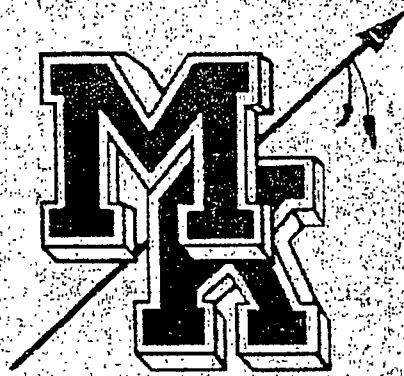


# MARK KEPPEL HIGH SCHOOL



## WASC/CDE Progress Report

April 13, 1999

501 East Hellman Avenue  
Alhambra, CA 91801

WASC 30137

# ALHAMBRA SCHOOL DISTRICT



MARK KEPPEL HIGH SCHOOL, 501 E. Hellman Avenue, Alhambra, California 91801

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Frederick Navarro  
Principal

FAX (626) 572-8215

March 19, 1999

MAR 25 1999

Executive Director  
Accrediting Commission for Schools  
533 Airport Blvd., Suite 200  
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To Whom It May Concern

Enclosed please find the WASC/CDE Progress Report for Mark Keppel High School at 501 East Hellman Avenue in Alhambra, CA 91801.

Copies have been mailed to Mr. Joseph Kolmel, Principal of Etiwanda High School, who was the Visiting Committee Chairperson at the Accreditation in March 1996.

If there are any questions or if additional copies are needed, please call the number listed above.

Sincerely

Susan P. Sanchez  
WASC/CDE Coordinator

**WASC 30138**

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Mr. Robert Miranda

## Mark Keppel High School

### Principal

Mr. Frederick Navarro

Mrs. Kathleen Becker, Assistant Principal Guidance

Mr. Russell Lee-Sung, Assistant Principal Business and Activities

Dr. Kathleen Martin, Assistant Principal Curriculum and Instruction

Mrs. Anne Duffy, Career Education Coordinator

Mr. Gary Gonzales, Dean of Students

Mrs. Susan Sanchez, WASC Coordinator

Mr. Joseph Kolmel, Principal  
Etiwanda High School  
Visiting Committee Chairperson

MAR 25 1999

## WASC FOLLOW-UP COMMITTEE

Mr. Paul Baldwin—Physical Education Department Chairperson

Mrs. Kay Becker—Assistant Principal Guidance

Mr. & Mrs. Deryl Campbell, Parents

Mr. Michael Green—Business Department, Resource Committee Chairperson

Mr. Lawrence Lue, Parent

Dr. Kathleen Martin—Assistant Principal Curriculum and Instruction

Ms. Jean McIntyre—Foreign Language Chairperson

Mr. Dennis Mielke—English Department, ASB Advisor

Dr. Robert S. Quan, Parent

Mr. Patrick Reis—Visual and Performing Arts Department Chairperson

Ms. Joanne Rosso—Social Science and ELD Departments

Mrs. Susan Sanchez—Business Department Chairperson, English Department

Mrs. Patsy Springer—Librarian

Mrs. Virginia Stonebraker—Social Science Chairperson

Mrs. Christine Wong—Parent

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## MARK KEPPEL HIGH SCHOOL

### WASC Progress Report 1998-99 School Year

#### Part I—Introduction

##### A. The School In Its Setting and the Population It Serves

Mark Keppel High School was built in 1939 and is one of three comprehensive high schools in the Alhambra School District. For the last four years, we have primarily served the student population of the City of Monterey Park. Four of our five main feeder schools are within the boundaries of the city. The largest enrollment from a single school, however, comes from the Garvey School District in Rosemead. The city of Monterey Park has a population of approximately 62,000 people—56 percent Asian, 31 percent Hispanic, 12 percent White, and 9 percent other. The median household income is \$32,605. The general population of the city is young—only 29 percent is over fifty years of age.

The enrollment of our school reflects the city's demographic make-up. The majority of our 2,107 students are Asian (68 percent), with Cantonese and Vietnamese being the largest language groups in this population. The remainder is Hispanic (26 percent) and other ethnic groups (6 percent). The largest language group at Mark Keppel in Spring of 1998 is Spanish, with Vietnamese a close second. Over one third of our students are Limited English Proficient. More than 60 percent are eligible for free or reduced meals.

Our average SAT score is 969 (verbal: 434; Math: 535). Our honors and Advanced Placement program has grown since the last accreditation with new courses added and an increasing number of students taking the exams. While 27 percent of our students last year met the UC/CSU minimum requirements for entrance, approximately 10 percent of our students attend the UC system, 12 percent attend state colleges, and 44 percent attend a community college. Since the last accreditation, all of these areas have shown positive growth. In addition, all of our students complete at least one practical arts/vocational course as part of a district graduation requirement.

The 1998 SAT 9 results show that in grades 9 - 11 Mark Keppel had the highest scores in the Alhambra School District in all areas but one. Complete results are available in the WASC Progress Report document book. The SAT 9 results show low scores (below the State average) for all district students, including Mark Keppel, in the area of Reading. With district guidance, steps have already begun to focus the school on this area for improvement. Staff development activities are being planned in this area and research findings for reading improvement are being shared with the staff in various ways. Our math scores were in the 60<sup>th</sup> percentile range, and language at 55 percent, exceeding the District and the statewide averages.

## B. The Follow Up Process

The follow-up process has been a continuous joint effort for the last three years on the part of all stakeholders. The action plans have been the topics of staff development activities and the major recommendations have been incorporated into the SB 1882 Site Plan and the School Site Plan.

Pupil Free Days and minimum days were planned around the recommendations made by the Visiting Team. A summary of each of these activities is available in the WASC follow-up document book and in the minutes of meetings of the School Improvement Committee. Department chairs were responsible for writing updated reports of the department action plans and the various portions of the major recommendations which included their departments. These responses are also included in the document book.

The remaining members of the original WASC Parent Committee met with the WASC Coordinator, and together they wrote the Parent Committee Response that is a part of this report. This group also provided opinion for the draft of the major recommendations and has approved the final copy of the report. The WASC Coordinator met regularly with other parent groups (The PTSA, The Alliance, and SAC/BAC) during the three year period and kept them apprised of the progress on the recommendations. She shared with them evidence of excellence that is on-going at Mark Keppel such as test scores, student extra-curricular achievements, and other honors and awards. In addition, as work was in progress on the three-year report, drafts were shared with each of the parent groups for their revisions, additions, and deletions. These groups have also approved the final report.

Nine members of the original Steering Committee were able to meet with the WASC Coordinator this third year of the report. These members included the original chairpersons of the Process, Student, and Resource Committees. The Assistant Principal of Guidance who was here during the self-study visit, and the new Assistant Principal of Curriculum and Instruction were also in attendance. A parent attended who was not on the original WASC Parent Committee but is a member of the PTSA and Alliance. The draft outline of the major recommendations and the action plans for each committee were shared. During an all-day meeting, the draft report was refined and the action plans for each committee were updated. This was then shared with the various parent groups for additions, corrections, or deletions.

