science Notebooks. In history classes, students use primary sources from the Stanford History Education Group at Stanford University to *Read Like a Historian*, create theses, evaluate evidence, and support their original arguments. Interactive notebooks are utilized by many teachers to help students organize, document, and reflect upon their work. The use of different thinking skills is evident in their notebooks. Rubrics inform students of expectations and are available for notebooks, essays, and other instructional activities.	

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

Prompt: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Hollywood High School has adopted an anchor standard to be woven throughout all content and subject areas. That standard is: students will construct viable arguments using textual evidence to support their claim. This standard was chosen because it embodies our SLOs, which are that students will be critical thinkers and effective communicators. Teachers provide both individual and group assignments to allow students varied opportunities to use reasoning and problem solving, both of which are strategies that are aligned to CCSS. All teachers have been trained on CCSS and are expected to be implementing lessons that challenge students. To further support this goal, all HHS teachers participate in peer observations, and those who are in PLCs debrief after the observation and review student work. When reviewing student work, a protocol is used to determine the effectiveness of the lesson and whether the students were able to demonstrate competency on the given task as an effective communicator or critical thinker. The Senior Project and interim	1. PLC Notebooks 2. Peer Observation Notebook 3. Sign-In Sheets from PD Project 4. Interim Assessments 5. Rubrics

assessments are good examples of these types of assignments.	

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Students work in heterogeneous groups using online tools such as Google Docs and Prezi, where they may create products collaboratively. All grade nine ELA teachers have access to Accelerated Reader (AR) to establish baselines for students' reading levels so they may effectively differentiate instruction for those students who may not be performing at grade level. Students also have access to RevolutionPrep, an online mathematics program to increase their proficiency in algebra and geometry. Additionally, many teachers require students to utilize Turn-it-in.com to submit written assignments. This program also helps students learn to paraphrase and cite sources. The peer review feature helps students to understand what to look for in someone else's writing. Not only are students better able to complete mechanically correct writing assignments, but also may focus on content, which is more important during the peer-editing stage of the writing process. The first thing most students want to look for is a spelling or punctuation mistake, but with Turn-It-In, a teacher is able to craft focused questions that encourage students to read and think. There are also several computer labs available on campus where teachers may take their students to complete assignments. Additionally, the school has 15 laptop carts that teachers can check out to use in their classrooms. Currently, every Expository Composition teacher has a laptop cart for students to work on their Senior Projects because every student must use technology as part of their senior project presentation. Lastly, all HHS students must demonstrate computer literacy to qualify for a diploma from LAUSD.	1. Cum Records 2. Master Schedule 3. Revolution Prep 4. AR 5. Senior Projects 6. Equipment

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

Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
In ELA classes, student projects, essays, and reports demonstrate use of resources beyond the textbook. Most teachers use some original sources such as news articles and letters. Students also have access to computers with Internet access to conduct online research, which is led by their teachers as students learn about primary and secondary sources as well as how to determine if sources are credible. As we continue to implement the CCSS, teachers are increasing their use of both text-dependent and text-independent questions. Additionally, teachers have begun to use non-fiction text as the basis for student work in their classes, especially in ELA and social studies to prepare students for the interim assessments. Labs conducted by teachers of science courses, along with the science notebooks, demonstrate students' use of various materials other than the text to solve problems and prove or disprove hypotheses. In the Social Studies Department, some teachers are assigning projects that connect issues in history with current events. An example of these connections includes comparing restrictions of freedom of speech and the press in the French Revolution or World War II with the control of newspapers and journalists today in many countries. Math teachers use various techniques to present the material to the students. Math teachers use PowerPoint presentations, and popular instructional websites such as Mathisfun.com and Regentsprep.org, which first teach content and then ask questions. Furthermore, they incorporate videos such as Khan Academy as well as using group and individual instruction. In addition math teachers have students explain and show their work in order to have students develop metacognitive and reasoning skills.	1. Matrix/Master Schedule 2. Tutoring Logs 3. Advisory Meeting Agendas 4. Trip Slips 5. Student Reflections 6. Internship Confirmations 7. Lesson Plans 8. Senior Projects 9. Performances 10. PD Sign-In Sheets 11. Syllabi 12. Student Work

Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: *Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.*

Findings	Supporting Evidence
At HHS the New Media Academy (within the MET SLC) and the Teaching Career Academy (TCA) have been forerunners in providing students with real world experiences that are effective. The New Media Academy was among one of the few Linked Learning programs in LAUSD to earn certification. Students in NMA are being armed with the career technical skills required to be successful in the field of media production. Industry partners consult with NMA staff to revise projects for real world relevance. These students also benefit from a wide variety of experiences including career exploration field trips, job shadows, formalized internships, and mentoring. NMA students and faculty have presented their work at local and statewide student showcases as well as professional development series. NMA students are often requested by local organizations to help develop media for websites and trainings. NMA students cover red carpet events and panel discussions at international film festivals that take place throughout the year in Los Angeles. The Teaching Career Academy is currently seeking Linked Learning certification, which includes providing students with real world experiences. In their freshman year, students are enrolled in the World of Education, which allows them to see teaching from another lens. TCA also has an ROP teacher who teaches Child Development and provides students with authentic experiences such as the 'baby' project in which students have to take care of a simulated baby for a week and keep a log of its meals, sleep, etc. Upper level students in TCA leave campus as part of their program and offer tutoring services at local elementary school partners. They also take field trips to colleges and universities and an annual trip to	1. Sign-in sheets 2. Reflections from community partners who attend and support academy events 3. Student reflections and projects from field trips and job shadows 4. Letters of recommendation and confirmation of hours from internship supervisors

Special Education Centers where they meet with teachers of students with moderate to severe disabilities and discuss the requirements needed to go into that field. As part of the physical project potion of their senior projects, TCA students are required to either teach a concept or create an advocacy/awareness campaign. During the fall of 2014 TCA forged a partnership with a company named Amplify who has provided TCA students with new experiences and knowledge about careers in education, specifically technology including tablets, applications, testing/assessment and software development. In addition, Amplify is a member of the TCA Advisory Board and has provided mentors to students in TCA to assist with the completion of their senior projects. Students in the Performing Arts Magnet (PAM) also have access to real world experience as it relates to theatre and production. Students take a variety of courses in the arts as well as courses in stage design and production. During drama, dance, and choral performances students are able to demonstrate to live audiences what they have learned and mastered in their courses. Not only are PAM students engaged in activities related to the front of the house, they also are learning everything needed to know behind the scenes. At all HHS performances things such as lighting, sound, and even set design are all done by students who have learned to do these things in their classes. In the fall of 2014 PAM teachers received PD on arts integration and have begun collaborating across disciplines for integrated lesson planning. At this time, due to its unique design, the School for Advanced Studies (SAS) is not yet providing students with opportunities for job shadowing or career exploration. However, the course content is modified to meet the achievement levels of gifted students and their capacity or learning. At Hollywood High School, SAS provides students with the opportunity to take Honors courses, as well as Advanced Placement (AP) courses for upper level students who meet the course prerequisites. Courses are offered in a cluster/SLC format where students share common classes and teachers.	

WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category C. Standards-based Student Learning: Instruction: Areas of Strength

The school has implemented faculty peer observations, and those observations monitor and inform Common Core instruction, the SLOs, and Critical Learner needs. There are several examples of course syllabi, rubrics, and prompts that clearly inform the students of learning expectations. Anchor Assignments and Standards demonstrate clear communication of expectations to the students. Best practices such as PBL and co-teaching are implemented to address the needs of students from various backgrounds, including students with special needs and EL students. There is evidence of specific, directed professional development from the Buck Institute, PBL PDs, and Linked Learning PDs for the entire staff in addition to the committed implementation of PBL practice within the Teaching Career Academy and New Media Academy. As a result of the aforementioned professional development, teachers are highly trained for the subjects they teach. The Professional Learning Community lesson plans in the English and Math Departments demonstrate the development of teachers as coaches. Instructional goals in classrooms are strengthened when teachers reinforce their teaching to include how the standards are being met for a specific skill; CCSS standards are posted in each classroom so students may are aware of expectations for what and how they will learn. The school continues its work in moving towards an even more inclusive approach for students with disabilities, allowing them equal access to the general curriculum.

Instructional objectives are clearly stated by most instructors because the Common Core State Standards provide a template for what is to be taught and how. Many teachers use Common Core lesson plan templates to design tasks and objectives. Classroom best practices require that rubrics be posted alongside student work so that scoring is meaningful and measurable for students to interpret the assigned work they have submitted. Instruction is delivered in a sequence and at times as a unit of study that includes tasks and activities that build from simple to complex. Tasks draw on students' previous knowledge so that covering new information relates to what has already been taught and builds on prior knowledge to support students in achieving course mastery.

Category C. Standards-based Student Learning: Instruction: Areas of Growth

Quantity and breadth of peer observations need to be expanded and analyzed to better inform instruction. Additionally, the implementation of the Professional Learning Community Lesson Plan model needs to be implemented schoolwide and across all content areas. There is inconsistency in implementation of CCS across the classrooms. This applies to differentiation of

instruction in gifted and middle-achieving students, and Honors and AP definitions. There is a need for more tech-based evidence, i.e., websites for each teacher. There is also a need for delivery of instruction to include a Common Core Lesson Plan template that signifies what precise skills are being taught and how those skills relate to mastery in the course; we need to make certain that the instructional minutes provided to study for each class involve activities and tasks that can be measured for achieving academic proficiency.

Science teachers need more support in implementation of the Next Generation of Science Standards and acquisition of materials to address the engineering practices. Hollywood High School should incorporate more opportunities for online instruction, as few students are taking online courses. There are numerous online courses and programs that can be used for both intervention and credit recovery as well as for enrichment for gifted students and those who need greater opportunity for independent learning. These are currently underutilized.

The design of instruction can always be more a collaborative effort. Our teachers must concentrate on meeting not just during designated professional development but also in their own planning periods to coordinate what they are teaching in their respective disciplines and examine how the material relates to another discipline. It is this type of learning that demonstrates to students how concepts and ideas from various content areas are connected.

Each content area needs to do a better job creating common rubrics. Though PBL is occurring in several places throughout the school, every subject area should be implementing at least one example of PBL per school year. The LASW protocol is used amongst all PLCs, but should be implemented schoolwide. Not all teachers are effectively using differentiation. Additionally, HHS would benefit from improving the schoolwide tutoring program. The L.A.C.E.R. program does offer tutoring; however, it is not equipped to handle those students taking high levels of mathematics and science. Other areas of growth include the SAS beginning to implement formal career exploration and job shadowing, as well as PAM expanding its real-world experiences outside of the school.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Assessment and Accountability Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Professionally Acceptable Assessment Process

Indicator: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
<u>Assessment</u> Hollywood High School uses several district-approved assessment tools including the MiSiS grade book and the core subject Interim Assessment as well as schoolwide tools such as Engrade and project-based learning to collect, disaggregate, analyze, and report results to staff, students, parents, and other stakeholders. Progress Reports and Report Cards, which indicate academic proficiency, work habits, and behavior, are issued at the 5, 10, 15, and 20 week grading periods. They inform students, parents, teachers, and counselors of progress made in the courses and provide opportunities for teachers to engage in intervention. <u>District Interim Assessment</u> District subject interim level assessments are given to students twice a year in all core disciplines. Teachers collectively grade and collect the data for discussion within departments at each five-week grading interval to determine what and how much to reteach or reinforce. <u>Small Learning Communities (SLC)</u> Furthermore, our four small learning communities participate in a Progress Report Intervention process where each SLC meets and discusses interim grades and identifies students who are achieving below proficiency. Teams of teachers develop specific intervention for selected students. Each teacher commits to calling parents to relay the information and discuss strategies for improvement while counselors advise students of resources and academic support	1. Report Cards 2. Grade Distribution Data 3. SLC Intervention Forms 4. Department and Core Content Areas PLCs Agendas and binders with student lesson study cycles and peer observations are in room 407 5. Reclassification Data for ELs for the last three years (SPSA) 6. CAHSEE Data for the last three years (SPSA) 7. EAP Data 8. Teacher Assessment Samples by Department 9. TurnitIn Use and Performance Report 10. Samples of *summative* teacher-

services including tutoring to help student achievement. Results from the CAHSEE, which are disaggregated by grade level, subgroups, and abilities, are used to evaluate the effectiveness of classroom instruction and modify specific instructional strategies so that all students, including English Learners and students with disabilities, may achieve success on high-stakes examinations administered every school year. Another assessment our students participate in is the Early Assessment Program with the California State University system. This assessment measures the competency of eleventh graders for readiness for college level English and determines if students need to take the writing entrance exam at their respective college campus.

Professional Learning Communities (PLC)

The department-based Professional Learning Communities (PLC) work to improve student learning and mastery of CCSS from a subject-specific lens, working on the three critical learner needs: ELA, math, and graduation for all students, students with disabilities (SWDs), and English Learners (ELs). The expectations of the PLCs include:

- regularly collaborating with course-alike groups to discuss improvement of student learning and mastery of CCSS in their classes.
- Every PLC member engages in lesson study cycles, sharing best practices, observing one another and looking at student work to determine effectiveness. Best practices include discussion techniques and student participation, quality and purpose of questions, CCSS-based projects, activities and assignment through participation in purposeful and productive instructional groups. At the end of each cycle, samples of student work, LASW protocol forms, peer observations forms will be collected.
- The PLC Facilitators support the progress and development of the PLC and collect evidence of each lesson study cycle in the assigned PLC.

CELDT

For English Learners, the CELDT test is one determining factor for reclassification and assessment of how students write, speak, read, and interpret both short answer and visual prompts. The other factors are the grade received in the student's regular English course and whether both sections of the CAHSEE are passed or not.

created assessments for History, math, science and ELA

11. Samples of *formative* teacher-created assessments for History, math, science and ELA

12. Samples of how teachers in math, ELA, science and social science embed online resources to support learning

13. Senior Project Binder: Performance and presentation rubrics; physical project, paper, portfolio, presentation, proposal

14. Accelerate Reader Use and Performance Reports

15. Advanced Placement Data Indicating Access and Performance

16. Parent- Teacher- Counselor Conferences during the school year

17. PAM Performances videos and playbills

18. Library log indicating student and teacher use and purpose

19. Fitnessgram data for the last three years. Multiple activity assessments within state standards and California Physical Fitness Test are enabled and applied.

20. Principal's Data Presentations for the last three years (faculty, parent, student meetings)

Project Based Learning (PBL)

Hollywood High School follows the guidelines for project-based learning (PBL) provided by the Buck Institute. PBL is implemented within departments and SLCs to enhance student learning. It involves student learning that includes group work, wherein students take on different roles to accomplish a response to the guiding question that drives the project. It also measures communication and critical thinking skills, since 21st century tasks are addressed in detail in several different criteria. Students are involved in real-world learning as they must share ideas with others and work in settings that demand participation by speaking, writing, reading, and listening. Creativity is also a factor in project-based learning since that approach to commonplace topics engages student interest and instills a sense of ownership of project accomplishments.

In PBL, students not only understand content more deeply but also learn how to take responsibility and build confidence, solve problems, work collaboratively, communicate ideas, and be creative innovators. The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of the 21st century competencies such as critical thinking, communication in a variety of media, and collaboration. PBL provides an effective way to address such standards. Some PBL projects may have students work in small groups using technology such as video cameras, Google Docs, surveys, and websites.

Formative and Summative Assessment

Perhaps the most common form of formative assessment is the daily assigned homework. Scores from homework assignments provide teachers with an opportunity to reteach skills not mastered and an opportunity to plan for future assessments that are meaningful, rigorous and relevant. The number of homework assignments given by teachers and the time involved by students is of concern since homework represents an extension of what has been learned in class. Although homework is not the only measure of student academic performance, it does measure how students are able to meet time management and study skills objectives because deadlines are involved. Homework help is also available with school programs such as L.A.C.E.R. and teachers who assist in the school library to enhance classroom instruction and explain any difficult concepts or ideas not readily understood by students who work independently.

Some teachers also create formative and summative assessment materials such as common assessments, midterm, and final exams. They work together to discuss and create assessments that measure overall mastery of the respective discipline. Formative assessments such as short quizzes that include multiple choice and open ended questions, short answer responses, and fill in the blanks are conducted to gauge how much the class as a whole understands and utilizes the content. Some teachers utilize logic and reasoning games to assess understanding and mastery of skills based on acquired knowledge. Others use small white boards to check for understanding, exit slips, and Thinking Maps for quick assessment. This formative information is later used to direct small group lessons. Additionally, some teachers use verbal checks for understanding, student work, individual white boards and graphic organizers such as Venn diagrams, Thinking Maps, and other scaffolding prompts that demonstrate acquisition to glean student understanding as they complete assignments. This also informs the need to reteach or affirm certain skills or knowledge.

