



Accrediting Commission For Schools

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July 6, 2001

Mr. Wendell Greer Jr.
Principal
Manual Arts High School
4131 S. Vermont Avenue
Vermont Square, CA 90037

Dear Mr. Greer:

The Western Association of Schools and Colleges announces the action taken by the Accrediting Commission for Schools granting Manual Arts High School a three year term of accreditation, expiring on June 30, 2004. Under previous policy a term of three years meant that the school would complete a full self-study and a full visit by the third year. However, at the June 1999 meeting, the Accrediting Commission for Schools modified the follow-up procedure for schools receiving three year terms. The change is shown below:

[Schools may receive] a term of three years with a two-day visit by a two to five member committee during the third year, along with a Progress Report on critical areas of improvement and action plans, demonstrating that the school has:

- improved student achievement relative to the schoolwide learning expectations
- made substantial progress toward correcting the critical areas for improvement, and
- made appropriate progress on implementation of schoolwide action plans.
- The visiting committee shall recommend an extension of accreditation up to three years or denial.

While all schoolwide critical areas for follow-up need to be addressed, the Commission has identified from the visiting committee report the critical areas for follow-up that must be vigorously addressed as part of your schoolwide action plan. These are given on the following page.

WASC 30102

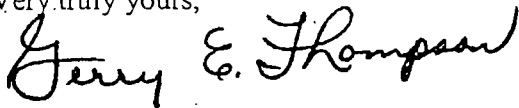
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1. The administration and staff develop and implement a process to revise and update the ESLRS, to set measurable indicators for each ESLR and to ensure all schoolwide programs and practices are evaluated on the school's ESLRs.
2. The district administration, site administration and teaching staff design and implement a plan to increase the variety of instructional and assessment strategies utilized in the classroom to better meet the academic needs of the students and more efficiently utilize instructional time.
3. The administration and staff utilize all data available, including classroom multiple assessment measures to determine the progress and needs of students. The classroom assessments should be standards based and be aligned to the school's ESLRs and district and state frameworks.
4. The administration and staff create and implement a plan that addresses the academic needs of the low performing student to better prepare these students for state and schoolwide assessments, graduation and post-secondary goals.
5. The administration, staff and parents collaboratively determine a process to attain greater parental involvement in the school as well as in their own student's educational experience.

The Commission looks forward to your report of progress made in these areas as part of the two-day visit during the third year. Also, please note the enclosed information concerning the State of California Program Quality Review requirements.

An appropriate certificate of accreditation will be forwarded to you in the near future.

Very truly yours,



Gerry E. Thompson, Ed.D.
Commission Chair

GET:cl

cc: Chairperson
Superintendent