The first drafts of the responses to the major committee reports were written before the changeover to the new administration. The former Assistant Principal of Business and Activities and the former Principal updated the major recommendations before leaving Mark Keppel High School. Final draft revisions were with the approval of the new principal who came to the school in September 1998. The final draft of the WASC Follow-up Report was shared with the entire staff on February 25, 1999, a minimum day for the school. Final revisions to the report were made after that.

In addition, during the three-year period, any staff member who expressed an interest in the writing of the responses to the majors was invited to attend meetings and participate in the final outcome of the report. Concerns expressed by a majority of staff members have been included in this report. The writing of the document was an open process and information about topics that were highly reflective of the opinions of the whole staff is included. Those recommendations that



have not been fully addressed remain so because of change in administrative staff and a new focus brought to the school; or they are due to outside circumstances such as new State standards and the STAR program which required instructional and staff development time to be redirected.

### **C. Significant Developments Since 1995-96 School Year**

- The boundary changes that had begun at the inception of the full accreditation three years ago have been fully implemented. Mark Keppel is now truly "The High School of Monterey Park."
- A large parent support group from the two new feeder schools has joined with the traditional parent base, and parent involvement has increased dramatically.
- All administrative staff except for the Assistant Principal of Guidance has changed within the last two years.
- A bond issue is planned for voter approval that will include Mark Keppel High School for renovation and updating.
- The school was selected to apply for a Digital High School grant.
- Plans for implementing 20-to-1 class size are being explored in the areas of 9<sup>th</sup> grade English and Math.
- The school has instituted a chapter of the National Honor Society for students.
- Several new honors and AP classes have been added.
- Bilingual classes have been eliminated due to changes in the law.
- The school is exploring the possibility of becoming a Title I Schoolwide school.
- Mark Keppel is part of a School to Work Consortia sharing grant money.
- Several business partnerships have been added, including Los Angeles County Department of Public Works.

## **II. Report on Major Recommendations**

### **Recommendation One: (Process Committee #1)**

**The school administration develop and implement strategies to allow classified staff, students, and parents greater input regarding school improvement processes so they experience a greater degree of shared ownership.**

A concerted effort has been made over the past three years to provide for wider representation of stakeholders in the school improvement process. In May 1996 all parents who sat on the WASC Parent Committee were given copies of the Visiting Committee report. In addition, each office manager was given a copy of this report to share with classified members assigned to that office.

There are classified employee representatives on many committees of the school—School Improvement Committee, Technology Committee, Safe Schools Committee, Site Block Grant Committee, Digital High School, and the School Advisory/Bilingual Advisory Committee. Parent, student, and administrative representatives are on a majority of these committees as well. Allocation of the money gained from attendance improvement was primarily as a result of classified staff input. This resulted in new computers for the classified staff in the Guidance Center, principal's office, dean's office, health office, and attendance office.

The new principal met with the Alliance Board and with the PTSA Board soon after his appointment to the school in August 1998 and discussed their vision and goals for the school in an effort to include parents in the decision-making processes of a new administration.

On May 21, 1996, the Title I staff presented the state/district requirement for a parent compact to the SAC/BAC advisory board. Groups of parents identified the parent responsibilities for the compact. The compact is sent home each year in the home language, is signed by the parent, and returned to the Office of Curriculum and Instruction. These compacts are kept on file during the student's school years here.

In February 1996 classified staff began to receive minutes from the Instructional Council meetings in order to be informed of school issues/items under discussion.

Students have greater input through the activities of the Associated Student Body (elected) and the House of Representatives (elected representatives of each period 3 class). When something significant arises, they are consulted. ASB is included in the decision-making process in day to day plans such as cancellation of assemblies and combining Senior Awards and Senior Luncheon activities. The school's student newspaper "*The Aztec*" has sought information about and student journalists have reported on various issues such as class schedules, restructuring, and so forth. The editors of the newspaper have sought a greater degree of shared ownership by consulting the staff to produce controversial articles on sex habits of teens and smoking habits of students on campus. All student activities and ASB budgets are under the control of the ASB. They make their own decisions regarding the activities and expenditures with guidance from their advisors.

Students are participating members of the Digital High School Committee. The Technology Committee issued a memo formally inviting students to become members. As of yet, there is no response. The Restructuring Committee no longer meets because of lack of interest expressed by the staff at this time. Transition to Careers (the District Committee) includes parents, students, and teachers and continues to meet regularly. Students are also on the SAC/BAC committee.

The Office of Instruction provides a monthly parent newsletter "*La Azteca*" full of information about available resources and which advises parents of achievements at the school and of parental involvement opportunities. A calendar of monthly school events and guidance information is also included. This office also distributes the PTSA newsletter which is sometimes sent home to parents in the mailing of "*La Azteca*."

The Parent Teacher Association has changed its name since the last accreditation to the Parent Teacher Student Association. There has been an effort to include more students in the decision-making process of the PTSA as well. The PTSA has stronger input into school decision-making processes, and parental concerns influence capital outlays on the campus. PTSA has become an integral part of school improvement. For example, in the last three years, PTSA has raised over \$6,000 for the school and annually donates \$1,000 to the Associated Student Body to be used at their own discretion. Last year, PTSA donated an additional \$500 to the Academic Pep Rally in an effort to insure its success as an important part of school and community recognition for all deserving students.

A parent organization formed in 1996, The Mark Keppel High School Alliance, works primarily with the staff (with student input as well) in planning and implementing a major fundraiser for the school. The Alliance has donated over \$12,000 to the school in the last two years. The bulk of this money has gone to improve the library (\$4,000) and to the Academic Pep Rally (\$1,600). Teacher and student liaisons to all groups have resulted in strong working relationships between teachers, students, and parents.

The Site Block Grant Committee has disbursed over \$65,000 through a committee of parents, teachers, staff, and administration. Concerns of parents, students, and staff are taken into consideration when requests are made to the district for spending money from landscape and lighting taxes.

There are a number of parents in leadership positions of school committees such as Transition to Careers, Site Block Grant Committee, School Bond Committee, School Improvement Committee, and School Advisory and Bilingual Advisory. Two Mark Keppel parents and our former principal ran for seats on the school board during the November 1998 election. Parents, teachers, site and district administrators, and students have attended seminars together to better work collaboratively for school improvement. Three examples are the initial planning for a Healthy Start grant, Title I schoolwide planning, and Transition to Careers. As a result of Healthy Start planning, one of our staff members became certified to assist with healthy families/medical for children applications which has provided many of our families with medical care.