Summative assessments are typically given at the end of units and as final exams to confirm that students are retaining knowledge and mastering the standards. Not all teachers use summative assessments; therefore, they need to be strengthened by departments so that they may measure similar skills and abilities. Some assessment procedures are modified for students with disabilities and English Learners since they are not always at the skill level of regular classroom student proficiencies.

<u>Senior Projects</u>
Our seniors begin the process of determining their senior project topic in the first semester, then senior students engage in researching and writing a college level paper and creating a physical project such as a website or model. This Senior Project culminates in a final demonstration of the academic and presentations skills and knowledge seniors have attained throughout their four years at Hollywood High School, and in the particular topic they have researched. They also demonstrate college and career readiness skills since much of their planning, research and delivery is independent practice. Students are assessed by a panel of judges that includes teachers and community people who use a rubric developed by senior teachers. Results of the rubric, including written commentary by the judges, are shared with students after scores for the presentations are complied.

Common Performance Tasks

Common performance tasks include district-provided assessments such as the interim assessment where students respond to a prompt across grade levels; these assessments are scored by teachers across disciplines in math and ELA, who then plan intervention and future instruction based how the performance students demonstrated using rubrics or other such scoring guides. Common performance tasks are not used consistently or schoolwide.

Advanced Placement (AP) Exams

The threshold for achieving letter grades in college coursework corresponds to the numerical scoring papers earn when they are scored in June. The AP course of instruction is not designed just to enable students to pass tests each year but to prepare students for the rigorous and demanding coursework and assignments in college. In class, AP students are regularly assessed on their ability through essays, timed writing, comprehension, and problem solving performance tasks. Both students and teachers receive the results of AP exams after the assessment to inform areas of strength and areas of growth for future planning.

Smarter Balanced Assessments

The debut of these assessments presented a new concept for students, who are accustomed to multiple-choice questions and short answer questions as opposed to questions that included drawings and reading passages to elicit responses. There was actually no separate writing component on Smarter Balanced examinations, so this new test is most likely designed to determine how students think, evaluate and synthesize information that is presented to them in various screens. In April 2014, eleventh graders took the field test; because of the nature of field testing, no results were received. The results of April 2015 will be used as benchmarks for future improvement and planning.

Parent Conferences

Parent Conferences are another method we use to communicate student achievement. They are held regularly with parents of students at risk of not achieving the standards. Some Saturdays and evening hours are also made available to the parents who cannot meet during the weekdays. The conferences held are used to discuss academic progress and current status of each student towards graduation. Teachers also call and email parents regarding

student academic performance.

Achieve the Honorable
Achieve the Honorable is a yearly event we use to acknowledge our graduating seniors who have earned recognition such as scholarship awards for postsecondary study, Silver and Gold Cord for academic achievement. Parents, alumni, students, staff and the community are invited to participate in the event.

Performances
The Performing Arts Magnet produces twice yearly full scale productions of plays, both classical and contemporary; two dance shows, which demonstrate the students' choreographic skills, and their knowledge and skill in classical ballet, modern and jazz dance genre; as well as two large scale musical productions displaying the students' musical and vocal skills and showmanship. The Performing Arts Magnet also offers the students both theoretical as well as hands-on experience with stagecraft, and state-of-the-art lighting and sound equipment, which enable the students to design and run the technical side of our productions. These productions provide work-based learning opportunities in a professional setting that prepare our students to step into the entertainment industry or the university upon graduation.

Technology—Classroom Blogs, websites.
Teachers are applying technology and assessment at an increasing rate to meet 21st century objectives. Laptops are provided to classroom teachers in a cart that can be easily accessed and distributed. Various online programs are used to assess and assign tasks that follow instruction provided in daily lessons. Also, numerous teachers host blogs and use various websites that give students access to curriculum and assessments. For example, many math teachers supplement their instruction through use of Khan Academy, which provides students with online instruction and tests for mastery of standards. Science teachers use Bozeman Science for online instruction as well. Turn-it-in.com is an online program that helps teachers to identify work that may have been plagiarized and also provides a grading scale and grammar and usage component for teachers to notate suggestions and corrections for student submitted work.

Accelerated Reader
Many ELA teachers use the Accelerated Reader program to assess students' reading level. Students reflect on their scores and are

encouraged to challenge themselves with more and more complex text to increase their reading level to grade level or above. Library Orientation Incoming 9th grade English classes are given an orientation of the library for research techniques and procedures. P.E. Assessment Multiple activity assessments within State Standards and the California Physical Fitness Test are given to all students in the Physical Education Department. Results are shared with students and parents. The P.E. department has to determine strategies to better prepare students for this test during the first semester of each school year. Administration The HHS principal shares data with students, parents, district staff and teachers throughout the school year during assemblies and meetings. Data includes: CAHSEE, CELDT, A-G progress, AP, graduation data, attendance, and suspension rates.	

Basis for Determination of Performance Levels

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

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
HHS has adopted two Schoolwide Learner Outcomes (SLOs) as benchmarks that provide a focus for Critical Thinkers and Effective Communicators. These SLOs are the basis for the formative and summative assessments employed by HHS faculty. Similarly, the state- and district-mandated tests administered at HHS support the broad objectives of these SLOs. Additionally, Hollywood High School follows the district's guidelines for letter grades and credits earned per semester. For the class of 2016, only A, B, and C letter grades earn students five credits per class. The school sends progress reports to parents every five weeks to indicate whether students are progressing in academic, work habits, and cooperation categories. At SLC meetings, data on	1. SLC Intervention Forms 2. Teacher-parent Conferences 3. Parent-student-counselor conferences at different times of the semester

student progress is distributed, discussed, and analyzed by teachers, counselors, and coordinators. Students earning D's and F's are targeted, and specific intervention strategies are implemented for intervention. This action plan is implemented over the next five weeks to help identified students improve their academic performance. Besides the district-mandated parent conference nights, counselors send out letters to parents and meet with them when students are receiving Ds and /or Fails on their report card (every 5 weeks). Counselors document all interactions in logs and accommodate parents' schedules on Saturdays and evenings.	

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The school staff communicates with different stakeholders about student achievement and how students are assessed in the different programs offered at HHS. Student learning is measured not only by grades but also by standardized tests. There is a need to incorporate, define, inform stakeholders about the different summative assessments that are used to support student learning.	1. Report Cards 2. Grade Distribution Data 3. SLC Intervention Forms 4. Department and Core Content Areas PLCs Agendas and binders with student lesson study cycles and peer observations are in room 407 5. Standardized Test Data

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The use of marks, standardized tests, summative, and formative assessments assist school staff in identifying student needs and supporting strategies. Student intervention plans allow those students who may be struggling to meet the standards, particularly EL students and students with disabilities, to receive additional support as specific benchmark assessments approach.	1. Report Cards 2. Grade Distribution Data 3. SLC Intervention Forms 4. Department and Core Content Areas PLCs Agendas and binders with student lesson study cycles and peer observations are in room 407 5. Standardized Test Data

D2. Assessment and Accountability Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Appropriate Assessment Strategies

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

Prompt: *Evaluate the appropriateness of assessment strategies used by teachers to measure student progress toward acquiring a specific body of knowledge or skills. Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<u>Standardized Tests</u> Hollywood High School administers the state and district mandated assessments such as the CELDT, AP, PSAT, EAP, Smarter Balanced, and CAHSEE exams. All are secure assessments under the control of the testing administrator or college counselor until administered to students. Proctors are trained to maintain the integrity of the test and the testing environment. <u>School Level Assessments</u> In addition to mandated state and district assessments, teachers at Hollywood High School implement a wide range of assessment methods. Formative and summative assessments are designed to gauge student learning and measure acquisition of the Schoolwide Learner Outcomes (SLOs). <u>Peer Evaluation</u> Students often times are asked to evaluate and critique the work of fellow students so they may understand how others write and interpret complex problems. Then in a discussion, students explore why a particular answer may be the best or correct answer and why other answers may not be as strong as the correct answer. Peer evaluation work also involves group placement as strong students are sometimes paired with students who struggle so that those	1. Completion of CAHSEE, CELDT, Smarter Balanced, AP, PSAT mandated proctoring testing training 2. Smarter Balance training in 2014 3. Sample of Student Peer Evaluations Created by Teachers 4. Binders with SLOs-aligned student samples

students can receive not just the feedback of the classroom teacher but their fellow classmates, who understand and comprehend more readily than struggling learners do. This peer evaluation may also be scored by classroom teachers who give points or a grade for engagement and support. This is not a consistent practice amongst teachers and classes.	

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The department-based Professional Learning Communities (PLC) work to improve student learning and mastery of CCSS from a subject-specific lens, working on the three critical learner needs: ELA, Math, and graduation for all students, students with disabilities (SWDs), and English Learners (ELs). The expectations of the PLCs include: ○ regularly collaborating with course-alike groups to discuss improvement of student learning and mastery of CCSS in their classes. ○ Every PLC member engages in lesson study cycles, sharing best practices, observing one another and looking at student work to determine effectiveness. Best practices include discussion techniques and student participation, quality and purpose of questions, CCSS-based projects, activities and assignment through participation in purposeful and productive instructional groups. At the end of each cycle, samples of student work, LASW protocol forms, peer observations forms will be collected. ○ The PLC Facilitators support the progress and development of the PLC and collect evidence of each lesson study cycle in the assigned PLC. Common Core Assessment rubrics in math and ELA are used to determine if students are meeting academic standards and college and career-ready benchmarks; schoolwide learner outcomes are another measure of how students are achieving academic literacy,	1. Department and Core Content Areas PLCs Agendas and binders with student lesson study cycles and peer observations are in room 407 2. CCSS rubrics for core disciplines; assemblies where SLO objectives are discussed; SLO posters in the classrooms; CCSS descriptors that match lessons being taught in classrooms. 3. TCA Common Lessons in Ms. Benders room 213

specifically how they are becoming effective communicators and critical thinkers. TCA uses common lesson plans for tutoring. These lesson plans are critiqued by both students and teachers to assess progress in the field of teaching.	

Curriculum-Embedded Assessments

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

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
HHS implements LAUSD provided interim standards-based assessments in math, English, social studies and science. Additionally, teachers are developing uniform assessments, lessons and performance tasks within departments that are aligned to Common Core Standards.	LAUSD Interim Assessments and Graphic Organizers for Preparation

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *How effective is student feedback in monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?*

Findings	Supporting Evidence
Surveys were given to students in all advisories last spring, and represented all small learning communities, so students could provide feedback about how they felt about instructional objectives expected from their teachers in various disciplines. They also were able to engage in specific responses about whether they felt the school campus is a safe place to indeed learn what is being taught. In the senior project for example, students are provided feedback from not only teachers but from community judges as well. Academic standards can also be measured by students when they	1. Results of Student Survey-Chapter 1 2. Senior Project Rubrics used by judges

receive their course marks so they know the strengths and areas of growth that are identified in the actual academic, work habits, and behavior categories. Work that is being initiated between our teachers and staff and the community college level is productive in helping our students become college-ready in their first year of enrollment.	

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
The department-based Professional Learning Communities (PLC) work to improve student learning and mastery of CCSS from a subject-specific lens, working on the three critical learner needs: ELA, Math, and graduation for all students, students with disabilities (SWDs), and English Learners (ELs). The expectations of the PLCs include: ○ regularly collaborating with course-alike groups to discuss improvement of student learning and mastery of CCSS in their classes. ○ Every PLC member engages in lesson study cycles, sharing best practices, observing one another and looking at student work to determine effectiveness. Best practices include discussion techniques and student participation, quality and purpose of questions, CCSS-based projects, activities and assignment through participation in purposeful and productive instructional groups. At the end of each cycle, samples of student work, LASW protocol forms, peer observations forms will be collected. ○ The PLC Facilitators support the progress and development of the PLC and collect evidence of each lesson study cycle in the assigned PLC The New media Academy engages in project design by grade level and in an interdisciplinary fashion. The projects allow students to demonstrate their learning through the creation of original films, websites, and multimedia presentation. Teachers consistently collaborate to analyze the effectiveness of assessments for specific benchmarks of integrated projects.	1. Department and Core Content Areas PLCs Agendas and binders with student lesson study cycles and peer observations are in room 407 2. NMA/11th Grade Cohort Documentation is in Ms. Fagan's room - 121

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Schoolwide Learner Outcomes (SLOs) are addressed in assessment and accountability by meeting the mission and vision set by the school. Specifically, the SLOs arm students to be critical thinkers and effective communicators. College and career readiness standards are effectively met because instructional practices are geared for students to achieve rigor through depth and complexity of instruction that enables students to deepen their reasoning skills and knowledge and prepares them to become active listeners and respond thoughtfully to convey clear and distinct perspectives, necessary for post-secondary education and career success. To ensure that students are meeting academic standards, teachers monitor progress of grades, and counselors monitor grades and credits. To ensure college readiness, counselors review programs of study to ensure that students are meeting A-G requirements. HHS organizes and conducts college campus tours three or four times annually. The College Center has guest speakers and recruiters on a regular basis. For career readiness, students participate in work-based learning activities such as TCA teaching and tutoring programs, NMA film projects, and PAM theater performances. Also, all SLCs use workplace tours, mentorships, job shadow days, guest speakers in the classroom, hands-on activities, and internships respective to each industry.	1. Mission and Vision 2. SLOs 3. MiSiS grade book 4. Student Transcripts 5. AP Data 6. Guest speaker forms 7. Campus-tour field trip forms 8. TCA Tutoring logs 9. Videos from NMA 10. PAM videos and playbills of performances 11. Documentation for workplace tours (Mr. Dovlatian); parent permission forms on file for internships, mentorships, job shadow opportunities and mentorships

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Schoolwide Learner Outcomes are benchmarks that provide measurable growth for students as they achieve academic standards that will enable them to become college and career ready. Teachers reinforce the outcomes by encouraging all learners to become effective communicators and to think critically. While summative assessments are consistently used amongst teachers, more formative assessments need to be in place to make sure that students are on a path to achieve success in the summative assessments. Formative assessments are used as a diagnostic tool to measure what students know and are able to do; they provide teachers with information about how students are meeting the standards and how to modify instruction if students are not meeting the standards. Formative assessments also inform the incorporation of additional instructional strategies. Summative assessments actually measure students' mastery of the standards and provide evidence of what was taught and was actually learned by students, including our EL student population who are provided with additional support in a second English class beyond their regular English class. The implementation of PLCs in content areas has created the opportunity for teachers to create and analyze formative measures in order to support students learning.	1. Department and Core Content Areas PLCs Agendas and binders with student lesson study cycles and peer observations are in room 407 2. Samples of teacher-created summative assessments

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Critical learner needs include passing the CAHSEE, meeting the four-year requirement for graduation, and supporting students with disabilities. Formative assessments can support this indicator by providing a monitoring tool for how students are progressing and determining whether they are on the path to achieve mastery and earn a high school diploma. Formative assessments also indicate whether students need additional support such as Beyond the Bell and EL tutoring, especially students with the lowest test scores and class grades categories as below basic and far below basic. Summative assessments help the school to evaluate if the SPSA strategies are effective and if resources are indeed used to address the needs of critical learners.	1. SPSA 2. CAHSEE CELDT Graduation Data

D3. Assessment and Accountability Criterion

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes.

Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
In the past, under No Child Left Behind (NCLB), schools were identified as "Program Improvement" or "At-risk of Improvement." Since that time, the California Office to Reform Education (CORE) Waiver determines classification for all Title 1 schools based on a new data-based accountability system. The 2014-16 SPSA has three main components that are aligned with the new CORE Waiver accountability, and the analysis of specific data as well as the development and execution of key strategies with respective actions/tasks are required by each component. · Academic Domain: 100% graduation, ELA, math, ELD and Access to Core · Culture and Climate Domain: Parent and Community Engagement · Social/Emotional Domain: 100% Attendance, Suspension/expulsion and non-cognitive skills Different LAUSD offices regularly track student improvement and school ranking (Data and Accountability Office, Federal and State Education Program, School Report Card Office, Curriculum and Instruction Office, etc.) ESC West consistently shares achievement, attendance, and suspension data for all school in this region and supports principals with setting goals. The Los Angeles Unified School District provides common interim assessments and instructional guides implemented by HHS teachers. These interim assessments are administered, graded, and reviewed in-house by each core department. Results are gathered	1. SPSA 2. www.lausd.net 3. http://achieve.lausd.net/west 4. District Instructional guides and interim assessments 5. ICC minutes 6. TCA Tutoring documentation 7. LAUSD MyData 8. NMA and TCA Advisory Board Documentation and involvement

and discussed for improved instruction. Input from HHS faculty and staff includes the Inter-Coordinated Instructional Council (IICC), which meets to discuss academic objectives/SLOs and to review how the school can better accomplish those goals. As a component of the work based learning spectrum, members of the business and industry community provide feedback on Senior Projects. NMA and TCA students engage in project based learning with the support of professionals in the community, and PAM students are involved in various theatre, dance, and musical productions throughout the year.	