Parents from Mark Keppel High School are affecting district decisions by articulating a common purpose. This is a result of the increasingly collegial working relationship between parents, students, and teachers. Mark Keppel Alumni and Friends and Mark Keppel Retirees contribute to scholarships and are sent regular updates from the Guidance Center on the achievements of students and staff.

#### **Recommendation Two: (Process Committee #4)**

**That the site administration and staff involve the entire school community in an annual evaluation of the school's philosophy, goals and objectives in order to insure total understanding and commitment.**

The Mark Keppel High School Vision and Goals (which includes the vision statement and goal statements of the school) were written before the previous accreditation. The new administrative team involved the entire staff in an activity which focused on re-evaluating the previous vision and goals statements during a rally schedule meeting on November 4, 1998. A new vision statement and goals incorporating the ESLRs will be written collaboratively as meeting time allows.

A staff development day in September 1997 was set aside for writing Expected Schoolwide Learning Results. These seven ESLRs were written with the input from the entire staff and have been shared with the Alliance, PTSA, SAC/BAC and the ASB:

Students who graduate from Mark Keppel High School will be lifelong learners who

- communicate effectively (verbal and written),
- use technology,
- think critically and solve problems,
- are socially responsible citizens,
- make healthy life choices,
- work well with others and alone,
- set, achieve, and evaluate goals.

The school was informed in December 1998 that three days during this school year would be set aside for staff development. The School Improvement Committee is working with the Assistant Principal of Instruction to arrange for staff development activities focusing on those strategies for teaching reading literacy and for technology infusion. Additional topics for staff development include refinement of the ESLRs and writing descriptors for them. These staff development activities will meet the needs of the Digital High School Grant, the Transition to Careers Consortia grant, the SB 1510 grant, and the activities designated in the school's site plan.

As the parents and community from the new attendance areas become more cognizant of the culture of the school at Mark Keppel, there is an increasing understanding of the school's vision and goals which can be heard from the voices of students, parents, and teachers. Promotional videos made for the school by the Alliance group are evidence that community members, parents, teachers, staff, and students all articulate the same vision. The Webmasters Internet Club on campus has developed and maintains a school web page (<http://www.loop.com/~eproud/>) which includes regularly updated information about the school policy, procedures, schedules and activities. The Computer Projects and Design (ROP) class produces a newspaper "*The Next Step*" which is sent to 8<sup>th</sup> graders at all feeder schools. Included are student written articles about clubs to join and what to expect upon entering as a freshman at Mark Keppel High School.

Mark Keppel has experienced almost two complete turnovers in administration since the last accreditation—two new deans, two new assistant principals of curriculum and instruction, two new assistant principals of business and activities, a new career coordinator, and this year a new principal. During the 1998-99 school year, it is expected that the new school administration and staff will work with the parents in a complete review of the school's philosophy, goals, and objectives. These will reflect the input of the new administration and will align with the ESLRs.

### **Recommendation Three: (Process #5)**

**That the district staff and site administration develop a plan for the strengthening of communications with the staff and parents in areas that include support services, priorities for financial considerations, renovation priorities, and maintenance schedules in order to alleviate misunderstandings that exist within the district and school community.**

The District has yet to develop any plan for strengthening communications. The District does communicate directly with parents through a newspaper partially funded with District money. "*Inside Alhambra*" does not go to Monterey Park residents but is mailed to Alhambra residents

only. All efforts in regard to communication have been site-based. In place of a plan for strengthening communications, there is active participation of staff and community members on various committees of the school which deal with support services, finance matters, renovation, and school maintenance. A walk-through was held on campus in May as part of the preparations for the Site Bond Committee.

It is the feeling of the Steering Committee that the responsibility has been placed on the site to communicate with the District. Communication is not going home to parents from the District, especially in areas such as the rezoning of the school and renovation priorities. A Board of Education meeting was held at Mark Keppel on February 16, 1999, to report the results of the feasibility studies for the bond. This study indicated that the bond issue had a good chance of passing and should be put forward to the public for a vote. The election will be held Tuesday, June 8, 1999.

On April 25, 1996, the Assistant Principals of Instruction and Business and Activities met with a group of parents to discuss school site budgets. On May 7, the principal and parents spoke to the Board of Education requesting Board support for having Mark Keppel become a priority for funding when discretionary monies are available or other resources are identified. At this meeting, parents informed the Board and Superintendent that there were plans to form the Mark Keppel Alliance to seek out resources that will help the school in its beautification, renovation, and maintenance efforts. The Superintendent approved this effort. On May 29 a group of parents, students, and school staff met to plan the Mark Keppel Alliance activities. As per the Superintendent's instructions, a committee of all stakeholders was formed to tour the campus and identify renovation and maintenance targets.

The Alliance has worked with the school and district administration in obtaining new semi-permanent restrooms for students. The PTSA sponsors two Beautification Days a year and works with the Alliance for school facility improvement. They join together with the City of Monterey Park in combining the second Beautification Day with the "Christmas in April" community clean-up day. The district has provided paint when available, and the PTSA provides paint, supplies, and workers (and lunch for the workers). Over 19 classrooms have been painted, restrooms have been sandblasted, and classrooms have been thoroughly cleaned. Students earn service hours for various clubs and organizations on campus in the process. During Net Days, internet wiring has been installed.

Site upkeep is hampered by budget constraints. Budget information is shared with department chairs. Budget PBA has been made available to all and kept in the library as of February 1999.

In June 1996 the school community coordinators, teachers, and parents attended a Parents as Partners workshop in Costa Mesa. On July 9 participants met with the Assistant Principal of Instruction to discuss parent involvement activities. In February of 1997, the AP of Instruction, the Title I Counselor, the School Community Coordinators, and five parents attended the California Association of Bilingual Educators conference. They presented information to the SAC/BAC Committee regarding different programs at other schools.

As previously noted, the Office of Instruction distributes a monthly newsletter which includes a newsletter from the PTSA. *La Azteca* is available in Chinese, Vietnamese, Spanish, and English. Support services available to students and families are included in each edition. A staff newsletter, *Keppel Matters*, is distributed at the site and the district. This newsletter reports on the accomplishments of staff and students.

**Recommendation Four: (Program Committee #1)**

**That the counseling and teaching staffs explore teaching strategies and curricula which will encourage under-represented student groups to enroll in and find success in a-f requirement courses.**

The action plan written by the Steering Committee in 1996 has been addressed as completely as possible given the changes in administration previously noted. The School Improvement Committee planned, carried out, and evaluated two pupil free days. The planned activities addressed this recommendation as indicated in the master plan.

The first—March 20, 1997—was structured around a joint meeting between Mark Keppel and the four main feeder schools. Teachers and administrators worked together on issues relating to student achievement at Mark Keppel. Individual departments and individual teachers who taught similar subject matter were given the opportunity to dialogue as well on ways to increase the academic success of incoming Keppel students. However, some departments were excluded since the majority of feeder-school teachers are in academic subjects. Therefore, another half-day was scheduled in June of 1997 with feeder schools in which the non-academic and co-curricular programs and opportunities available at Mark Keppel were shared with teachers of students in the lower grades.

Another pupil free day—September 10, 1997—focused on looking at the data of various measurements of student achievement, including UC, CSU, and Community College statistics of first-year Keppel graduates. We looked at (CAS)<sup>2</sup> scores, AP scores, and Golden State Exam results. Department chairs shared teacher mark results within departments. It was an overall consensus of the staff that our Latino students continue to make academic advancements at a rate much lower than our other students do.

Since our ESLRs—written on a September 9, 1997, pupil free day—now reflect the direction of the school, further pupil free days will be directed at strategies to help students achieve the ESLRs. The School Improvement Committee will design a staff-development program that addresses teaching strategies that are effective with targeted students. This is also written into the five-year plan for SB 1882.

District staff development opportunities do exist which address strategies such as CLAD preparation and SDAIE training. Prior to the 1998-99 school year, all staff was rotated through a 5-day instructional strategies workshop, "Secondary Instructional Strategies," and currently staff are enrolling in a five-day workshop, "Multicultural Education." Current and former Keppel staff members are facilitators for this workshop. Gender equity training (Generating Expectations for Student Achievement—GESA) is a district staff development program which is available to all

on a self-selection basis. SDAIE training and the CLAD credential is offered by the District with several members of the staff enrolled.

In June and August 1996, 1997, and 1998, teams of teachers, administrators, and counselors attended AVID (Advancement Via Individual Determination) workshops. A plan for retaining students in the a-f courses has been developed over the last three years and is successful at improving the GPA of these students. A pre-ninth grade program, SMARTS (Skills Motivation Attitude Responsibility Tenacity and Support), targets incoming 9<sup>th</sup> grade students who show academic promise. These students feed into the AVID program. The AVID program was introduced three years ago and now includes grades 9, 10, and 11. However, at the general staff meeting held on February 25, 1999, it was the majority opinion of the staff that more work needs to be done school wide at improving the success of underrepresented students on our campus, especially Latino students.

A counselor and an AVID coordinator monitor the academic, emotional, and social well being of these targeted students. Incentives are sometimes offered for good performance, such as field trips and excursions. Options exist for students desiring to leave the program; however, a majority has stayed with the program the entire three years. This is the third summer of the SMARTS program and the original class which emphasized study skills and English skills has expanded to three groups to include pre-algebra and algebra study skills. The student honor society, Crown and Sceptre, began a tutorial program called Horizons during the second semester of 1999. This program is aimed primarily at helping Title I students but is open to everyone.

Standards and expectations for all students are made clear at the beginning of each year. The principal requires each teacher to submit a copy of classroom rules and standards. Both the dean and the principal enforce these. Several tutoring programs have been instituted since 1996 to add to the Latino Scholars program of the social science department. In addition to those already mentioned, Title I tutors, Math tutors, Horizons, Link Crew, and STARS offer support and encouragement. A number of teachers regularly schedule time before school, lunch, and after school for tutoring.

An effort has been made as well to reach out to the parents of the underrepresented student groups. The Mary Lou Perez Community Center opened in 1996 and provided information of all kinds to parents in many languages. The SAC/BAC advisory meets regularly and topics of interest and importance to parents are communicated through the use of School Community Coordinators who speak Spanish, Chinese, and Vietnamese. Preliminary work was done for a Healthy Start grant and groundwork has been laid in educating parents about the issues involved in becoming a Title I schoolwide school. Both involved parent participation.

The Steering Committee and the WASC Parent Committee feel that information about the total school program needs to be shared with feeder-school teachers and parents in a forum that allows for questions and clarification. It was felt also that the faculty members should educate other faculty members about curricular programs available to all students.

Twice a year (once in the Fall and once in Spring) the PTSA offers an SAT for Practice Saturday session. For a small fee, any student of any grade level, including pre-ninth grade students, can take this test. Students are provided with immediate feedback on their strengths and weaknesses which may help them perform better when they take the PSAT and SAT for college entrance. The High School Performance Report (1996-97 school year) shows that 22 percent of our students last year scored above the state average on the SAT, a 3.6 percent increase over the previous year.

The Advanced Placement exams this year show that 100 percent of the 26 Latino students taking AP Spanish Language and AP Spanish Literature passed with a 3 or higher. All but four received a 4 or 5. However, the 1998 graduate survey shows that only two Latino students completed the requirements for entrance to UCs or CSUs. Although this is close to the state average for this population, it is hoped that when the AVID students complete their fourth year in the program next year that these numbers will improve.

**Recommendation Five: (Program Committee #4)**

**That the site administration, guidance department, and faculty develop and implement career paths in the areas of health and environmental studies, business and international studies, arts and communications, and human and social services to provide students with an interdisciplinary student support system.**

In May 1996 the four career major committees met to develop the professional and technical program sequences for each career major. However, with the demographic shift that came with the reorganization of the district boundaries in 1995, there has been little interest in career paths shown by parents in the areas of health and environmental studies, business and international studies, arts and communications, and human and social services. No systematic method of communication of this option has been devised. The most recent High School Performance Report, however, shows that 49 percent of our students are enrolled in one or more career or vocational courses, a 5.9 percent increase from the previous year.

There has been an increasing demand for Advanced Placement classes. Several new Advanced Placement classes are offered including AP Environmental Science, AP Biology, AP Physics C, AP Computer Science, and AP Statistics. The other career paths have not been developed beyond the first outlines laid out in 1995. Focus from the community has been on AP and honors course offerings and strengthening of the academic, college bound curricular path. The Alliance Curriculum Committee has met with the Superintendent and has expressed interest in participating in the development of curriculum at the school. In addition, last year parent representatives met in a full-day articulation session with 9<sup>th</sup> grade English teachers and 7<sup>th</sup> and 8<sup>th</sup> grade English teachers from feeder schools.

The two original interdisciplinary course offerings, Contemporary Themes in Literature 7/8A and Economics and Entrepreneurship, (which are part of a single department course sequence in Business) are thriving. A new course for 11<sup>th</sup> graders, American Themes in Literature 5/6A has been accepted for UC credit this year. Growing numbers of students are interested in completing



the business professional career path—92 Alhambra School District Certificates of Recognition were awarded at Senior Awards Night in June 1998.

The Industrial Technology Department program sequence has grown to include graphic arts. The Engineering and Technology program sequence, which includes the content areas of drafting, auto technology, and graphic design/printing, has grown as well. The Automotive Repair class has received national certification from the National Institute of Automotive Service Excellence through the National Automotive Technicians Education Foundation. The teacher of this class was selected 1999 High School Auto Teacher of the Year by the California Auto Teachers Association. At Senior Awards Night 47 Alhambra School District Certificates of Completion were awarded to students completing the program.