Reporting Student Progress

Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The district issues each school a report card to show how well students perform on state tests and if schools have shown growth. It states how students, parents, and staff feel about their school environment and resources students use to stay informed and involved in their school and district community (School Report Card, "How Does Your School Measure Up?"). This school report is disseminated to all stakeholders, including parents, students, and faculty. Hollywood High School's School Site Council meets monthly to make certain that funds are provided to meet critical student needs based on assessment data that is analyzed by all stakeholders. Students with disabilities include students who receive the service of a Special Day Program, a Resource Specialist Program and the Community Based Instruction Program, and these programs enable the services provided to succeed in the general education environment. Our small learning communities also have an outreach plan for the respective career industries in our community when they engage students in real-world Linked Learning efforts such as media and technology and teaching career academy professionals who provide work-based learning opportunities.	1. School Report Card for the last three years 2. SBM and SSC minutes and agendas when data was shared 3. Include evidence of Advisory Board meetings from NMA and TCA 4. Principal's presentations for parents and staff members at the beginning of the school year

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Various reports that communicate student progress to parents, students, counselors and staff district-wide are issued at various designated times during the semesters. These reports also list the work habits and behavior of students who are held responsible for their own learning and efforts toward succeeding in coursework and credits necessary to graduate. The goal to keep district, board, parents, and the business industry informed has been successful because the information about school and specific student achievement has been shared with all stakeholders. The school's web site is readily available to stakeholders who are also invited to have coffee with the principal to provide feedback about how they view our students' learning. The school newspaper also contributes by allowing students to express interests and analysis so they have a "voice" about school concerns and issues.	1. School Report Card for the last three years 2. SSC minutes and agendas when data was shared 3. Include evidence of Advisory Board meetings from NMA and TCA. 4. Principal's presentations for parents and staff members at the beginning of the school year

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Keeping all stakeholders informed about student progress in meeting academic standards makes it possible to support the four-year cohort where students start in grade nine and graduate in grade twelve. That addresses the needs of critical learners who need to be assured that they will meet graduation requirements. Also, sharing the progress and targets for the CAHSEE and CELDT assessments at the beginning of each school year, helps SSC in the decision-making progress to support students with disabilities and English Learners.	1. School Report Card for the last three years 2. SSC minutes and agendas when data was shared 3. Principal's presentations for parents and staff members at the beginning of the school year SPSA

D4. Assessment and Accountability Criterion

The assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes drives the school's program, its evaluation and improvement, and the allocation and usage of resources.

Modifications Based on Assessment Results

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

Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<u>Professional Development</u> HHS teachers and staff receive the professional development calendar approved by SBM before the end of every school year so they can plan accordingly. There are 22 PD meetings during the school day every year. Small Learning Communities (SLC) **Purpose:** To improve student learning and mastery of CCSS and SLOs from an inter-disciplinary focus, while developing a personalized environment for student success. **Expectations:** ● Interdisciplinary collaboration and planning that support student learning and engagement in the SLC design ● Aligning units, lessons, projects, etc. to the Schoolwide Learner Outcomes (SLOs) and SLC Graduate profile. ● Sharing of best practices during meetings and peer observations that can be implemented across curricular areas such as discussion techniques and student participation, quality and purpose of questions, CCSS-based projects, activities and assignments, and purposeful/productive instructional groups. ● Promoting student success and engagement by data analysis (formative and summative assessments) to plan and implement interventions for at-risk students ● Agendas, evaluations, student Intervention plans, samples of	1. PD Calendar for the last three years 2. Binders with SLC agendas, sign-ins handouts, and evaluations are located in room 407 3. Department agendas, sign ins, evaluations are in room 407 4. PLC binders by content areas are located in room 407 5. LTEL Training certification 6. (Certification is in Title I Office with Mr. Hermosillo) 7. AP training certification for teachers teaching AP 8. SAS teacher certification 9. (Both lists are in the College Center with College Counselors- Ms. Brown) 10. Linked Learning-specific trainings - TCA Kelly Bender room 213; NMA Ali Nezu room 303A 11. SSC Agendas and

best practices, peer observations forms will be collected as evidence. Even though there are only four department PD sessions during the school day, core content areas PLC meetings happen before or after school and the CAPP grant and CCSS funds pay for stipends for participating teachers . Department/ Professional learning Communities (PLC) **Purpose:** To improve student learning and mastery of CCSS from a subject-specific lens, working on the three critical learner needs: ELA, Math, and graduation for all students, students with disabilities (SWDs), and English Learners (ELs). **Expectations:** ● To regularly engage and collaborate with course-alike groups to discuss improvement of student learning and mastery of CCSS in their classes. ● Every PLC member engages in lesson study cycles, sharing best practices, observing one another and looking at student work to determine effectiveness. Best practices include discussion techniques and student participation, quality and purpose of questions, CCSS-based projects, activities and assignments, and purposeful/productive instructional groups. ● At the end of each cycle, samples of student work, LASW protocol forms, peer observations forms will be collected. Teachers assigned to teach EL classes have completed the training provided by the district. Likewise, teachers assigned to teach Advanced Placement courses have completed their respective training. Additionally, SAS teachers are required to complete 15 hours a year of training to support the gifted and talented students. HHS teachers who are part of the Linked Learning Academies have completed numerous hours of training and coaching over the past three years by the Center for Powerful Public Schools, the LAUSD Linked Learning Office, ConnectEd, The California Center for College and Career, and Stanford Center for Opportunity Policy in Education (SCOPE). SSC approved funding for instructional contract services in the last two summers to have the Center for Powerful Public Schools facilitate three-day trainings about the alignment of project-based learning, CCSS and performance tasks. An average of 40 teachers have attended the last two summers.	Categorical Budgets are in room 407 12. CORE Waiver PD Budget ESC West 13. SPSA 14. SPSA Evaluation/SPSA Update 15. SSC minutes and agendas 16. Budget at a Glance 17. Agenda and sign-ins from departmental meetings supported by the CAPP grant

Special education teachers have received an allocation for PD in the last two years as part of the new CORE Waiver accountability system in order to close the achievement gap for students with disabilities at HHS. Unlike other allocations, this fund is managed by ESC West.

The CAPP grant provides our school with resources to create small Professional Learning Communities in four content areas and world languages so that we could create Common Core assessments and instructional units that would ensure all students engage in lessons designed to met the standards. Teachers are also able to discuss formative assessments so that differentiated instructional strategies are in place to meet the needs of gifted students and students with disabilities. The CAPP Grant also insures that Common Core Standards criteria are examined so that rigorous lesson plans could be developed and implemented. In addition, the CAPP grant has made it possible for students who score "conditional" on the Early Assessment Program (EAP) to be placed in a second English course, English Reading Writing Course (ERWC), so they will successfully be placed into a credit-bearing English course in the first year of college. Further, our AP courses are open to all students and offer a year of rigorous instruction designed to prepare students to be ready to achieve successfully in the first year of college academic courses and opportunities in career development. Our tenth grade honors classes prepare students with skills to achieve success in AP coursework since they offer depth and complexity of instruction equivalent to college level coursework.

Allocation of Resources

The SPSA Assurances and Justifications for Categorical funds are included in the SPSA. Every expenditure is justified by aligning them to the strategies, task and activities in this plan.

When the SPSA is evaluated and updated, the assurances and justifications have to be reviewed and changed as needed.
Every year, during the budget development cycle, a budget at a glance document is prepared to assist all stakeholders in deciding if the fiscal, time, personnel, material, and resources are to be approved and how they will be budgeted according to the purpose of each program. Resources for tutoring after school, teacher x time, conference attendance, summer institutes, substitute time in order to release and/or compensate teachers for attending professional

development sessions and committee sessions have been allocated in the SPSA. All expenditures have to support the implementation of CCSS, Career Readiness standards, ELA, math, graduation, ELD and Access to Core, attendance, discipline, safety, as well as parent engagement activities/tasks as dictated by the SPSA.	

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Professional development is an ongoing process that is used by both the school and the district to maintain growth in teacher knowledge of course content. PDs are both mandated and voluntary so teachers are expected to attend these meetings and encouraged to participate in workshops that will provide not just content but materials that can be used in future lesson planning as well. Our professional development opportunities provide a vehicle so that student assessment is addressed, especially to examine exactly how students are meeting Common Core State Standards. Staff also utilizes professional development time to plan interim assessments and to score student work to determine if student skills meet the requirements of the prompt and the task as outlined by the school district in all core disciplines. Our CAHSEE Bootcamp instruction impacts student achievement and assesses student competency as they prepare to pass both the math and English components of the examination. The newly designed interim assessments also help students to achieve success on the CAHSEE since the tasks on that assessment are largely aligned to the constructed response that is similar to the response on the writing portion prompt of the CAHSEE. Also, CAHSEE prep time after school for tenth graders, students with disabilities, and ELs is offered at the beginning of the spring semester. Critical learners are also supported with additional tutoring opportunities from L.A.C.E.R. (Literacy, Arts, Culture, Education, Recreation) and HHS staff members as well as intervention classes during the school day (math tutoring classes for ninth graders and additional ELD courses for long term ELs). The limited resources that the school receives every year during	1. PD Calendar for the last three years 2. Binders with SLC agendas, sign ins handouts, and evaluations are located in room 407 3. Department agendas, sign ins, evaluations are in room 407 4. PLC binders by content areas are located in room 407 5. Linked Learning-specific trainings - TCA Kelly Bender room 213; NMA - Ali Nezu room 303B 6. SSC Agendas and Categorical Budgets are in room 407 7. CORE Waiver PD Budget ESC West 8. SPSA Evaluation/SPSA Update 9. SSC minutes and agendas 10. Budget at a Glance 11. Agenda and sign-ins from departmental meetings supported by the CAPP grant

budget development have been devoted to support the school facilities, professional development activities, instructional materials, technology, and equipment. The administration and staff understand the need to continue exploring business partnerships, grant writing, and donations as a way to meet our needs.	

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The process that HHS, with support of the district and community uses to collect, disaggregate, analyze and report student performance data assists in the clarity of the areas of need that students are experiencing and in the SSC decision-making process to allocate resources to support professional development for teachers and collaboration time during SLC and PLC time, and PD sessions. Our critical areas of need are addressed by allowing teachers time to plan CCSS lessons and assessments in PLCs, looking at student progress during SLC collaboration, professional development sessions for content area teachers, and Beyond the Bell intervention for students. Even though initial training was provided for the development of performance tasks that are CCSS-aligned, more teacher participation in this task is needed in order to support all students, particularly ELs and students with disabilities.	1. CAHSEE passing data. Lists of students placed into CAHSEE Boot camp. 2. After-school tutoring sign-ins should be communicated to the teachers requesting/recommending tutoring.

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

HHS is fully compliant in administering all state and district mandated assessments (which are standards-based) including CAHSEE, Smarter Balanced, CELDT and interim assessments. Data from these assessments are properly utilized to address student needs. HHS is actively working to coordinate curriculum and create assessments that are in full alignment with Common Core State Standards. Formation of PLCs and the work done with the CAPP grant have improved the assessment process as departments move to implement more common lessons, assessments, and performance tasks. Interim assessments are still in a transition period, but the strength is that all students are measured by the same prompts. Teachers use the results to review scores, discuss successes, and improve instruction. Formative and summative assessment results are shared with parents, staff, and the district.

The school has addressed the three critical learner needs with emphasis placed on improvement of the graduation rate, the academic needs of our students with disabilities, and an increased awareness of how students are expected to perform in math and English schoolwide and district-mandated assessments. Our Schoolwide Learner Outcomes have been distributed to each classroom and we have engaged in a school awareness program so that students understand these outcomes and why it is important for them to demonstrate the ways in which they are critical thinkers and effective communicators who will succeed in the global marketplace. Our association through CAPP and EAP programs with community and four-year colleges (LACC and CSULA) are indicative of the growth we have experienced since our students are displaying increased readiness for first year college coursework. It is important that students become familiar with standards at the post-secondary level as well as high school requirements. Career technical courses such as the video production, stage production, and child development classes provide work based learning experiences that prepare students for career and college success.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

With the transition to Common Core, new level-alike and interdisciplinary common formative and summative assessments need to be developed and implemented across the board. The Social Studies Department needs to develop formative assessments. The department also needs primary anthologies to supplement the textbooks and support Common Core Standards.

The creation of multicultural ethnic courses, Latino studies and African-American studies, and addition of AP Psychology need specific updated textbooks and primary sources to fully engage students. In order to better address Common Core Standards in English, we need to replenish its stock of books from the list of literary standards and to purchase more contemporary books which are both challenging and interesting to our students.

Implementation of common assessments is inhibited somewhat because the district does not provide students with the textbooks and updated technology needed to fully realize Common Core implementation. The school needs to provide more time for professional development to allow departments and SLCs the opportunity to prepare common curriculum that assures that students have equity and access to the Common Core standards yet permits teachers to differentiate instruction so that all students' academic needs are addressed to ensure they achieve an equal chance to succeed in coursework. More common assessments in alignment with CCSS than are already in place need to be created. More performance tasks by departments and courses need to be created and used by teachers in order to support student learning of rigorous curriculum and transferrable skills. Teachers are working toward that goal.

Hollywood High School does well in providing students with access to college-ready assessments such as the SAT, ACT, PSAT, and AP Tests. Unfortunately, generally speaking, the results of those tests are not at the desired level and can be improved. Teachers and students engage in an ongoing process to ready them with practice tests, with test preparation strategies to help them succeed on assessments and with discussion about information for how tests are formatted, how time cues work, and how answering all questions and writing all required prompts is essential to achieving a passing score. Still, more can be done. More opportunities need to be created beyond the classroom for students to improve their test taking skills and prepare for the exam. More student participation in the SAT Club and the UCLA AP Readiness program will help meet this goal. Providing greater resources and time beyond the classroom for SAT and AP mock exams and boot camps can also improve scores.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. School Culture and Student Support Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.*

Findings	Supporting Evidence
Parents and community members are active partners in the teaching and learning process through creating and working toward common goals to ensure that students are college and career ready. Our school has developed several important components for how active partners collaborate to achieve successful working relationships. These active partner relationships include a fully staffed Parent Center, regularly scheduled Coffee With the Principal meetings, and meetings to review academic achievement and evaluate Individual Education Programs for students with disabilities. Counselors and other out-of-classroom staff regularly meet with parents during individual and schoolwide parent-teacher conferences, and with support from the school's Healthy Start office. Community industry and post-secondary partners work with students and help shape the direction of curriculum and instruction to assure college and career readiness. Hollywood's full time Parent Center provides regular communication with parents in their home language. Parents are also invited to participate in our English Learners' Advisory Council during which parents are involved in making decisions about school protocols. The Parent Center offers classes in computers, parenting, wellness including exercise and nutritional guidance, and workshops from Parents Promotores which focus on preparation and application for college and financial aid. Translation is	1. Hand outs and sign in logs from computer classes 2. Parenting classes sign in logs 3. Parenting classes flyers in Spanish and English 4. Meeting agendas and sign in logs 5. Literature distributed to parents and copies of letters home to parents 6. Parent and student surveys (in English and Spanish for parents) 7. Power Point presentations to parents 8. Parent-teacher conference logs from PHBAO events 9. Individual teacher's progress reports to parents or electronic posting of student progress online 10. IEP (Individualized Educational Program) meeting sign in logs 11. School report cards 12. Contracts with students and parents for academic

provided during classes, workshops, and meetings so that parents can fully participate in the school's offerings. Supplementing the information provided by the Parent Center, the College Center also welcomes parents and provides resources regarding admission requirements and student financial aid. At parent-teacher conferences, families and teachers discuss student progress, behavior, work habits, and goals and strategies for achieving academic success. Our IEP (Individualized Educational Program) team meetings address the mental, physical and emotional well being of students, determine the Least Restrictive Environment for students, and help assure that agreed-upon goals are being achieved. Our counselors also meet regularly with parents regarding student achievement and inform them of progress toward meeting graduation requirements, including how students are achieving the required A-G coursework demands. There are two other important forces at work that address the specific needs of students and parents are involved in those as well. The Pupil Services and Attendance Counselor (PSAC) works with students who have chronic absences and meets with parents to explore the obstacles and other concerns families are facing that impede students from attending school regularly. Our PSAC may also provide families with community resources for alternative placement, such as adult school, the Alternative Education and Work Center (AEWC), mental health services, and Healthy Start referrals. The PSAC works with students and families to share information regarding the importance of attending school and informs them of the compulsory laws about attendance; they also utilize donations from community partnerships to recognize perfect attendance as well as develop and implement programs designed to help improve attendance. Our Coordination of Services Team (COST), composed of assistant principals, the PSAC, the dean of students, academic counselors, the school psychologist, the Healthy Start coordinator, and other support staff meets regularly to discuss obstacles that may impede student success in behavior, attendance, and academic progress, discussing intervention methods or resources that families may need to overcome those obstacles.	progress, daily reports of behavior and work habits and acceptance of challenging coursework such as AP class course contracts and enrollments 13. Information distributed to parents and students about student health resources and availability of college and university resources 14. Phone blasts through Blackboard Connect 15. School newsletters 16. Referrals and brochures to wellness center and sign in logs for the wellness center 17. Teaching Career Academy tutoring logs and advisory board minutes 18. New Media Academy work-based learning logs