Students have the opportunity through the Consumer Family Living Department of completing a Child Care career program through ROP.

The Visual and Performing Arts Department is in the process of designing a program sequence in arts and communications and re-writing curriculum to fit this course sequence. An annual Visual and Performing Arts Field Day is scheduled to acquaint incoming 9<sup>th</sup> grade students with the program.

A district committee, Transition to Careers, has been meeting regularly for several years. A recent realignment of the district level administrators in this area may have an effect on the direction the district will take in supporting this committee which looks at career paths and graduation requirements. The district has received a grant with the Foothill Area Consortia—a grant for a joint project implementing transition to careers in schools.

The Tech Prep program did not expand after the first group due to lack of student interest. The commitment made to the students originally enrolled in the program was carried out with 18 exiting after a 3-year program.

**Recommendation Six: (Program Committee #5)**

**That the school administration, Career Center and counseling staff develop procedures that promote integrated School-to-Career paths for ALL students including the non-college bound pupils.**

Because of a turnover in administrative staff both at the site and district level, other than department specific program sequences in non-academic, elective departments as specified in the previous recommendations, coordinated efforts to satisfy this recommendation have not yet begun. The various committees that were in place to organize these career paths have not met since June of 1996. The overriding goal of the school has always been that all students will continue their education at a post-secondary institution of their choice.

All students take a series of tests that includes the ASVAB, COPS, COPES, and other interest inventories. This helps students determine where they want to go with their careers. Enrollment in ROP classes allows students to explore career choices. The Career Center maintains the

student's portfolio with a four-year plan. Students are given their own copies of all assessments. This information is also shared with students through periodic reminders to come to the Career Center to review their portfolios and consult with Career Center staff.

Teachers are also able to review information about their students whenever parents wish to do so. Parents are given reminders about these portfolios on Back to School Night in September and at the Festival of Learning in June. Since *La Azteca* is now issued monthly to all parents, we have begun to publish periodic reminders asking parents to avail themselves of this opportunity to learn about their children.

A partnership with Los Angeles County Department of Public Works is in the planning stages to provide job shadowing and work experience opportunities for students. An exploratory wheel for ninth grade students, which will lead students toward choosing a curricular path by grade 11, is being discussed in the principal's ad hoc curriculum committee.

**Recommendation Seven: (Resource Committee #2)**

**That the Site Administration together with department chairpersons explore more collaborative methods for allocating monies in order to provide greater understanding and participation in the budgetary process.**

The Assistant Principal of Activities, based on past practices, establishes the general school budget. Previous to 1998, meetings regarding grant monies and textbook allocations were being held on an individual basis with staff members who had budgetary concerns or questions. Currently, department chairs are provided with district budget print-outs and site-generated monthly reports.

It has been agreed between the district and the Alhambra Teachers' Association that monthly budgets must be available in the library. These site budgets are available beginning in February of 1999. It was felt that more collaborative efforts in determining categorical budgets could be found. In some areas, such as determining textbook budgets, more collaborative efforts are in place. However, much of the budget is "status-quo" leading to a feeling that inequities still exist and that the changing needs of students are not being addressed.

The new Assistant Principal of Business and Activities is addressing all Resource Committee recommendations. He has expressed the view that his priorities are complete openness in all areas of the budget process. In May of 1999 the Instructional Council will establish the 1999-2000 site budget and textbook allocations using a consensus decision-making model.

**PARENT/COMMUNITY COMMITTEE**

**1. That the school administration develop and implement strategies to improve communication with parents related to such areas as class scheduling, career paths, and disciplinary procedures. This will increase parents' knowledge and understanding of the entire school program.**

The remaining members of the Parent Committee met formally on October 20, 1998, to address the two recommendations of the Visiting Committee. They felt that communication overall has been improved especially with the regular publication of *La Azteca* newsletter from the Office of Instruction. However, they felt that the student newspaper, *The Aztec*, was the most informative because it contains information about what students are involved in; and that's what they like to see. They also feel that there is a sense of variety in the school newspaper—a wide range of sports and all things that students are doing. A wish was expressed that all parents receive the paper delivered to their homes.

During the second meeting held with the Principal on October 26, 1998, the parents were advised that it would not be difficult to have enough copies of the school newspaper printed and sent home in the same mailing with *La Azteca*. The principal will look into the possibility of doing this through the Office of Instruction. He considers this an option since the price doesn't matter if the volume is high in bulk mailing. The student newspaper is distributed at each PTSA Board Meeting.

There is a feeling that there is better communication at report card time and that the registration packets now contain more information to help parents/students make informed decisions. They particularly feel that the Festival of Learning helps them see the different options available to students—from handouts about career paths to demonstrations and exhibits. They feel that this festival atmosphere allows them to ask questions of school personnel in a non-threatening atmosphere.

The parents feel that information about disciplinary procedures has not been made available in a timely manner. The changes in the dress code and changes in tardy and disciplinary policies have not been communicated to them as new administrators have changed policy. What they do know about the changes, they have learned through the school newspapers that their children have brought home.

It was also felt that the previous administration had become more communicative since the last WASC report. It was expressed that the new administration needs to pick up where the old left off because there had been on-going improvement and changes partially due to different problems caused by new student populations entering the school due to the boundary changes having been fully implemented as of this year.

The parents feel that the class schedule needs some monitoring. . . there have been difficulties since the re-districting with students' choices of classes and the scheduling of classes that students choose. It seems, however, that things are better in this final year of the changeover.

In spite of things being better, there still needs to be more communication between high school staff and feeder schools' staff particularly in respect to discipline and dress code policies before students enter the high school. It was noted that the high schools and feeder schools have met on two or three occasions, but external factors such as lack of staff development days impedes this on-going articulation, especially for incoming 9<sup>th</sup> graders and their parents. A hope was expressed that the District work with each of the schools in aligning the Back to School and

Open House Nights so that parents can visit all schools attended by their children so that they do not have to split and visit different schools. They feel that this would allow not only for more articulation, but also more communication between parents and teachers.

They also felt that some way should be found to distribute the school newspaper to 7<sup>th</sup> and 8<sup>th</sup> grade students and to the PTSA and other parent groups. Overall, they felt a greater effort should be made to share school news and important events and calendar items with the community—perhaps on the cable TV station or local newspapers which cater to various language groups in the area. Notice was taken that the Alliance had originally had a goal to coordinate activities with the community that would highlight events of the school.

The parents on this committee feel more efforts should be made toward working with businesses in the area. Although various businesses are asked to support ASB events and donate money and/or prizes for school events, they felt that there should be more coordination between the Business and Activities Office to make it easier for the community to help. One suggestion was to hold City Council or Chamber of Commerce meetings at the high school.