Parents are also invited to new student orientations, with presentations and activities designed to prepare new students with information about their new school and the new school year. Our parents are also involved in School Based Management (SBM) and School Site Council (SSC) meetings so that they can play a role in developing schoolwide plans and learning objectives to meet the needs of students. The School for Advanced Studies (SAS) has a parent booster club geared toward fundraising to support classroom needs and student field trips; parents are also invited to accompany teachers and students on field trips so they may experience part of the learning curriculum beyond the classroom. Parents also volunteer to support extracurricular activities such as school performances and athletics. Participation in these committees allows parents the opportunity to become fully involved in the community that is Hollywood High School. Our AVIVA, Kaiser, and L.A. Trust for Children's Health partnerships assist in operating the school's Wellness Center, a place where students receive quality health care in the areas of physical, psychological, reproductive, and nutritional health. Kaiser also sponsors HEAL (Healthy Eating and Active Living), and the FAME club. These partnerships between local organizations and student clubs encourage student involvement and leadership throughout the school. Our Performing Arts Magnet invites community, business and industry professionals to performances and asks actors and technicians to provide students with real world learning experiences. The Teaching Career Academy ninth to eleventh grade students and teachers travel to local elementary schools to provide tutoring to those elementary students, gaining experience in child development and strategies for achieving success in the field of education. The New Media Academy regularly works with industry professionals in providing students with mentorship, internships and job shadow experiences. The California Academic Partnership Program (CAPP) grant has provided the funds for students to become college and career ready in English and math through partnerships developed with the Los Angeles City College (LACC) and California State University, Los Angeles (CSULA). There are staff meetings between our school, the CAPP funding personnel and LACC staff to specifically plan and address students' post-secondary needs.	

Use of Community Resources

Indicator: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
Community, business, and industry resources complement the objectives and accomplishments so that our students are offered a full panoply curricular and extracurricular support for academic success. Partnerships offer an opportunity for students to refine and apply 21st century skills to solve real-world challenges. Our school involves students in a host of opportunities including work-based learning and presentation of projects to community mentors and industry professionals, field trips for real-world experiences, and presentations from guest speakers. Our Regional Occupational Program permits students to experience hands-on learning in crafts necessary to become industry professionals, and our L.A.C.E.R. program (Literary, Arts, Culture, Education and Recreation) sets itself apart with a range of learning opportunities and experiences to help students become well rounded in their academic and extracurricular goals. The Senior Project, a schoolwide capstone project, requires that students complete a physical project wherein they apply their learning to solve a real-world problem. Many students work with community mentors to complete this project, further improving not only their academic learning but also the development of career-based skills. All seniors present their Senior Projects to a panel of community partners. These panels include industry-specific professionals and post-secondary partners. Students in the Teaching Career and New Media Academies participate in work-based learning throughout their four years at Hollywood High School. TCA students who participate in the tutoring program work with local elementary schools to provide academic support for school-aged children. TCA also has an ongoing partnership with Los Angeles City College with focuses on child development. Through concurrent enrollment courses, students can earn an Associate Child Development Certificate.	1. Senior project feedback forms from community physical project participants and judges' scoring sheets from presentations 2. Senior project mentor logs 3. Community and business and industry field trip permission forms and literature distributed before and after events 4. Guest speaker visitor logs and student reflection on guest speaker appearances 5. LACER and ROP community and industry based involvement forms, notes or records of visits by students 6. Clinician logs, schedules, nurse's referrals to wellness center 7. CAPP grant activities and logs of accomplishments 8. Letters and parent permission forms for AP students that grant access to university libraries for research

TCA students are also provided with professional mentorship through a partnership with Amplify. Students in the New Media Academy regularly participate in internship and job shadow experiences developed through the following partnerships: through partnerships facilitated by our advisory board, students complete work-based learning at the Los Angeles Latino International Film Festival; a partnership with Gigniks provides students with technical training and internships; Junior Achievement provides an annual job shadow for 10th grade students at Univision; and the LA Fund places students in summer internships at local business and political offices. The Performing Arts Magnet invites community and industry professionals to see live performances. The California Academic Partnership Program features a grant that encourages teachers to involve students in placement at four-year and community colleges so their post-high school goals are finalized and realized as they prepare to graduate and make their mark in the world.	

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Prompt: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
Coffee With the Principal, our PHBAO (Predominately Hispanic, Black, Asian and Other) parent conference nights, back to school nights and our ELAC meetings are all considered part of ensuring that parents understand the school's expectations and the ways in which our students are achieving. Advisory board members for the Teaching Careers and New Media Academies participate in the development of projects and rubrics aligned to measurable student learning outcomes. Through this collaboration, community members are made aware of the SLOs and faculty insure that projects are aligned to both the Common Core State Standards and industry expectations so that students are college and career ready. We post the School-wide Learning Outcomes and Common Core	1. Sign in sheets and flyers for events 2. Parent conference night and back to school night sign in sheets 3. Classroom and campus wide posters displaying the school wide learning outcomes 4. Vertical alignment of outcomes and project rubrics

instructional standard in classrooms; those standards describe the objectives of instructional focus for lessons, and are evident when parents visit classrooms.	

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Hollywood High School makes a concerted ongoing effort to include all stakeholders in the teaching and learning process. Through multiple efforts to include parents in both the curricular and extracurricular activities on campus and the development of business and college partnerships, Hollywood High School has developed a comprehensive community of learners.	

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The Hollywood High School critical learner needs include achievement in English Language Arts and mathematics, and an improvement in the graduation rate. While these needs focus on all students, there is a particular emphasis on English Learners (EL) and students with disabilities (SWD) who continue to show the lowest achievement levels in these critical areas. Through our continued commitment to including parents in our decision making and school activities, and in assessing students' progress and setting appropriate goals, we can positively impact our students' progress toward graduation. Furthermore, business partnerships provide students with valuable opportunities to apply their learning in authentic settings. This application of knowledge and skills directly addresses key components of the Common Core standards as related to problem solving and critical thinking, thereby attending to our goals of improving scores in English Language Arts and mathematics. For ELs and SWDs, this work- and project-based learning is particularly impactful as it allows for the use of content-specific academic vocabulary in a variety of settings.	

E2. School Culture and Student Support Criterion

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

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including Internet safety.

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
Recent student surveys validate that our students believe their school is a safe place to learn. Our certificated, classified, and administrative staff members each play an important role in supporting students' perception that the school campus is organized and dedicated to their academic needs. Hollywood High School's behavioral regulations are guided by three directives: "Be safe. Be responsible. Be respectful." These expectations guide the school's positive behavior support plan, which includes progressive disciplinary measures to address problematic behaviors. The "Three Bs" are introduced through student assemblies at the beginning of the school year, and are reinforced through posters in classrooms around the campus. To supplement the positive behavior support plan, the dean of discipline works closely with faculty, parents, and students to provide behavioral interventions when necessary. This position also oversees the daily routine of random searches of lockers and students, which serves to discourage inappropriate and dangerous items from being brought on campus. For students with significant behavioral issues, interventions are designed to address factors that may be contributing to poor behavioral choices. These interventions are provided through our Wellness Initiative, which partners us with the Wellness Center, Healthy Start, and AVIVA. Interventions may include substance abuse counseling, anger management, and other mental health services. The success in our disciplinary policies is evidenced through improved attendance data. More specifically, our suspension rates have dramatically decreased, with no students	1. Surveys questioning students' personal opinions on school safety and environment 2. Assemblies documented by flyers, PA announcements and school bulletins 3. Search and seizure logs for daily student searches 4. Wellness Center Logs showing how many students have been seen 5. LACOE Inspection Results for the past two years 6. General Fund and SSC budgets 7. Plant Manager Schedule demonstrating sweeping of classrooms, trash disposal, cleaning of restrooms, and pool maintenance 8. BIC Classroom Maintenance Saturday Rotating Schedule 9. Library teacher spreadsheet of ninth grade students who have completed the AUP forms

being suspended in the 2014/2015 school year, as we implement structures to support our no-suspension plan. The buildings and grounds workers, under the direction of the plant manager, work to establish a clean and safe place to learn. School facilities are inspected annually by the Los Angeles County Office of Education as part of the QEIA accountability for Hollywood High School. Most recently, we received a score of "91.11% Good Condition." Because the funds allocated by LAUSD for maintenance supplies and overtime are not sufficient to cover maintenance costs for a comprehensive high school, donations are used to compensate for the lack of supplies and overtime. ELAC and SSC also allocate some funds for custodial overtime to attend to parent and PD meetings and events that take place during the school year. With the implementation of Breakfast in the Classroom, Hollywood High School's principal has used reimbursement funds for custodial overtime to clean classrooms on Saturdays on a rotating basis. In spite of limited resources to support our custodial staff, Hollywood High School's facilities are kept clean, safe, functional, and well maintained. Common areas are cleaned daily after nutrition and lunch, graffiti is removed promptly, and issues with buildings and grounds are addressed immediately through the diligence of our custodial and maintenance workers. Internet safety is paramount to maintaining a safe campus. The school library teacher works with the counselors to make certain that incoming ninth graders obtain their LAUSD e-mail accounts using the (AUP) Authorization Use Policy requirements issued by the district so that Internet safety and netiquette concerns are properly met and addressed. Students are subject to progressive discipline procedures if there are infractions so there is an awareness of following the rules and a culture of being safe, responsible and respectful.	and a Prezi presentation on Internet safety and Netiquette offered to students

High Expectations/Concern for Students

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

Prompt: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
The schoolwide credo of "Be Safe, Be Respectful and Be Responsible" is part of the School Wide Positive Behavior Plan (SWPBP), which is indicative of the roles that students, teachers, counselors, deans, parents, and support staff play in creating a positive learning environment. Central to the cultivation of an environment of caring and concern is the personalization provided through the small learning community (SLC) structure. In TCA and NMA, the two Linked Learning pathways, students are scheduled into grade-alike cohorts and travel together to multiple classes. This structure fosters a sense of community as students and faculty work collaboratively to support the personal and academic success of our students. Dual rosters in these pathways also allow students to access honors-level coursework while still remaining in the cohort, thereby differentiating instruction to meet the varied individual academic needs of students. In SAS and PAM, even though students do not travel together to the same classes, teachers, particularly in 9th and 10th grade, do share grade-alike courses across content areas, and can therefore more effectively identify student need and provide interventions specific to individual students. The SLC model also allows for specific PD time devoted to student interventions. At each marks reporting period, faculty meet by SLC to identify at-risk students and design specific intervention plans to address student need. Hollywood High School honors the diverse needs of students through multiple measures of differentiation. Students identified as GATE have access to multiple honors and Advanced Placement classes. In addition to these courses, Hollywood High School also offers academic electives with a multicultural focus. Students with disabilities are supported through co-teaching between Resource and general education teachers. Bilingual and special education students are also supported through the placement of classroom aides. A culture of high expectations is also emphasized through the Senior Project requirements, which include a high-stakes presentation for all students enrolled in Expository Composition. Student reflections demonstrate a sense of pride in completing this capstone project. Extracurricular activities also provide a level of personalization and support that promotes learning for all students. Participation in	1. (SWPBP) School Wide Positive Behavior Plan document 2. Posters throughout school with School Wide Learning Outcomes and "Be Safe, Be Respectful and Be Responsible" credo 3. Matrix of classes and class rosters for TCA and NMA 4. SLC PD agendas 5. Student Intervention Templates 6. Course syllabi 7. Schedule of classroom placement for aides 8. Senior Project rubrics and reflections 9. Announcements and agendas for Club Rush events 10. Club Constitutions collected by Leadership 11. Wellness Center and Healthy Start logs 12. Title 1 and SSC budget showing funding of PSA and 1.5 funding for school psychologist 13. Parent logs of conferences and parent conference night; letters sent home identifying students who have deficient marks of "D's" and "F's" 14. ELAC and Coffee With The Principal logs and evidence of translation provided to attendees. 15.

L.A.C.E.R. afterschool programming includes tutoring, sports, and music. Student clubs on campus also provide opportunities for students to explore and express their individual interests. Hollywood High School's Wellness Initiative provides support beyond the classroom for issues of physical and/or mental health that may act as obstacles to student success. The Wellness Center and Healthy Start office, the PSA, and the school psychologist all provide individualized support to assure success for all HHS students. In addition to regularly scheduled parent-teacher conference events, counselors meet with parents in the evenings and on designated weekends to specifically address the needs of students who are highly at risk. Counselors work closely with parents, students, and teachers to identify areas of need, set reasonable goals, and monitor student progress to assure that all students are making appropriate academic progress.	

Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect and professionalism?*

Findings	Supporting Evidence
Trust, respect, and professionalism are key in maintaining a safe working and learning environment for the full Hollywood High School community. Recent survey results demonstrate the efforts of the faculty to maintain a supportive environment are largely successful. Among faculty respondents, fully 96% agreed or strongly agreed that they felt proud to work at Hollywood High School; among students, 70% of respondents concurred, and 71% of students agreed or strongly agreed that Hollywood High School encourages students to respect one another. There are multiple schoolwide efforts to foster a culture of respect and professionalism at HHS. Administration demonstrates an appreciation for the work of the faculty through celebratory breakfasts marking achievements and through the annual end-of-year celebratory reception and dinner during which each year's retirees are commended and thanked for their commitment to education. Faculty members are also provided with t-shirts for	1. Survey results 2. Flyers announcing Wellness Center events for faculty 3. Invitations to faculty breakfasts and retirement celebrations 4. Senior Project Survival Guide, outlining expectations for final presentation 5. Senior Project Presentation Rubric 6. NMA Networking Event attendance lists 7. NMA rubrics and judging sign-in sheets

school spirit events. In the 2014/2015 school year, based on feedback provided during a faculty meeting, the Wellness Initiative developed stress management workshops and organized faculty hikes to nearby Runyon Canyon to address the physical and mental health needs of faculty members. Faculty members also demonstrate professionalism in both example and direct instruction to students. HHS has been commended for the strong attendance rate of the faculty. This demonstrates that teachers and staff understand the importance of the work they do on a daily basis, and serves as an example for students. In all SLCs, students are also specifically taught professional skills. This includes professional networking and interview skills, appropriate professional attire, and public speaking. Students' application of professional behaviors is demonstrated during the final presentation day of the Senior Project. Through the personalization of the different SLCs, students are provided with multiple opportunities to develop and demonstrate professional skills. In the New Media Academy, students present semester-long projects to panels of professionals beginning in the ninth grade. These activities culminate in a professional networking event, which takes place each October and brings in an average of 40 area industry partners to speak with students in preparation for the Senior Project. In the Teaching Career Academy, students work with Amplify mentors on both academic and professional skills. The work-based learning opportunities through the tutoring program provide TCA students a consistent environment in which they apply both their understanding of child development and appropriate professional behavior. In the School for Advanced Studies, eleventh grade students enrolled in AP English Language complete a research project, which culminates in a presentation to executives from the LA Department of Water and Power. Performing Arts Magnet students work with professional actors and musicians during the rehearsal process. Students in the exclusive Hollywood 20 vocal performance group frequently perform at events throughout southern California. Faculty members also work closely with parents. Fully 93% of parents who participated in a recent survey agreed or strongly agreed that Hollywood High School faculty/staff treated them with dignity and respect, and 90% agreed or strongly agreed that counselors were consistently available to address parents' concerns. Teachers and counselors make a consistent effort to engage parents	8. TCA tutoring logs 9. Amplify mentoring logs 10. Field trip attendance forms for DWP presentation 11. PAM programs 12. PHBAO sign in sheets 13. Parent Center logs 14. Counselor logs 15. School Wide Positive Behavior Plan (SWPBP) meeting notes from bimonthly meetings 16. Faculty meetings held after school on Tuesdays; teacher sign-in sheets 17. Documentation online for MISIS of a 0% suspension rate

in the academic achievement of their students. Through parent-teacher conference nights and phone calls placed directly or with the help of the Parent Center, parents and faculty work to maintain open lines of communication. In addition counselors dedicate extra time to meet with parents in the evenings and on Saturdays to accommodate parents' work schedules. Again, the School Wide Positive Behavior Plan (SWPBP) is pervasive throughout the school campus and establishes the tone for which most of our constructs of safety, trust, respect and professionalism are developed and implemented in classrooms and offices. In our faculty meetings, an atmosphere of respect and trust is also set by administrators so that certificated faculty is made aware of how we should treat our students with respect. In turn, we expect responsibility from them and their adherence to school rules. Our progressive discipline plan has ensured that our suspension rate is at 0%, since our campus wide referral system keeps an ongoing account of student infractions that need to be addressed.	