Parents are pursuing these unresolved issues: How are visitors to the campus treated? Should staff development (to include the campus supervisors) for cultural sensitivity, diversity awareness, etc. be encouraged? Who holds these people accountable when discourtesy and/or rudeness occur? What is the communication between the sporting programs and academic programs to help students remain eligible or work harder in class? No solutions were seen to these problems, other than a suggestion box and regular meetings and updates from the principal.

**2. That the district administration, in collaboration with site administration and parent/community representatives, continue to maintain focus upon infrastructure needs that have potential impact upon the educational environment and student health and safety.**

Positive results since the last self-study include new semi-permanent restrooms in the lunch court area, regularly scheduled Beautification Days with the PTSA and Alliance, and formation of a Bond Issue Committee. It was felt that there has been neither a focus nor a commitment to establish priorities for maintenance at Mark Keppel High School. On-going talks on a regularly scheduled basis between a District liaison, the principal, and the parent committee were suggested. The bottom line is that there is a feeling among the parents that Keppel never has been and still is not a priority with the District. The site administration, however, feels that the district has heard the concerns of Mark Keppel and is doing the only thing it can to make real improvements. It is pursuing a districtwide facilities bond for \$73 million. Because Mark Keppel has the most needs, Mark Keppel is expected to get more money than any other school.

The question was posed, "Is there any way that the WASC process can get the District to make a commitment to the school?" If not, the following suggestions were offered:

- Form a committee with a liaison from each of the different areas—PTSA, Alliance, Administration, District Administrators, and community people.
- Re-name the school Monterey Park High School.

- Begin certain consistent and strategic behaviors in order to send a message.
- Schedule a meeting with the principal, president of Alliance, and president of PTSA
- Meet with the Superintendent and president of the school board.
- Wait for the new school board to be seated and regularly attend the meetings and bring this topic up at each meeting.
- Take a survey before Christmas of all parents to see if they feel this recommendation has been addressed and who would be interested in seeing the recommendation fully addressed.

The overall impression of the parents is that this is a real issue, and three years ago it was a real issue. They would like the District to report back and/or provide documentation and minutes of meetings that reflect that this issue has been addressed: specific amounts of money, impending projects, progress toward making this an excellent school. i.e. What has the School Board done to improve the infrastructure? What is the actual documentation? What do they plan? Will they put it in writing?

The two of the three remaining parents were able to meet again on October 26, 1998, with the Principal to discuss resolving the issue of infrastructure needs. The new principal informed the parents that he has concerns about the infrastructure and has spent the first months of his tenure observing and looking for the vision and direction for the school and forming impressions of the school. He recommended that these WASC Parent/Community Recommendations be shared with Instructional Council to determine the focus and goals. He is working with the Administrative team on all WASC recommendations and especially a completion of those recommendations in the certain areas that haven't been addressed. The report creates a lot of leverage in the improvement process and the reform is never ending. The District has allowed parents to paint the classrooms. Digital High School is a priority with the district and site administration. There is spending across the district for the three high schools. Whether a plan exists to make-up for the past with a priority of maintenance money going to Keppel, the principal couldn't say. Purchase orders, contracts, and maintenance requests could be looked at to determine the extent of District involvement.

It was agreed that the first steps should be for fact finding. The principal and the parent committee formulated a plan to include the following steps:

1. Schedule a meeting with representatives of all concerned parent groups.
  - Make a list of issues most important to all groups.
  - Determine best how to use whatever leverages exist within each group.
2. The time frame for the June ballot initiative should be a priority.
  - Members from each committee should work on bond issues
  - Make the fact widely known that Mark Keppel received short shrift before
  - Get concerned people to go door-to-door to lobby for passage of the bond
3. Be vigilant
  - Build alliances with board members
  - Affiliate with the Monterey Park City Council
4. Raise our profile
  - Attend board meetings and make sure the minutes reflect the infrastructure problems at Keppel

- The ASB Board Representative doing things the right way makes an impression
5. "Tracking School Success"—Take a survey twice a year in the Fall and Spring that deals with progress on the WASC and aspects of the culture of the school.
- Respect
  - Instructional soundness
  - Openness to the community

### PROCESS COMMITTEE

**1. That the school administration develop and implement strategies to allow classified staff, students, and parents greater input regarding school improvement processes so they may experience a greater degree of shared ownership.**

Refer to Major Recommendation One.

**2. That the school administration and department chairpersons further promote and facilitate communication among all staff members in order to ensure commitment and foster understanding.**

Since 1997 Mark Keppel's master calendar includes monthly rally schedule days on Fridays. Department meetings and general staff meetings alternate the first Friday of each month. The Assistant Principal of Instruction takes minutes of Instructional Council meetings and distributes them schoolwide. In addition, there are regularly scheduled meetings with classified staff and their supervisors. Classified representatives are on the Technology, Digital High School, and School Improvement Committees. The administrative staff has indicated that at any time they are available to sit down with any group for discussion should there be a need. As of this year, administrative staff are assigned to various departments and attend department meetings.

Not all mailboxes in the staff lounge are labeled accurately at this time. Turnover in staff, especially after school has started, contributes to the delay in accurate labeling. Classified staff now have mailboxes that are next to those provided for certificated staff providing easy access for sharing information. It is felt by the staff as a whole that important information still is not forthcoming in a timely manner.

**3. That the school administration and staff consider assigning a school secretary to take minutes during the Instructional Council meetings to ensure timely dissemination of reports thereby increasing communication and understanding.**

The Assistant Principal of Instruction takes minutes. Her secretary copies and distributes all minutes. In her absence at meetings, the English Department chairperson takes minutes. It is felt by some, however, that this still does not take place in a timely manner (i.e. fewer than three days from the date of the meeting).

4. That the site administration and staff involve the entire school community in an annual evaluation of the school's philosophy, goals and objectives in order to ensure total understanding and commitment.

Refer to Major Recommendation Two.

5. That the district staff and site administration develop a plan for strengthening of communications with the staff and parents in areas that include support services, priorities for financial considerations, renovation priorities, and maintenance schedules in order to alleviate misunderstandings that exist within the district and school community.

Refer to Major Recommendation Number Three.

### **PROGRAM COMMITTEE**

1. That the counseling and teaching staffs explore teaching strategies and curricula which will encourage underrepresented student groups to enroll in and find success in a- requirement courses.

Refer to Major Recommendations Number Four and Five.

2. That the site administration, counselors, and teachers plan and implement strategies that will permit all students to move from one career path to more appropriate career paths. These strategies will provide bridges whereby students, especially those from underrepresented minorities, can achieve their fullest potential.

All students take the COPES and VISA career inventory tests during 9<sup>th</sup> grade Health and Safety/Keyboarding classes. Make-up days are set aside to test students not enrolled in these classes.

A database of incoming freshman class VISA results has not been implemented. However, information is available in the Career Center to interested students. Career assessment testing continues through the eleventh grade and students' career files are updated and incorporated into their career folders which are kept in the Career Center.

A counselor sat on each Career Path committee and helped design the sequence of classes. The new administration is looking at implementation of curricular paths with an ad hoc curriculum committee meeting regularly after school and including volunteers from various departments.

The department chairs who attended meetings with feeder schools or who participated in 8<sup>th</sup> grade orientations are those in core academic areas only: math, science, English, and social science. Plans are underway with the new administration for a traveling "road show" in which all departments and organizations are invited to inform feeder school parents and students of course offerings.

**3. That site administration and staff development committee plan inservices that will sensitize the staff to the needs of the diverse student population.**

Refer to Major Recommendation Number Four.

Speakers from community organizations are often scheduled into Peer Counseling activities. Students in Conflict Resolution take field trips to various ethnic enclaves in and around the Los Angeles area. This has not been implemented on a schoolwide basis.

On March 14, 1997, the School Improvement Committee planned, executed, and evaluated a day of inservice devoted to "Innovative Assistance Areas"—programs and strategies which are geared toward sensitizing the staff to the needs of a diverse student population. In November 1998, the Committee delivered an inservice aimed at informing staff of student attendance patterns and programs and strategies such as STAR, SART, and SARB which are available to help teachers help students improve attendance.

Multicultural awareness materials available to staff and students are incorporated into the Library Media Catalogue. Additional purchases are made as budget constraints allow.

**4. That the site administration, guidance department, and faculty develop and implement career paths in the areas of health and environmental studies, business and international studies, arts and communications, and human and social services to provide students with an interdisciplinary student support system.**

With the exception of department specific program sequences in Business, Industrial Technology, and Consumer and Family Living, career paths have not been instituted. The Visual and Performing Arts department has a department-specific sequence in the planning stages and holds an annual field day to inform students of opportunities in this department. Refer to Major Recommendation Number Five.

**5. That the school administration, Career Center and counseling staff develop procedures that promote integrated School-to-Career paths for ALL students including the non-college bound pupils.**

The principal's ad hoc curriculum committee is meeting to decide how best to address this recommendation. Refer to Major Recommendation Number Six.

#### **RESOURCE COMMITTEE**

**1. That the site administration and appropriate staff continually review ASB accounting procedures in order to ensure accountability both to the organizations themselves and the student bank.**

Beginning in November 1996, monthly printouts of account activity have been given to staff members with ASB accounts. A new accounting computer system enables reports to be



generated showing all activity within the account and the ending balance for the current month and for past month.

The previous administration created a written operations and procedures manual for ASB and club advisors. However, it did not address accounting procedures for student organizations, procedures regulating staff and student admittance to the student store and bank, cash management, and inventory control.

Beginning in 1999 the Accounting 3/4 class will be working with campus organizations to assist them in developing budgets, profit/loss statements, and checks and balances to ensure their financial fitness. As a class project, students in advanced accounting will inservice the appropriate officers of campus clubs in the use of these financial statements and accounting procedures.

No new committee has been established to review ASB accounting and student bank procedures, and no existing committee has been assigned this task. A previous administrator began the process of establishing operating procedures; however, there continues to be the need for broader staff input in the revision to this document.

An audit, as required by law, is performed each year.

**2. That the site administration with department chairpersons explore more collaborative methods for allocating monies in order to provide greater understanding and participation in the budgetary process.**

Refer to Major Recommendation Number Seven.

**3. That the site administration insure that the classified staff be evaluated according to contract language on a timely and regular basis.**

The administration is evaluating the classified staff according to contract language on a timely and regular basis. The district sends down a list of those who need to be evaluated. Forms are sent to their boxes. Custodians will be evaluated beginning in the 1998-99 school year. They were given a copy of the evaluation form to be used in September 1998.

### **STUDENT COMMITTEE**

**1. That the school administration work with the district to secure remodeling/construction funds for the construction of additional restroom facilities which contribute to a clean and healthy learning environment for all students.**

Largely through parent effort (particularly the PTSA and the Alliance) semi-permanent restrooms were secured in place in May 1998. The restrooms opened for student use in October 1998 and are available daily from 8:00 am to 2:00 pm.

During Beautification Days, parents have scrubbed, cleaned, sandblasted, and painted all the restrooms on campus.

### **CLASSIFIED STAFF**

**1. That the school administration involve classified staff in more professional growth activities to provide greater opportunities, improve productivity and self-esteem, and insure feelings of team spirit.**

Staff inservices are provided to staff through the District Technology Department inservices. In addition, all staff in the Alhambra School District may enroll in ROP courses with fee waived. Beginning in January 1999, period by period meetings are held at the site for all staff. Campus Supervisors have participated in Crisis Intervention Training in the 1997-98 and 1998-99 school years. Campus supervisors have also worked with the School Liaison Officer with the Alhambra Police Department on ride-alongs and department tours.

SB 1882 legislation provides for classified staff to be included in two buy-back days of staff development. Classified staff are encouraged to attend professional development activities both on site and off campus when relevant or when the work schedules permit. Instructional aides are encouraged and are often paid for attending professional development activities planned and carried out by the School Improvement Committee. Classified staff are members of this committee and offer valuable insight for staff development topics.

Plans are underway to institute additional training for custodial/maintenance staff to improve and review current procedures. Included in the personal evaluation process for each employee and supervisor is the opportunity to identify areas of improvement.

A holiday dinner was held in December 1998 with the evening custodial staff to foster a greater sense of teamwork and morale. These employees are usually unable to attend the annual breakfast held during a different shift.

**2. That the school administration and classified staff investigate ways to decrease absenteeism among the custodial staff in order to improve morale.**

Attendance records indicate that excessive absenteeism is no longer a problem. When a custodian is absent, a substitute is provided by the district's Maintenance and Operations Department. If a substitute is not available, the duties are absorbed by the lead custodian and other custodians to ensure proper cleaning. Verification of employee absences is conducted by administration in accordance to the CSEA contract.

### **BUSINESS EDUCATION DEPARTMENT**

**1. That the school administration examine staffing priorities and allocations in elective offerings in order to address the previous Visiting Committee's recommendation to add a business teacher which will accommodate increased student enrollment and allow students greater access to business education courses.**

This recommendation has not been met. No new teacher has been added. Beginning in the 1996-97 school year, it was decided by Instructional Council that all incoming freshman would be enrolled in a keyboarding class so that content area teachers could have productive students when they visited the computer labs. Due to this increase in keyboarding classes, eleven sections of business classes were not staffed in the 1996-97 school year. Six sections of business classes were not staffed during the 1997-98 school year.