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
While there are clear obstacles to maintaining a clean and safe environment given the financial constraints of the budget, survey data and other evidence demonstrates that through consistent diligence on the part of all stakeholders, Hollywood High School remains an academic and professional environment that is highly conducive to teaching and learning. Administration, teachers, counselors, parents, students, and community partners all participate in cultivating a culture that promotes respect for diversity and caters to the unique needs of our students. Parent involvement remains an area in need of growth, but those parents who are actively involved in the HHS community consistently report a positive overall experience.	

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The personalization of small learning communities allows teachers to work collaboratively to develop curriculum, design instruction, and plan	1. Counselor caseload documentation

interventions that emphasize strategies to address the needs of all students. In doing so, faculty members create an atmosphere that respects and addresses the diverse needs of HHS students, including students with disabilities and English learners. Maintaining a safe, clean environment with clear expectations for learning and behavior promotes student success, thereby supporting improved student progress toward graduation. The support of the Parent Center provides an additional layer of support for English learners.	2. Inclusive master scheduling documentation 3. Graduate profiles specific to each small learning communities 4. Sign in sheets from the specific small learning community meetings 5. Forms that indicate students who are shared by teachers from different disciplines and their suggestions and ideas for academic improvement 6. Faculty meeting agendas and sign ins

E3 & E4. School Culture and Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

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

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

Findings	Supporting Evidence
Schoolwide, we have several important services that address students' health, career, and personal counseling needs so they may become successful academically and personally. Our Learning Center provides academic support for students with learning disabilities who participate in general education classrooms. Our Emotionally Disturbed students and Special Day Class students work with credential Special Education teachers who provide access to the core curriculum through modifications in teaching. We also offer counseling services for students in support of their daily living activities. Advanced Placement coursework is also offered by teachers who have written an approved College Board syllabus; that instruction is marked by college-level assignments and textbooks, with expectations of rigorous studies and assignments that will enable them to be better prepared to enter universities and colleges after high school. Our teachers of students identified as GATE complete an additional sixteen hours of professional development workshops on differentiation of instruction for accelerated learners. English Learner classes provide support for students who are working to develop English language skills. These classes are provided to students who are classified as Long Term English Learners (LTEL) to support reclassification through earning a "C" or better in their regular English class, passing a standardized test such as the CAHSEE and passing the California English Language	1. IEP Team evidence of participation of special education students placed in programs; adequacy of service is measured by the special education student graduation rates compared to the district and state results 2. Gifted and talented students who are identified by the district; professional development logs of approved teacher participation in Gifted and Talented workshops 3. Four English Language Learner classes with enrolled students who have not been classified as proficient in the English language; adequacy is measured by the rates of those ELL students against district and state percentages 4. Thirteen Advanced

Development Test (CELDT). Our different small learning communities (SLCs) each address college and career readiness and instructional objectives. Students select the SLC in which they will participate, and work on an education plan that aligns their course schedules with their academic and professional goals. Our college center also provides support for students who have interests in post-secondary educational goals and furnishes college and career counseling and online access to information about funding for college expenses. This center also aids students with skills they need so they may successfully pass required college entrance tests such as the ACT and the SAT. Our concurrent enrollment with Los Angeles City College features on site college classes and transfer credit, which is offered tuition free for our students. A school nurse provides services to students as well and service extends to their families with free physical, psychological, reproductive, and nutritional health needs that our students and parents may encounter. The LACER tutoring program has provided additional academic support beyond the classroom for students to gain not only instructional help but to also permit them to pursue and participate in extracurricular interests such as the arts, athletics and college and career preparation. Other services of our school include the literacy and research skills offered by the school library teacher and counseling regarding student attendance and workshops in wellness as part of the school's parent center. Our healthy start program offers mental health services, housing services, food stamps and other such necessities of life services, available to students and parents.	Placement course enrollments with multiple sections of each available for course completion in all core academic disciplines; adequacy measured by AP exam passing scores and continued growth of enrollment in those courses 5. College Center sign in sheets; college admissions visits to campus agendas and calendars and college application confirmations 6. LACC classes provided after school with concurrent enrollment forms and LACC class rosters 7. School nurse services available to students with sign in sheets, which are confidential 8. Wellness Clinic availability to students with sign in sheets, which are confidential 9. LACER enrollment numbers based on parent permission slips 10. Probation services provided and available on "as needed" basis; sign in sheets and records of service that are mandated by the court or given by parent permission 11. Individual counseling logs provided by the school psychologist, off campus health providers and the wellness center, all of which would be considered

	confidential 12. Healthy Start program records of services provided to students and their families 13. Attendance counseling records from the PSA counselor 14. Parent center record of phone calls home initiated by teacher request and visits by parents with students for parent conferences with counselors, teachers, the dean and administrators, if applicable 15. Library sheet in sheets and library visitation schedule of teacher classroom visits

Direct Connections

Indicator: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/ advisory services, articulation services, and psychological and health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

Findings	Supporting Evidence
Common Core State Standards have been adopted schoolwide, emphasizing rigor in instructional objectives by featuring academic standards that connect LAUSD graduation requirements with college and career readiness goals. Our schoolwide learning outcomes assert that students will become effective communicators and critical thinkers. To support student progress toward the Schoolwide Learner Outcomes, HHS faculty has identified the use of textual evidence to construct viable arguments as the anchor Common Core standard that directs instruction across curricular areas. The Schoolwide Learner Outcomes are evidenced by several methods: the seniors'	1. Common Core State Standards professional development sign in sheets 2. Schoolwide Learner Outcomes posters in each classroom 3. Rubrics for Linked Learning projects and Socratic seminars

culminating project, use of Socratic seminars, and the Linked Learning activities in our Teaching Careers and New Media Academies. In TCA and NMA, faculty members have worked collaboratively to develop student learning outcomes that are aligned to the SLOs. Rubrics for interdisciplinary projects in these programs are designed to measure students' progress toward identified learning outcomes. These rubrics are also aligned to industry standards with guidance from industry partners and advisory board members. Grant funded partnerships with Los Angeles City College and California State University Los Angeles provide students with an opportunity to take concurrent enrollment and preparation courses, respectively. LACC professors offer courses in child development, counseling, cinema, and music on the Hollywood High School campus after school hours. Hollywood High School teachers in the English department have all participated in training through CSULA and are certified to teach the Expository Reading and Writing Course, which allows qualifying students to place directly into college level English courses upon enrollment in the CSU system. HHS and LACC math faculty worked collaboratively to design the Discrete Math course, which allows qualifying students to enroll directly into college level math upon enrollment at LACC. Our support services also connect academic standards with college and career readiness goals and SLOs by offering a full-time College Counselor, who runs a designated College and Career Center. Additionally, the school allocates Title 1 funds for a full time PSA who focuses on providing intervention and support for students with attendance issues. To supplement the school psychologist position provided by the general fund, HHS allocates resources to maintain that position full time so that student needs can be addressed efficiently. With the implementation of the Wellness Initiative, students also have access to physical and mental health services on campus. Psychological and health services provided by small learning community academic counselors, the existence of a Healthy Start Center and coordinator, and a Pupil Services Counselor are part of our focus to address the needs of our students. A mental health clinic in partnership with Kaiser Permanente Medical Center and our COST and School Site Team meetings additionally support the health and welfare of the student population, since unhealthy students are	4. TCA and NMA Vertical Alignment of Outcomes 5. TCA/NMA PD sign in sheets and agendas 6. College Center sign in sheets and schedules of college visits 7. Textbook orders for ERWC and Discrete Math 8. Counselor logs 9. Referral forms for Healthy Start and the Wellness Center 10. LACC rosters 11. Articulation Meeting agendas and handouts

inhibited in achieving academic proficiency because of absences due to illness or other health concerns.	

Strategies Used for Student Growth/Development

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

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
Personalization of instructional options is evidenced through a series of schoolwide strategies. Small learning communities meet regularly throughout the semester and use Response to Instruction and Intervention strategies to identify students who are at risk of not meeting academic standards and design intervention plans to provide appropriate supports. All students meet with their guidance counselors to develop and update their Individual Graduation Plans (IGPs). During these meetings, counselors are able to discuss students' progress and goals, and develop specific plans for coursework aligned to students' individual needs. This might include Advanced Placement, remediation, or elective courses, depending upon the individual student's goals. In the Special Education Department, teachers act as case carriers for students with disabilities, and work not only with faculty to modify instruction as needed, but also with students and parents to assure that students' IEPs reflect necessary accommodations to best support academic success. Per federal regulations, IEP meetings include input from the student, parents, counselor, special education and general education teachers, and additional support services providers where applicable. To further support students with disabilities, the school has a Transition teacher who works with students two days per week to help them	1. Student intervention template 2. IGP Template 3. IEP meeting schedules 4. Transition plans 5. Lesson plans and student work from the PACE lab 6. Announcements and enrollment forms for after school and weekend courses offered through the CORE waiver 7. Buck Institute sign in sheets and agendas 8. SLC meeting agendas and sign in sheets 9. PBL rubrics 10. LACER sign in sheets 11. Teacher lesson plans 12. Copies of school academic master schedule 13. Copies of class rosters and enrollments 14. Copies of LACC course enrollments and class

develop post-secondary plans based on interest inventories, student interviews, and family goals. For students with moderate to severe disabilities, access to the curriculum is provided through the PACE lab to supplement the Community Based Instruction model. Students who need remediation or credit recovery in order to access the general curriculum are provided with these opportunities through the CORE Waiver. Beginning in 2015, students will have access to credit recovery courses in English, Algebra 1, Geometry, and Biology. In addition, HHS will provide after school classes for remediation in English and mathematics. All faculty complete professional development in project-based learning, and implement at least one project based assessment each year. The nature of the project-based approach allows for personalization through the incorporation of self-directed learning skills. This culminates in the Senior Project, in which students complete independent research under the guidance of their Expository Composition teachers. Students have access to our L.A.C.E.R. after-school program, which includes a variety of extracurricular programs and tutoring in academic subjects, and other tutoring opportunities for students before school, during nutrition and after school to ensure more intervention measures are used to help students achieve proficiency. Some students are enrolled in minimum day classes so they may enroll in community college courses; in addition, our own campus college courses offer college and high school credit and Saturday school classes enable students to receive credit recovery for coursework not passed in the regular semester.	rosters

Support Services and Learning

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

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning,*

e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.

Findings	Supporting Evidence
Hollywood High School follows the district calendar for marks reporting, which means that progress reports with attendance data and scores for academic performance, work habits, and cooperation are provided every five weeks. The data from each marks reporting period is used by faculty to identify under-performing or struggling students. During SLC PD time, faculty members apply strategies from Response to Instruction and Intervention to develop specific intervention plans for at-risk students. These intervention plans outline specific action steps which might include parent contact, student conferencing, L.A.C.E.R. support, and referrals for support services. In cases of issues with attendance or work completion, parents may request daily written confirmation that a student attended classes and completed all assignments. These daily confirmations allow for consistent communication between the school and families. In addition to parent phone calls, counselors send letters to parents of struggling students to encourage them to complete a L.A.C.E.R. application. Counselors also added hours on nights and weekends to meet with parents of at risk students after the midterm marks reporting period. For students who are struggling with specific skill deficits, HHS offers remediation and skills-based courses as part of the regular school day. The evaluation of student grades and test results is used to identify students in need of a math tutoring lab class. The Title One coordinator provides our counselors with information about students who require English Learner coursework. In spring 2015, students for the classes of 2017 and 2018 are being offered the opportunity to take Saturday school classes for credit recovery and afternoon classes for credit recovery and skills remediation. For students who need significant support, or who may require both academic and mental or physical health interventions, the COST and SST referral processes can be initiated by any faculty member. These processes involve academic and health assessments, and include input from the student and his or her teachers, counselors, parents, and other support staff where appropriate. SST meetings culminate with a specific	1. Student intervention template 2. Dailies 3. LACER application and parent letter 4. District-provided results for incoming students and end-of-year results 5. Copies of English Learner rosters 6. Copies of letters sent home by counselors 7. Copy of the “Counselor Report” 8. Copies of class rosters 9. Library student sign-in sheets and library schedules of visits by teachers and students and guest speakers

support plan for at risk students, which are monitored regularly to assure student progress. Additionally the Pupil Services Attendance counselor identifies students who have significant attendance issues and connects those students to the appropriate services.	

Equal Access to Curriculum and Support

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

Prompt: *What have you learned about the accessibility of a challenging, relevant, and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement?*

Findings	Supporting Evidence
In all SLCs, the six period bell schedule presents challenges for students in meeting A-G requirements and accessing SLC-specific electives. In the Teaching Careers and New Media Academies, the Linked Learning model requires that students participate in a four-year sequence of courses related to their respective career pathways. To support students in accessing a challenging and rigorous college preparatory curriculum, both academies have added double-rostered classes so that students can access honors level work while still remaining a part of the cohort model. Our partnership with LACC also provides concurrent enrollment courses after school in child development, personal development, and cinema. The goal of this partnership is that after three years of participation, students are able to graduate with both a high diploma and credits toward post-secondary certification. In the Performing Arts Magnet, students also face the same challenges in meeting the A-G requirements while balancing courses in the performing arts. To address this, PAM faculty members have implemented an arts integration model that incorporates lessons across the curriculum related to themes and ideas for the PAM performances. In the fall of 2014, these lessons focused on themes from “Arabian Nights.” To provide access to academic rigor, PAM also has designated honors and Advanced Placement courses.	1. Rosters from various Advanced Placement classes 2. Grade verification rosters of additional credits earned from last year’s seven period day schedule 3. English Learner rosters 4. End of the year grades in Algebra 5. Class rosters of Honors classes offered by all small learning communities 6. Special Education classes rosters and Learning Center and Special Day Class reports or sign in sheets 7. Rosters of students concurrently enrolled in LACC classes offered on campus

In the School for Advanced Studies, an examination of student enrollment and achievement data has led to the exploration of how to include ninth grade students in Advanced Placement courses. Currently, the earliest AP course in which students can enroll is the tenth grade World History class. Faculty members have therefore begun developing a course of study for ninth grade that would allow for earlier access to AP work. The difficulty in completion of the A-G requirements for SAS students on a six period bell schedule is in balancing core curriculum with academic electives such as journalism and leadership. In order to maximize student achievement campus wide, HHS includes classes that provide support for English Learners and students with disabilities as part of the regular school day. Perhaps most notable in our achievement toward exposing students to a rigorous college preparatory curriculum was the development of the AP committee, which met regularly to examine student data and strategize ways to increase access to these courses. This committee includes teachers, counselors, administrators, parents and students. The result of these efforts are evident in an increase in AP enrollment from 2012-13 of 328 enrolled students, representing 21.4% of the student body, to 460 students, representing 29% of the student body for 2014-15. While the School for Advanced Studies remains heavily represented in AP enrollment, participating students across all SLCs has increased. For the 2014-15 school year, 29 TCA students, 38 MET students, and 95 PAM students were enrolled in Advanced Placement classes, while 298 SAS students were enrolled.	8. Verification rosters for students enrolled in summer school 9. Sign-in sheets for LACER tutoring program 10. Advanced Placement Data from College Counselor

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
There are several efforts that are designed to link curricular and co-curricular activities so our students experience learning in multi-faceted way. Among these resources are our Algebra Tutor Lab, a Resource Learning Center, and the availability of Long Term English Learner classes to address the needs of students who must reclassify.	1. End of the year grades in Algebra 2. Number of classes passed by students with disabilities enrolled in

Our school yearbook and events developed by our Leadership class showcase the many extracurricular activities planned on campus (and off campus) for students to build school spirit and develop a sense of what it means to be a school family and a "Sheik." Leadership students plan the pep rallies, the semester Blood Drives, school dances, and other special events on campus. Each week, Leadership also organizes events in the quad for "Spirit Friday," to build a sense of the school as one cohesive and organized body. To facilitate these events, Leadership manages communication with student leaders from each of the school's 22 extra-curricular clubs. Students also have access to experience in publishing through the journalism class that publishes the *Crimson Chronicle*, the school newspaper. Our students from all small learning communities contribute the news stories, the features, sports, opinion and letters to the editor on topics that are relevant to the lives they lead as students in high school. Through the school's partnership with L.A.C.E.R., students also have access to supplemental activities including athletics, dance, music, and academic support. Students from all SLCs participate in these activities to enrich their academic experiences at Hollywood High School. The Performing Arts Magnet supplements their core curriculum through involvement with every aspect of performances each semester. These include concerts, dance performances, plays, and musicals. Students in all SLCs also participate in field trips held through each of the SLCs, the College Center, and LACER. These trips complement our campus-based efforts by allowing students to explore and apply learning in myriad contexts.	resource classes 3. Number of students who are able to re-designate each year in the Long Term English Learner classes by passing the CELDT, achieving a "C" or better in the regular English class and passing both sections of the CAHSEE 4. Grade verification rosters 5. Rosters of class enrollment in academic classes 6. Monthly school newspaper copies 7. Yearbook published at end of the year 8. After school tutoring sign in sheets 9. Ticket sales provided by the student store of student and adult purchases for school events such as dances, magnet performances, football ticket sales and other special events that charge admission

Student Involvement in Curricular/Co-Curricular Activities

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

Prompt: *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
The L.A.C.E.R. tutoring program enrollment, engagement of students in	1. Grades in Algebra at the

the Algebra tutoring lab, and English Learner classes are all ways to evaluate student involvement in curricular activities that are designed to support their learning. The various clubs of the school, the school yearbook staff and journalism staff and service learning hours completed as part of the Senior Project also contribute to effective involvement in school and community activities. School Site Council approved funding for three buses to provide college field trips for each program in the past two years. These trips allowed students to visit post-secondary programs aligned to SLC themes. Additional field trips are scheduled through content-specific teachers to supplement classroom learning and provide authentic learning experiences. These include job shadows, museum trips and college fairs. These trips, coupled with the increase in students who are taking coursework at Los Angeles City College as after school classes, can be measured as an effective way our students are involved both in curricular and co-curricular events and activities school wide.	end of marking periods 2. Sign in sheets for tutoring opportunities at LACER 3. Grades in English Learner and regular English classes at each marking period 4. Attendance sheets of meetings of school clubs 5. Overall grades at each marking period for students enrolled in all classes taken for credit 6. Attendance sheets for field trips and work toward completion of service learning hours for the senior project including completed packets for volunteer hours 7. Documentation of physical project and presentations of senior projects 8. Rosters of students enrolled in after school college courses and final grades in those courses

Student Perceptions

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

Prompt: *Comment on the student view about the effectiveness of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
While there is still significant room to improve in this area, efforts have been made both schoolwide and within small learning communities to gather information about student perceptions regarding support services available on campus.	1. Student survey results 2. Student reflections at progress reports and after project completion

Data from a recent survey of Hollywood High School students demonstrates that student perceptions of the academic and support services available are largely positive. Additionally, with the implementation of project-based learning across the curriculum, many teachers are using student reflections to gather regarding not only academic strengths and areas to improve, but also students' views regarding how they could better be supported outside the classroom. In the New Media Academy, faculty regularly collect feedback from students regarding what support services students have utilized and what additional supports they feel would benefit them in future work. This information is used to help direct curriculum and instruction, recruit student mentors, and design work-based learning experiences.	

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
While the collection of specific student feedback remains an area of growth, we are confident that we are providing support services that allow each of the students at Hollywood High School to reach his or her full potential. For students who are at-risk, services including but not limited to special education support, English language instruction, physical and mental health services, attendance counseling, post-secondary planning, and after-school tutoring are available. Enrichment activities are also available through each small learning community, and schoolwide through the College Center and our ongoing partnership with LACER. In addition to providing support services for students, the Parent Center offers a wide range of services for families in order to fully engage parents in their students' experience at Hollywood High School.	1. Class rosters 2. Tutoring logs 3. IEP meeting log 4. Time logs from Wellness Center and Healthy Start 5. IGP paperwork 6. College Center flyers 7. Field trip attendance forms 8. Work based learning logs 9. Parent Center flyers and call logs

Prompt: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The support services available at Hollywood High School assure that all students are successfully making progress toward graduation. More specifically, structures in place for additional support for students with disabilities and English language learners allow these students to achieve in both English Language Arts and mathematics.	

WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

At Hollywood High School, administrators, teachers, counselors, and all staff believe that every student can learn and that every teacher can encourage and teach students to set and reach their goals. We believe that all school personnel and stakeholders are collectively accountable for students' success.

The school culture at Hollywood High School respects, supports, and embraces diversity by providing academic, social, and athletic activities and events that involve students from different backgrounds and diverse communities. Diversity is evident in our student clubs, academic elective courses, and extracurricular opportunities on campus, which enables students to interact and share their diverse and varied life and cultural experiences. These academic and social activities broaden the appreciation and respect for our students and certainly enhance the educational experience of our student population at Hollywood High School. Our school also ensures that all students have access to rich and challenging learning opportunities, and they are strongly encouraged to become active and involved participants. A significant number of honors and AP classes are offered to students in all grades so that equity in accessing the curriculum is achieved.

Los Angeles City College offers college classes in an after school setting to encourage students so they have another significant path to advance in their academic careers; students receive college credits and high school credits at the same time. College and career services have grown as well because our LACER after school program is also available to students who need extra support and tutoring in all subjects. Several teachers at Hollywood High School are also available for tutoring after school; they provide extra help during nutrition, and at lunch as well. English learners also benefit from the English Learner Development Program (ELD) and from the help of teachers and paraprofessionals who are trained to work with this specific community of learners on campus. The Los Angeles Unified School District's Beyond the Bell program offered tutoring after school in the spring semester of 2014 and summer school for credit recovery during the summer of 2014.

The Hollywood High School professional staff provides a safe learning environment where students feel emotionally and physically safe. That safe environment makes certain that students are free from bullying, harassing, or humiliation by students or staff.

Our school psychologist identifies the social-emotional needs of students and addresses concerns to meet those needs. Outside agencies such Aviva also complement what our on-site

professionals can accomplish. Our counseling team includes the college counselor, the Healthy Start staff and the school psychologist and empowers students to achieve personal and academic goals for success. Students also benefit from counseling services so they may improve personal relationships with friends, classmates, teachers and family, and help reduce stress about academics and their personal life issues they are facing. They are also able to improve their time management skills, and to build a feeling of social-emotional well-being. Counselors and others strive to uphold strict confidentiality and ethical standards as they work through the resolution(s) for each student concern.

The Healthy Start coordinator, a substance abuse counselor, and individual student and family therapists are also made available to students on campus. These professionals, along with Hollywood High School counselors and various other stakeholders can address the social, emotional, interpersonal needs of students, so those students can effectively reach their academic, career, and life goals. Our dean works closely with all stakeholders, including counselors, teachers, campus aides and school police all work together to ensure a safe environment on a daily basis and at all times before school starts, during the school day and after school, with extra time spent when students are involved in off-campus events such as sports events.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

Hollywood High School is continually working on preparing students to become college and career ready. Although teachers do engage students in preparing students to be successful academically, more programs and activities are needed on campus so students can participate and benefit from more rigorous academic challenges, including more innovative technology projects, and more opportunities to acquire knowledge and skills for specialized career advancement once they graduate from high school.

The Parent Center does a great job motivating and engaging parents for all school events; however more parent involvement is needed to create a sense of community that promotes academic achievement and perseverance, which will work to improve overall student behavior. Parents play a powerful role in student success in school. Although teachers depend on the Parent Center to facilitate communication in parents' home languages and to set up parent conferences, teachers also must find a way to build time into their daily schedules for more meaningful parent outreach.

Warm, positive and caring connections with adult staff in school are encouraged and become important avenues for students to feel they are appreciated for their full potential. Although a reduction in classes size and counselor case load (ASCA recommends 1:250) would be ideal to help maintain this environment that is beyond the schools control outside of the school re-adopting an advisory curriculum and and/or some form of seven period bell schedule. Other ways to promote positive and caring connections would be to continue to develop the SLC identities and to use teacher conference period for student mentoring. Further, a goal of

bringing more professional mentors on campus will also motivate and help our students improve beyond just improving their academic performance in school.

Student engagement in extracurricular activities such as sports, internships, arts, career pathway opportunities and community services is an area of continued growth. Although there is an existing comprehensive competitive sports program on campus more inter-mural sports could be added. After school classes such as yoga, dance and Pilates would add to the current athletic and health programs giving students not only variety but exposure to alternatives to team sports. Enhancing our partnerships with community partners would be a way to realize this goal.

Hollywood High offers only painting and drawing in our art department. Other courses to consider would be photography, ceramics, sculpting and printmaking so students are exposed to different media and techniques when creating and appreciating art. African American, Hispanic, Asian, Middle Eastern, and European Art should also be taught in all art classes to better educate students about different cultures of the world and how those cultures express themselves creatively.

While the College and Career Student Resource Center, full time school-wide college counselor, and transitions (DOTS) counselor all help students with post-secondary planning, an additional Career Center would benefit the school community. Local businesses could offer part time jobs and internships to eligible students. Students would be able to network or connect with business people on campus, use the facilities to produce a professional portfolio, and build interpersonal relationships with other students who are likeminded in choosing and preparing for a career.

The recent changes in bell schedule resulted in a loss of advisory, which has diminished our ability to fully personalize the educational experience for our students.

Other areas of growth include a need for more tutors in our LACER program for specific subjects, and a need for more school wide education on Internet protocols and procedures, especially in the cases of cyber harassment and bullying.

Finally, data tracking by SLCs with regard to graduation rates and college enrollment would benefit faculty in adapting curriculum and would help students make informed decisions about their SLC and course choices. A formal data sharing agreement with local colleges and universities would help to facilitate this.

Chapter 5:
Hollywood High School's
Schoolwide Action Plan

Hollywood High School
WASC Report
2015

V. Hollywood High School Schoolwide Action Plan

Framing our response to and addressing ongoing school improvement is paramount in setting out to achieve the objective of our self-study process. As a school, we need to know where are strengths are most evident, where progress can be made and how the synthesizing of those two elements of data can best be interpreted to realize the mission of updating our school wide action plan. That plan reflects growth targets and benchmarks for instruction that are student-focused and provides a rationale for areas of improvement. It also links three critical learner needs and the school wide learner outcomes we use to assess student progress and achievement. The school wide action plan also includes data about how we monitor and report progress, denotes who is responsible and involved in that process, and defines our sequence of professional development methodology, including a timeline and resources needed to update our Single Plan for Student Achievement (SPSA). These are all components that use the goals and commitments of the school wide action plan to achieve an understanding of where we are now and where we see ourselves in the next three to six years. Recommendations of specific strategies to be used by our staff in all academic disciplines to achieve ongoing improvement are included. That said, the follow-up process ensures that all stakeholders make certain that what has been committed to will indeed be implemented in a determined, successful and purposeful way. Although it is continually being updated, this plan should be considered a work in progress and will necessarily be modified as needed in light of suggestions that will be made by our visiting committee. They will provide a direction for us that will encourage the enhancement and strength of the original design while also recognizing the work of stakeholders school wide to observe how we have progressed on the recommendations and suggestions made since our previous visit as well as our accomplishments since then. The organized approach to this ongoing school improvement may be viewed in the following cycle:

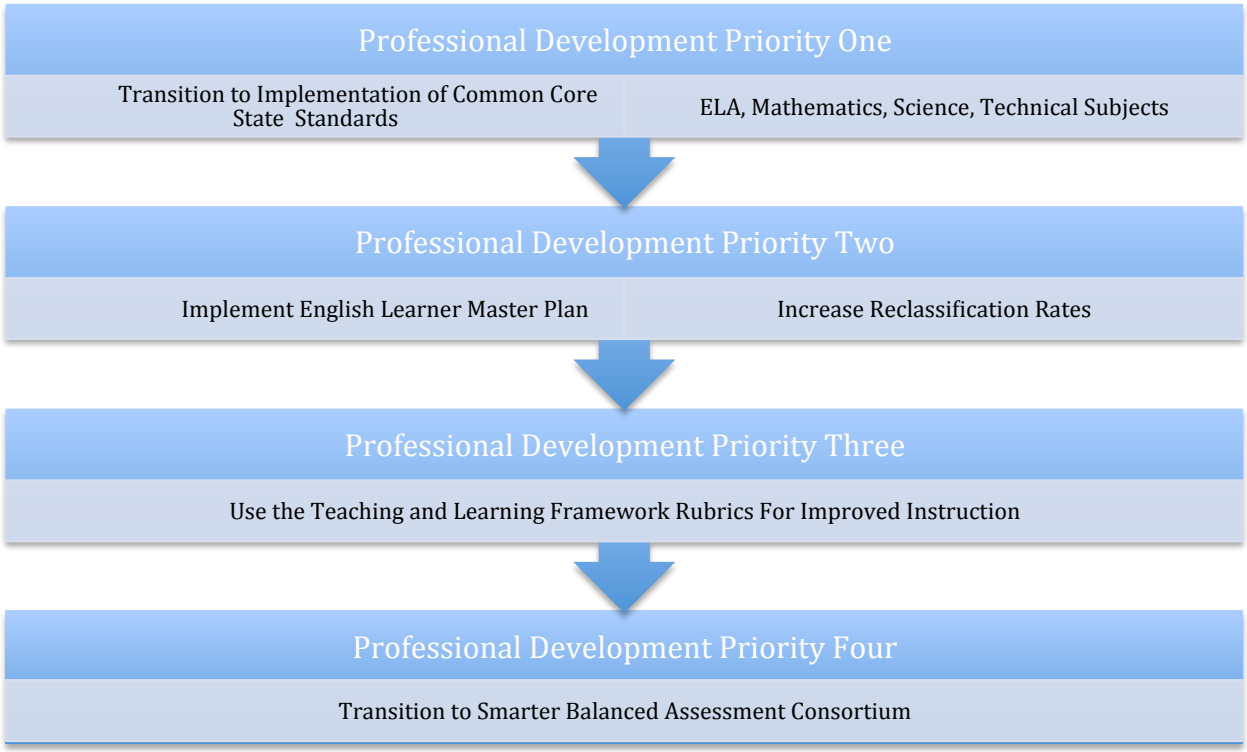
Figure 2: Countdown Organization of Stakeholder Responsibilities to Accreditation

At the outset, goals and growth targets that needed to be met were listed as ongoing school improvement measures. This effort is necessary to make certain that all relevant stakeholders had continuous input and were able to offer helpful suggestions during the entire self-study process. It also assured that involved participants were aware of how we measure our success, specifically addressing how we set goals that are necessary to implement changes. With that knowledge and commitment to those goals and the effort and determination of all stakeholders toward achieving proficiency for all learners in our school, we can become the best academic force for students that is possible. Those specific goals included

- To achieve proficiency for all students in English/Language Arts and Mathematics disciplines
- To achieve proficiency for all English Learners
- To achieve a 100% graduation rate for all students so they can successfully become college and career ready

So that the priorities of professional development could reach maximum efficacy in our quest for ongoing school improvement, a transition to and implementation of the Common Core State Standards (CCSS) in ELA, mathematics and social science, science and technical subjects was addressed. We also recognized a need to improve instruction so that we could increase the reclassification rates for English Learners in the successful implementation of the English Learner Master Plan. We also sought to implement the Teaching and Learning Framework Rubrics that would help to improve teaching across all disciplines and provide a transition to using testing protocols of the Smarter Balanced Assessment Consortium.

Figure 3: Ongoing School Improvement Goals for Benchmark Achievement



Selected questions addressed in the report that needed to be answered include:

- Are growth targets and benchmarks for all appropriate student subgroups addressed?
- What are the specific learning needs of students identified in the student/community profile?
- Have resources been dedicated to each growth target? Will those resources have the efficacy to meet or exceed the growth targets that have been set?
- Will interventions designed to help stakeholders rethink components of the school structure, communications, professional development, instructional practices and family engagement assure proven strategies that align with best practices to assure the rewards we seek for our efforts?
- How will the action plan be monitored and modified as needed? Who are the stakeholders most responsible for making changes in the plan based on areas that need attention for further improvement and growth?

These questions are germane to our school improvement process so the curriculum focus, the instructional focus and the assessment focus in the District Core Program for our students will be able to transform our school into the most effective and purposeful school it can be. Our school is a learning institution that provides strong leadership and ensures that teachers are effective and able to improve instruction. One measure of success includes a plan to redesign the school day, week or year to include additional time for student learning and teacher collaboration; it also offers a mission to strengthen the school's instructional program. We also need to use data to continuously a) inform instruction; b) to establish a school environment that improves school safety and discipline and address other nonacademic factors that impact student achievement; and c) to provide ongoing mechanisms for family and community engagement. If these criteria are met, we will be able to recognize that when those turnaround principles are in effect, our school would be on the path to maximizing ongoing improvement to meet the school wide learner outcomes established, and to successfully realize the vision we see for our students. We will also accomplish the mission of the empowerment of our students so they may achieve their potential to become intellectual and ethical participants in a diverse society.

To review, we have specifically targeted the following grade level and/or content areas (based on the 2013-2014 Single Plan for Student Achievement (SPSA) Evaluation analyzing the comprehensive needs of our students as detailed below). Math, English Language Arts (ELA), English Language Development (ELD), English Learners (EL), Students with Disabilities (SWD) and the Socioeconomically Disadvantaged student population are of concern as is the four-year cohort graduation rate; those specific areas become our goals to meeting the vision, mission and Student Learning Outcomes (SLOs) for our school. In English, we have Tier 2 intervention programs in place for ELA, e.g. specific courses for Long Term English Learners (LTELs), interdisciplinary collaboration, the Accelerated Reader Program and the California High School Exit Examination (CAHSEE) boot camp. In math, we are using the math tutorial lab and a CAHSEE boot camp as well. Further, for English Language Development, the Language in Action program is in place. We also use project-based learning modules and the California English Language Development Test (CELDT) for ELD learners as well as a district-adopted curriculum that teachers have begun to utilize after attending several professional development opportunities to inform instruction in that particular curricular focus designed to maximize instructional time to provide interventions to close achievement gaps for those students.

GOAL ONE

All students will graduate from high school—100% graduation rate

Rationale: Establish and implement an intervention system for students taking the CAHSEE for the first time.

- We must provide ongoing professional development, designed specifically toward accurate student placement and construction of the master schedule, to monitor individual graduation plans. That way, we can ensure that all students have access to a high-quality course of study that builds toward college and career readiness and to offer differentiated, evidence-based instructional support and professional development that addresses the unique learning needs of the District's diverse learners, including at-risk students, and as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduation from high school college-prepared and career ready.

Supporting Data: AYP Report/CAHSEE/CORE Waiver Report/My Data and Data Summary Sheet, Student Grades, and a Curriculum Based Measure

Growth Targets: Increase first time CAHSEE pass rate for all students.

- The percentage of students with 96% or higher attendance will increase; the percentage in the the LAUSD four-year cohort will increase; the percentage will increase the number of students on track for meeting A-G requirements in the 9th grade

School Wide Learner Outcomes:

Effective Communicators express themselves precisely to others using clear definitions in formal documents and oral discourse appropriate to purpose and audience, use appropriate technology to explore, collaborate with others, and deepen their reasoning skills and knowledge, are active listeners, and respond thoughtfully to convey clear and distinct perspectives.

Critical Thinkers analyze, synthesize and evaluate to create solutions for both academic and practical challenges, employ models and structures to resolve both hypothetical and real-life situations and create and respond to evidence-based questions by utilizing close reading skills to comprehend content materials.

To meet these SLOs, our students will be prepared for post-secondary education and the workforce and be empowered to be healthy individuals who are life-long learners and responsible community participants who think critically, communicate effectively and work collaboratively to foster social justice. We will provide every student with rigorous, interdisciplinary instruction aligned to Common Core State Standards, infusing technology and real-world experience in all content area.

Critical Learner Need # 1: Academic Domain 100% graduation					
Objective(s): • Increase the HHS four-year cohort graduation rate. • Increase the percentage of students on track for meeting A-G requirement in their 9th grade year. • Increase the HHS four-year cohort graduation rate for ELs. • Increase the HHS four-year cohort graduation rate for SWDs.					
Strategies	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline	Monitoring
Counselors will use a three-tiered approach to academic achievement of students and students meeting A – G requirements. It will begin with prevention which includes: • Educate teachers, students and parents on A – G requirements • support a positive school climate strategies that include clean campus, supervision on campus and culturally sensitive environment • incorporate a recognition program with assemblies and incentives for students on track for graduation Students not responding to prevention need supplemental services that include: • Developing and monitoring individualized plans to keep student progress throughout their high school career to ensure all students are on track for graduation • participating in multidisciplinary teams such as SST, COST, SART • providing parents education workshops • providing students counseling individually or in groups for early identification and intervention Intervention Programs will target students in the core subject classes to increase the percentage of students scoring proficient in English Language Arts and mathematics. Intervention Program will consist of the following: • Teacher provide in-class intervention from professional development • Students receive intensive instruction after-school or Saturdays • Accelerated Reader and Math software available after-school hours for students	Principal Assistant Principals Counselors Plant Staff PSA Dean Healthy Start Principal Assistant Principals Counselors Plant Staff PSA Dean Healthy Start	Counselor X-time Reverse Schedules (i.e. working 12PM-7PM to accommodate parent schedules) Beyond the Bell funding for intervention services for after school and Saturday classes	Principal and administration team will monitor the activities of the counselors through monthly student grades data reports, student, parent and staff feedback. Principal and administration team will conduct classroom observations and analyze student progress report cards Principal, Instructional Coach and administration team will monitor and evaluate intervention programs by analyzing student grades, CAHSEE results, set student growth targets and determine if objectives are being met.	As needed but at least one-two times per semester including observation of student work at five-week intervals that correspond with progress report and report card notices to students and parents	Principal Assistant Principals Counselors Plant Staff PSA Dean Healthy Start staff

GOAL TWO

English Language Arts and Mathematics—Proficiency for All

Rationale: Literacy skills must increase through the transition period to Common Core State Standards in K-12, K-12 mathematics and literacy in secondary social science, science and technical subjects. There should also be an increase in the number of students who perform at proficient or advanced on the Algebra 1 California Standards Test while a multi-tiered system of support to provide targeting instruction and intervention to K-12 students based on English Language Arts and mathematics data is implemented.

Supporting Data: AYP Report/CAHSEE/CORE Waiver Report/My Data and Data Summary Sheet, Student Grades, and a Curriculum Based Measure

Growth Targets: Increase the percentage of students who are proficient in ELA as measured by various assessments, such as the California High School Exit Examination, the new interim district assessments and the California English Language Development Test

- The percentage of 10th graders proficient on the mathematics CAHSEE test will increase; the percentage of EL students who are proficient in math on the CAHSEE test in mathematics in grade 10 will increase; the percentage of students making progress on the CELDT will increase; the percentage of Long Term English Learners will be reduced; the number of EL students passing the CAHSEE in ELA and in math will be increased

School Wide Learner Outcomes:

Effective Communicators express themselves precisely to others using clear definitions in formal documents and oral discourse appropriate to purpose and audience, use appropriate technology to explore, collaborate with others, and deepen their reasoning skills and knowledge, are active listeners, and respond thoughtfully to convey clear and distinct perspectives.

Critical Thinkers analyze, synthesize and evaluate to create solutions for both academic and practical challenges, employ models and structures to resolve both hypothetical and real-life situations and create and respond to evidence-based questions by utilizing close reading skills to comprehend content materials.

To meet these SLO's, our students will be prepared for post-secondary education and the workforce and be empowered to be healthy individuals who are life-long learners and responsible community participants who think critically, communicate effectively and work collaboratively to foster social justice. We will provide every student with rigorous, interdisciplinary instruction aligned to Common Core State Standards, infusing technology and real-world experience in all content areas.

Critical Learner Need # 2: Academic Domain English Language Arts					
Objective(s): • Increase the percentage of 10th graders proficient on the English Language Arts CAHSEE. • Increase the number of SWD who are proficient in ELA as measured by the CAHSEE in grade 10. • Increase the number of EL students who are proficient in ELA as measured by the CAHSEE in grade 10.					
Strategy	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline	Monitoring
Teachers will attend professional development during and/or beyond the school day that focuses on strategies that support access to core instruction and addresses the needs of at-risk students, especially ELs and SWD. Professional Development focus will be on: • Justify solutions in multiple formats, constructing viable arguments (visual, oral, written) • Use of technology to support project based learning • Create high level thinking tasks that are standards aligned • Academic discourse among students • In-class intervention strategies that focus on text-dependent questions such as close reading, modeling, cooperative grouping, check for understanding, sentence starters, activating prior knowledge, depth of knowledge activities Support professional growth, collaboration between colleagues and participation in a PLC by providing release time for ELA, math, history and science teachers to: • Design coherent instruction • Design formative assessments • Analyze and use of assessment data for planning • Standards-based learning activities • Use reflection to inform future instruction • Teacher provides in-class intervention from professional development • Students receive intensive instruction after-school or Saturdays • Accelerated Reader and Math software available after-school hours for students • Locally designed materials for tutoring program for students not meeting course proficiency in ELA or having difficulty in incorporating ELA strategies across core content classes.	Principal Assistant Principals CPA Instructional Coach Teachers	Professional developments funded by Title One resources CAPP funding Beyond the Bell funding for intervention	Principal and administration team will observe department meetings and conduct classroom observations for the implementation on instructional strategies learned during PD. In addition, analyze periodic assessment scores and report card grades for effectiveness. Principal and administration team will determine which staff members will attend conferences and CPA will review the required documents. Principal and administration team will observe department meetings and conduct classroom observations for the implementation of focused instructional strategies.	As needed but at least one-two times per semester including observation of student work at five-week intervals that correspond with progress report and report card notices to students and parents	Principal Assistant Principals CPA Instructional Coaches Classroom Teachers

Critical Learner Need # 3: ACADEMIC DOMAIN MATHEMATICS					
Objective(s): • Increase the percentage of 10th graders Proficient on the Mathematics CAHSEE. • Increase the number of EL students who are proficient in mathematics as measured by the CAHSEE • Increase the number of SWDs who are proficient in mathematics as measured by the CAHSEE					
Strategy	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline	Monitoring
Teachers will attend professional development during and/or beyond the school day that focuses on strategies that support access to core instruction and addresses the needs of at risk students, especially ELs and SWDs. Professional Development focus will be on: • Justify solutions in multiple formats, constructing viable arguments (visual, oral, written) • Use of technology to support project based learning • Create high level thinking tasks that are standards aligned • Academic discourse among students • In-Class intervention strategies that focus on critique the reasoning of others such as modeling, cooperative grouping, check for understanding, sentence starters, activating prior knowledge, depth of knowledge activities Staff members will attend workshops and training opportunities in order to gather strategies and innovations in mathematics for differentiating instruction to target at-risk learners. Attendees will then present these strategies to others within their departments, SLC, or school-wide such as LACOE – SDAIE strategies, CRRE and National Title 1 Conference. Staff members will increase their knowledge base so they may in turn develop a more robust cadre of instructional skills to provide access to the core for all students including socio-economically disadvantaged and SWDs that are at-risk of not meeting the CCSMS. Support professional growth, collaboration between colleagues and participation in a PLC by providing release time for ELA, math, history and science teachers to: • Design coherent instruction • Design formative assessments • Analyze and use of assessment	Principal Assistant Principals CPA Instructional Coach Teachers	Professional developments funded by Title One resources CAPP funding Beyond the Bell funding for intervention	Principal and administration team will observe department meetings and conduct classroom observations for the implementation on instructional strategies learned during PD. In addition, analyze District Interim Assessment (ELA/Math/Science/Social Studies) scores and report card grades for effectiveness. Principal and administration team will determine which staff members will attend conferences and CPA will review the required documents. Principal and administration team will observe department meetings and conduct classroom observations for the implementation of focused instructional strategies.	As needed but at least one-two times per semester including observation of student work at five-week intervals that correspond with progress report and report card notices to students and parents	Principal Assistant Principals CPA Instructional Coaches Classroom Teachers

data for planning • Standards- based learning activities • Use reflection to inform future instruction Instructional Coach and Categorical Program Advisor will support teachers with the differentiation and multi-tiered support for implementing the CCSS in all lessons in mathematics, science and elective courses • facilitate meetings between learning teams or PLCs • support teachers in the process of delivering the periodic assessment, • support peer observations, lesson studies, and student work calibration to ensure high levels of rigor • design lessons and professional development on mathematical practices, complex text and construct viable arguments access to the core for all students with an emphasis on SED, SWD and ELD subgroups and targeted students at-risk of not meeting grade level proficiency Intervention Programs will target students in the core subject classes to increase percentage of students scoring proficient in English Language Arts and Mathematics. These students are targeted for intervention based on 10-week progress report grades, proficiency bands from the CST (at-risk of not passing CAHSEE), and teacher recommendation. Intervention Program will consist of the following: • Teacher provides in-class intervention from professional development • Students receive intensive instruction after-school or Saturdays • Accelerated Reader and Math software available after-school hours for students • Locally designed materials for tutoring program for students not meeting course proficiency in ELA or having difficulty in incorporating ELA strategies across core content classes.					

GOAL THREE

English Learners—Proficiency for All

Rationale: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics as measured by various assessments, such as the California High School Exit Examination, the new interim district assessments and the California English Language Development Test.

- K-12 Instructional programs for English Learners (ELs) must be provided and administered that include structured English immersion, a mainstream English instructional program, Dual Language Two-Way Immersion, and a transitional bilingual educational program. This includes the maintenance bilingual educational program, an accelerated learning program for Long Term English Learners (LTELs) and a secondary English Learner Newcomer Program that will meet the State's annual measurable achievement objectives. It will also work to build teacher capacity in meeting the needs of students in the core subject areas, including ELD, by using Title III funds, to meet the District's expectation for EL at the elementary level to advance on English Language Development (ELD) requirements and enable students to reclassify after five years of instruction. At the same time it promotes parent and family involvement in EL programs at the Central, ESC and school level, enhances the quality of language instruction in the District's EL programs, and provides the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs and to monitor the continued success of former ELs.

Supporting Data: AYP Report/CAHSEE; Core Waiver Report; My Data (CST Strand Report); Student Grades

Growth Targets: Increase the number of EL students making progress on the CELDT

- The percentage of 10th graders proficient on the English Language Arts CAHSEE examination will increase; the percentage of SWD students proficient on the ELA as measured by the CAHSEE in grade 10 will increase; the percentage of EL students who are proficient on the ELA CAHSEE examination in grade 10 will increase

School Wide Learning Outcomes:

Effective Communicators express themselves precisely to others using clear definitions in formal documents and oral discourse appropriate to purpose and audience, use appropriate technology to explore, collaborate with others, and deepen their reasoning skills and knowledge, are active listeners, and respond thoughtfully to convey clear and distinct perspectives.

Critical Thinkers analyze, synthesize and evaluate to create solutions for both academic and practical challenges, employ models and structures to resolve both hypothetical and real-life situations and create and respond to evidence-based questions by utilizing close reading skills to comprehend content materials.

To meet these SLO's, our students will be prepared for post-secondary education and the workforce and be empowered to be healthy individuals who are life-long learners and responsible community

participants who think critically, communicate effectively and work collaboratively to foster social justice. We will provide every student with rigorous, interdisciplinary instruction aligned to Common Core State Standards, infusing technology and real-world experience in all content areas.

Critical Learner Need # 4: ACADEMIC DOMAIN ENGLISH LANGUAGE PROGRAMS: English Language Development (ELD) and Access to Core					
Objective(s): • Increase the number of EL students making progress on CELDT. • Reduce the number of Long Term EL students. • Increase the number of EL students passing CAHSEE in ELA.					
Strategy	Person(s) Responsible	Resources	Means to Assess Improvement	Timeline	Monitoring
Categorical Program Advisor will provide direct services to ELs, parents of ELs and teachers of ELs, including: Professional development to all stakeholders Master Plan program implementation Intervention services for ELs Reclassification criteria process and procedures Facilitate meetings to analyze EL assessment data, identify student needs and plan differentiated instruction Attend District EL program related professional development	Principal Assistant Principals TSP	Professional development provided by Title I funding Beyond the Bell funding for intervention for EL students	Principal and administration team will monitor TSP activities through logs, updates, and delivery of PD and lessons. Analyze student work, District Interim Assessment (ELA) scores and report card grades for effectiveness	As needed but at least one-two times per semester including observation of student work at five-week intervals that correspond with progress report and report card notices to students and parents	Principal Assistant Principals TSP Instructional Coaches Classroom teachers
Support EL students in ELD 1 -4 to learn English as quickly as possible by utilizing High Point curriculum with instructional strategies such as: • Instructional conversation • Developing academic language/vocabulary • Use of graphic organizers					
Support LTEL teachers with time after-school to learn SDAIE strategies for the EL students to be successful in the LTEL courses or Access to Core training outside their basic assignment to enhance their capacity in meeting the linguistic and academic needs of EL and Long Term ELs. Teachers will attend professional development during and/or beyond the school day that focuses on strategies that support access to core instruction and addresses the needs of at-risk students, especially ELs and SWDs. Professional Development focus will be on: • Justify solutions in multiple formats, constructing viable arguments (visual, oral, written)	Principal Assistant Principals TSP Instructional Coach		Principal and administration team will observe meetings and conduct classroom observations for the implementation of instructional learned during PD.		

• Use of technology to support project based learning • Create high level thinking tasks that are standards aligned • Academic discourse among students • In-Class intervention strategies that focus on text-dependent questions such as close reading, modeling, cooperative grouping, check for understanding, sentence starters, activating prior knowledge, depth of knowledge activities Teachers will provide after-school and/or Saturday intervention services for EL students who are not making academic progress (not advancing one ELD level per year, intermediate, early advanced or advanced on CELDT but scoring Below Basic or Far Below Basic on the CST ELA and/or CST Math). Intervention Programs will target students in the core subject classes to increase percentage of students scoring proficient in English Language Arts and Mathematics. These students are targeted for intervention based on 10-week progress report grades, proficiency bands from the CST (at risk of not passing CAHSEE), and teacher recommendation. Intervention Program will consist of the following: • Teacher provide in-class intervention from professional development • Students receive intensive instruction after school or Saturdays • Accelerated Reader and Math software available after-school hours for students • Locally designed materials for tutoring program for students not meeting course proficiency in ELA or having difficulty in incorporating ELA strategies across core content classes.	Teachers	Beyond the Bell funding provided for intervention services of EL students	Principal, Instructional Coach and administration team will monitor and evaluate intervention programs by analyzing student grades, CAHSEE/SBAC results, set student growth targets and determine if objectives are being met.		

FUNDING

In terms of funding, we have the following resources: Title I; Common Core State Standards; the CAPP Grant; Beyond the Bell. These resources are used to fund our many and varied professional development meetings, project-based learning staff training, further the work of our PLC's (professional learning communities), and institute our intervention programs in math and English. We are able to use Smarter Balanced Assessment Consortium data, the results of our California High School Exit Examination fall and spring data, feedback provided to us by the data from EL students who took the California English Language Development Test and an observation and assessment of student work that is examined every five weeks to inform future instruction. To summarize this report, it is also important to highlight the recommendations from our last visit that must be addressed before this year's WASC Self-Student in March 2015. These recommendations include:

Recommendation #1: It is strongly recommended that the focus of the curriculum and instruction programs at Hollywood High School be more focused on research-based models as opposed to its very broad scope in current existence.

Follow Up: Since the last full visit, Hollywood High School faculty have made significant gains in implementing research-based models of curriculum design across the different Small Learning Communities. While the focus of each SLC differs, instructional practices have been refined to incorporate similar instructional practice so that all students have access to a rigorous curriculum that addresses their various needs.

Implementation of project-based learning has continued to evolve since the initial cohort of teachers was trained through The Buck Institute in 2011. Since then, all Hollywood High School faculty members have been trained in PBL techniques and have demonstrated a common level of rigor through year-end showcases of student work. The Senior Project, considered the capstone piece for all graduating seniors, was calibrated in 2013, with a team of English teachers from all SLCs working on common rubrics for the research paper, presentation, and physical project for applied learning. These rubrics incorporate the tenets of project-based learning with the demands of the Common Core State Standards.

The Linked Learning Initiative is another research-based model currently in use at Hollywood High School. This initiative focuses on connecting students' academic experiences with career/community development pathways. With the goal of combining relevance and rigor through theme-based academies, Linked Learning uses Project-Based Learning as a means of offering authentic assessment across the curriculum. The Teaching Career Academy and New Media Academy are both designated Linked Learning sites, with TCA working toward certification and NMA having earned full certification in 2013. The Performing Arts Magnet and School for Advanced Studies, while not designated Linked Learning programs, are also implementing college and/or career-aligned interdisciplinary projects.

In all SLCs, the Response to Instruction and Intervention (RtI2) model is utilized to identify and provide support for at-risk students, and uses quantitative and qualitative data as guidelines for developing intervention strategies. A schoolwide template for intervention was developed using a model based in Special Education strategies. When applied to all students, this model allows for the application of data

and observation to inform both instructional and intervention strategies to help ensure that all students achieve success.

All faculty have participated in professional development to learn about how to select appropriate Specially Designed Academic Instruction in English (SDAIE) strategies to meet the diverse needs of our English Learners. Successful practices such as reciprocal teaching, and methods of checking for understanding have been presented in schoolwide professional development. Furthermore, a team of teachers received intensive training in research-based strategies to support our Long Term English Learner (LTEL) population. Courses based on this training are offered to our LTEL population as part of the regular school day.

The California Academic Partnership Program (CAPP) grant, which was awarded to Hollywood High School in partnership with California State University Los Angeles, and state-provided Common Core funding have provided professional development opportunities with a focus on implementation of the Common Core State Standards across the curriculum. Beginning in the 2013-2014 school year, the English Language Arts and Math departments implemented Professional Learning Communities (PLCs). This professional development model has allowed teachers to work collaboratively to identify areas of student need, design common lessons and assessments aligned with the Common Core, and examine student work according to a formalized protocol.

Recommendation #2: It is strongly recommended that the school expand the implementation of Learning Teams in order to achieve schoolwide use of research-based instructional strategies for all students and to use student achievement data to inform practice and modify instructions.

Follow Up: Project-Based Learning, introduced in 2011 in all Local District 4 high schools as a way to provide students with rigorous and relevant experiences to demonstrate learning, is a natural evolutionary step from Learning Teams. As part of PBL, teacher collaboration moved from a content-specific to an interdisciplinary approach during SLC professional development time. Since 2011-12, all small learning communities have continued to build common instructional practices using Project-Based Learning as a vehicle. This methodology facilitates student research and merges curriculum with authentic experience.

In 2013, with the change in the bell schedule, Hollywood High School was better able to accommodate targeted professional development by department. Teachers meet on a monthly basis in their departments to discuss implementation of research-based models as related to the Common Core State Standards. Additionally, with the support of the California Academic Partnership Program grant and Common Core funds provided by the state, content-specific learning teams have experienced a resurgence, with the new name Professional Learning Communities, which focus on the Common Core. In English Language Arts and math, teams of teachers meet weekly in their PLCs and implement learning team protocols to identify areas of student need, design common lessons addressing Common Core Standards, and examine student work to assess the effectiveness of instruction. In the spring of 2014, this model began its expansion to all content areas, with teams of teachers piloting the PLC model.

Recommendation #3: It is strongly recommended that the school utilize a schoolwide assessment system to track student achievement and to use the assessment data to inform instructional practice and

to modify those practices where the data indicate those changes should be made.

Follow Up: A process for assessing student work that includes calibration to ensure rigor and relevance in all classes should be addressed in each SLC. There are multiple measures by which student progress is assessed across the campus. These measures are used to track student progress, inform instruction, and design intervention.

Periodic assessments are conducted in all core content areas to monitor student progress. Scoring of the student writing portions of the English Language Arts (ELA) periodic assessments is done collaboratively in grade-alike teacher groups to ensure calibration of writing scores matched to rubrics created to assess student work. Until the 2012-2013 school year, all core content teachers could access their own periodic assessment scores individually from the CoreK12 website; however with the move to the Smarter Balanced Assessment Consortium, the CoreK12 platform is no longer available. This website and the MyData district website provides teachers with specific achievement data that can be used for lesson planning as well as classroom intervention.

In past years, the administrator in charge of intervention facilitated follow-up teacher meetings for the CAHSEE Diagnostic in both English and math, where detailed analysis provided instructional focus to promote improvement on the census CAHSEE. Data from these assessments was used to identify students for specific academic intervention through CAHSEE Bootcamp sessions both after school and as part of the regular school day. This data, in combination with course grades, were also used to offer extra support to students struggling in the areas of ELA and math by placing them in either math tutoring or English Language Development courses to support achievement in these subjects. However, in the 2012-2013 school year, LAUSD stopped supplying the booklet for the CAHSEE Diagnostic and eliminated the Testing Coordinator position. Without these resources, the CAHSEE Diagnostic system is no longer available to students.

To calibrate student progress, all staff members continue to collaborate in the judging and scoring of Senior Projects, the capstone assessment for Hollywood High School seniors. Every twelfth grade student at Hollywood High School is expected to complete and present a comprehensive research project, which aims to prepare them for college level competency. This schoolwide qualitative assessment complements the statistical analysis done for the California Standards Tests and CAHSEE by providing our faculty with additional information to guide instruction.

In the 2013/2014 school year, a team of teachers worked to ensure rigor and alignment with the Common Core refined the Senior Project assessment system. English Department professional development time was then used to identify a vertical alignment of outcomes for expository and persuasive writing, so that common rubrics for writing can be developed for use campus wide.

With the support of the CAPP grant, Professional Learning Communities (PLCs) meet by department and grade level to design lessons aligned to the Common Core and calibrate student work against common rubrics. This process, implemented in 2014, began in the English and Math departments, and is in development across all other content areas. In addition, the CAPP grant facilitated access to data for placement exams for Hollywood High School alumni who had entered the CSU system. Examination of this data informed the decision to implement two sections of college preparatory math classes and two

sections of the Expository Reading and Writing Course to minimize remediation at the college level. Student Intervention Protocols have been implemented by SLCs. Faculty members work in teams to identify at-risk students through a review of progress report, attendance, and testing data. Teacher teams then design interventions, which may include initiating a parent conference, offering students after-school tutoring, and offering students more one-on-one tutoring with specific teachers.

Recommendation # 4: The committee recommends that the school continue to strengthen and refine the implementation of the Small Learning Community Initiative. This will enhance the personalization of the education experience for all students at Hollywood High School.

Follow Up: During the 2012 follow-up visit, Hollywood High School received a commendation specific to the development of SLCs. At the time, the faculty and administration's enthusiasm for the SLC and project-based learning structures was noted as a positive stride toward personalization. Hollywood High School continues to promote these efforts in each SLC.

After the reconfiguration of the SLCs due to declining student enrollment, significant efforts were made across all SLCs to clarify program identities in order to improve personalization for all students. These efforts included the expansion of the Linked Learning model as well as SLC-based incentive programs.

The Linked Learning initiative has expanded to include the Teaching Career Academy. Through the support of a Linked Learning coach, TCA faculty have aligned curriculum, developed an Advisory Board of community partners, and increased the number of students with access to the elementary school tutoring program. The New Media Academy earned full certification as a Linked Learning program. With an active Advisory Board and an increased student enrollment, NMA has been able to offer students a rigorous academic curriculum coupled with work-based learning experiences. Both TCA and NMA have improved personalization through t-shirts with student-designed logos, social media accounts and regular awards ceremonies to acknowledge student achievement. Additionally, both programs host spring picnics at local parks, allowing students, parents, faculty members and community partners a chance to celebrate the work of the respective programs for that school year.

The School for Advanced Studies (SAS) has developed a student club, the SAS Brigade, to promote student commitment. Additionally, SAS parents have begun a focus group to promote cohesion within the program.

The Performing Arts Magnet (PAM) continues its work infusing acting, singing, dancing, and technical training into the core content areas. In addition to multiple performances, which involve students in all aspects of production, PAM students are also part of the Thespian Club, which allows for additional personalization, and are recognized each year through the PAM awards ceremony, honoring both academic and performance achievements.

With regular SLC professional development time, all SLCs have had the opportunity to implement student intervention programs wherein teachers work directly with students and parents to address student needs. In addition to interventions, all SLCs have implemented incentive programs, including Student of the Month and regular awards ceremonies.

Recommendation #5: The committee recommends that the school align site pacing guides and common assessments with District Periodic Assessments. The committee further recommends that Periodic Assessments be implemented across all core academic areas and include all teachers in those areas.

Follow Up: Since 2009, teachers in all core content areas have implemented district-created periodic assessments to gauge student progress. However, with the transition from the CST to the Smarter Balanced assessment system, the structure of and time allotted to periodic assessments have changed significantly. Teachers are piloting new periodic assessments to prepare students for the Smarter Balanced assessment system in ninth and tenth grade English Language Arts, Algebra 1 and 2, Geometry, and World and U.S. History.

Because the Smarter Balanced test is still in its pilot stages, the district has yet to implement new periodic assessments across all content areas. Hollywood High School faculty has therefore chosen specific focus areas in which to assess students across the curriculum. Specifically, students in all content areas are expected to perform close reading of academic texts, and to answer text-based questions that demand both comprehension and application of content. Students are also expected to use specific, text-based evidence to support well-developed academic arguments in all content areas.

As the district issues updated periodic assessments aligned with the new Common Core testing system, the Hollywood High School faculty expects to align its pacing guides accordingly. In the meantime, faculty members work within their respective departments to ensure that their curricula are aligned with the expectations outlined in the Common Core.

Recommendation #6: The committee recommends that the school develop a monitoring and follow-up procedure to ensure that the many and varied professional development activities are effective.

Follow Up: The timeline for professional development meetings is comprehensive for the 2013-2014 school year and appears in another part of this WASC Self-Study report. Our site-based professional development meetings have been varied and numerous and include topics relevant to all facets of improving the focus group targets and goals. They include meetings to address intervention, transition to Common Core, the new accountability system, best instructional classroom practices, A-G requirements for college and career readiness, revised school wide leaner outcomes, relevance of date from CAHSEE, CST, CELDT and Smarter Balanced assessments. These meetings also covered project-based learning, senior projects, graduate profiles, our SWPBSP incentives and recognitions, student marks analysis, periodic and interim assessments, parent-teacher conferences and outreach to parents, peer observations and classroom visits by administrators and other faculty.

Recommendation #7: The committee recommends that the school develop curriculum for its new advisory class and implement the curriculum consistently schoolwide. Advisory classes were discontinued with the faculty vote to return to the six-period bell schedule day instead of the previous year's seven-period bell schedule.

Follow Up: There are no plans to reinstate the seven-period bell schedule and the Advisory class bell schedule.

Recommendation #8: The committee recommends that the school continue to strengthen outreach efforts to parents of all students.

Follow Up: In recent surveys, parents indicated that they felt welcome at the school, and said that the school provided opportunities for parents to support student learning because their child's teacher provides them with information about their child's academic progress. We engage parents by using a community representative who supports and organizes School Site Council and Advisory committees, with meetings conducted monthly in the parent center whose outreach supports classroom teachers who must communicate academic weaknesses and behavior problems to parents. Our outreach to these stakeholders also includes training for Title I so they may be empowered to become an integral part of their children's education and learn strategies on how to support academic instruction at home. In addition, the active parent center meets monthly to support achievement including CORE, TECH, PBL, CAHSEE, A-G requirements, and literacy and numeracy initiatives at home. We have recently begun to implement Padres Promotores de la Educación, a proposal with services to begin in 2015. This partnership will strengthen our parent outreach since it will include meetings to plan intensive programs for Hollywood High School parents with four parent leads of the Santa Ana Partnership for three days of training for forty parents and supplies for all attendees to engage in the Padre a Padre curriculum. The Santa Ana Partnership will report on the results of parent increased learning about the college preparation process and parent attitudes about college access and success for their children at the end of the training. After that, two parent leads from the Santa Ana Partnership will meet with parent leads from Hollywood High School once the implementation has begun to ensure fidelity to the program.

CHAPTER FIVE SUMMARY

To summarize the Action Plan in Chapter Five our school will effect improvements in our Single Plan for Student Achievement. The student learner outcomes already provide a framework for the why and how our stakeholders will meet the demands of Common Core State Standards to achieve maximum academic learning potential for our students to become college and career ready in the 21st Century global workplace. The culmination of Chapters One-Five of this report signify an organized plan for meeting the needs of all students, whether they be English Learners, Students with Disabilities or General Education Learners. They all deserve equal access to a curriculum of quality, rigor and relevance taught by quality education professionals and supported by administrators, parents and other school staff as a unified effort to succeed as the school we have created and the force within the community we have become.