The 1998-99 school year did not have extra sections beyond the current staffing needs. However, it was discovered later this year that an error was made on the pre-enrollment sign-up sheets which indicated that all business classes were for 12<sup>th</sup> grade students only. This mistake has meant that there are very few sophomores or juniors in the program this year, and all sections could be staffed.

Beginning in the 1999-2000 school year, students will have the option of enrolling in one of four beginning computer classes: Keyboarding, Beginning Applications, Applied Communications, or Exploring Industrial Technology. Those incoming 9<sup>th</sup> graders who demonstrate a proficiency of 25 words per minute, will enroll in the Beginning Applications class. This will be in accordance with the plans for Digital High School, offer students more options based on their career goals, and help alleviate the necessity for an additional business teacher.

The department's commitment to supporting the academic core, offering graduation requirement alternatives, and to designing classes which integrate academic and vocational education has allowed the department to increase the number of Certificates of Recognition to 92 for the senior class of 1998.

Through the publication of "*The Next Step*" newsletter by the Computer Projects and Design (ROP) class, incoming 9<sup>th</sup> graders are informed about classes in the business department from the student's point of view. In addition, this class maintains a web page (TheNextStep@hotmail.com) which informs the community of projects and accomplishments of business students. This generates interest in enrolling in business classes.

**2. That the school administration examine the need to allocate a SDAIE instructional aide to the department to facilitate the learning needs of its large LEP student population.**

This recommendation has not been met. The ELD department has established a bank of computers in ELD classrooms in an effort to ensure keyboarding skills for beginning ELD students. The requirement for regular keyboarding class enrollment is that students be at the advanced level. A one-year Keyboarding/Applications 1/2 SDAIE class is offered for these students. No aide has been scheduled for these classes. For the most part, however, for ease in enrollment purposes, ELD, SDAIE, and beginning ELD students are mixed in with regular keyboarding classes as in previous years. The keyboarding teachers use peer tutors, pair share, and ELD instructional strategies to help these students achieve success.

## CONSUMER AND FAMILY LIVING

- 1. That the department complete the additional inservice programs in order to complete the state certification program.**

The State Department of Education is in transition and the certification team has been reassigned to areas not including completion of certificate programs in process--as of April 1996. Regional Supervisor and State level personnel will be contacted as to the status of State Certificate process. Phase one and two have been completed (State Certification Program ). Phase three involves visitation of state staff.

Certification, on the state level, has come to a halt due to Career Path emphasis. They need to reorganize the evaluation techniques. State level staff reassignment has stopped in progress of assessment of programs.

- 2. That the department develop a written plan for permanently integrating their program with that of a school academic area.**

Refer to WASC document book for the 1996-97 year. No career path school wide meetings took place to assist in incorporating integration into other departments.

- 3. That the school administration and Consumer Family Living teachers incorporate more technology use in each class to enhance student learning.**

Minimum day February 24-25, Computer Lab (212), Brochure Program, Grade Program purchased. Design class March 4-5, March 16 In computer lab. Purchased design program.

Modem has been purchased. Computer Technician installed the modem on the medial room computer. Rotary Club grants would be a source of funding. Taking advantage of "Free" software offered through the Tech. Office if funds are available beyond department budget.

- 4. That the school administration and Consumer Family Living Department investigate ways to integrate Tech Prep and Consumer Family Living.**

Attend CUE conference - May 8-10 Dept. chair. Palm Springs 1996-97 Tech Prep is no longer a state recognized program. Name change and direction will continue to come from state level. 1997-1998 the CFL will take directions from state program suggestions.

## ENGLISH DEPARTMENT

- 1. That the administration and English Department provide teachers with SDAIE and ELD methodology training in order to effectively instruct a wider range of students.**

The department received inservices in portfolio assessment and strategies for teaching multicultural literature in the 95-96 school year. Two members of the English Department have

participated in the District's five-day multicultural training session. As of September 1998, four teachers have either a CLAD or LDS credential, three teachers have passed the CLAD examination; and three are in the process of earning the CLAD credential. Two teachers are exempt from the training because they hold general secondary credentials.

**2. That the administration and English Department develop and implement a plan to increase the number of underrepresented minority students in college prep classes.**

Beginning in 1996 a Title I summer school class (SMARTS program) taught by an English teacher has been offered for underrepresented minority students slated for ninth grade B-level English classes. Course content emphasizes study skills, attitude, motivation, and language arts skills. Students from the SMARTS program are placed in college prep English classes and are enrolled in the AVID program, which offers tutoring before and after school in all subject areas. The ninth grade and tenth grade AVID classes are taught by English teachers.

As of September 1998, AVID classes exist at ninth, tenth, and eleventh grade. English teachers with AVID students communicate with AVID teachers about student progress.

Individual teachers encourage underrepresented minority students to take college prep classes. Some students recommended by their English teachers have been added to the AVID program when space permits.

During the 1996-97 school year, the Title I Coordinator monitored the progress of students moved up a level from Title I classes to be sure that these students were achieving in their new English classes. However, the position of Title I Coordinator was eliminated at the beginning of the 1997-98 school year. Ninth grade Title I students attend the Mac lab one day per week to work on grammar and composition. Tenth grade Title I students attend the Mac lab two days twice per month.

In November of 1998, the District announced plans to integrate non-college preparatory and college preparatory English classes. In January of 1999, representatives from the high school English Departments will meet to discuss implementation of these plans.

**3. That the English teachers work collaboratively to infuse multicultural literature throughout their curricula.**

On February 26, 1996, the UCLA Literature Project presented "Exploring Options in Multicultural Literature" at a release-day inservice for all English teachers. English teachers compiled a list of books to be considered for adoption. During the summer of 1996, each English teacher read books selected from the list with the plan to meet for "book talks" in October to determine grade-level suitability. However, both the English department chair and the Vice-Principal of Curriculum left Mark Keppel in early September of 1996, and the plan was discontinued.

In the spring of 1998, numerous classroom sets of multicultural novels were purchased with Title I funding. Beginning in Spring of 1998, these and other novels are being used to implement a

sustained silent reading program for Title I students. Plans are to extend this reading program school wide in the 1999-2000 school year.

**4. That the English Department expand its efforts to evaluate student assignments in a timely manner so that students are able to ascertain the results of their efforts.**

Beginning in the fall of 1996, English teachers began indicating on their "Classroom Rules and Grading Standards" form, which is presented to all students and the principal at the beginning of each semester, the time frames in which students can expect various types of assignments evaluated and returned.

**5. That the administration and English Department develop a plan for students of all grade levels to integrate technology with the language arts.**

During the 1997-98 school year, Title I teachers received inservices on the Alaska Writing Project. Title I classes are able to use the Alaska Writing Project program in the Mac lab. However, the computer lab is not available at this time for other English classes. Five sections of senior English are taught in a classroom with PCs and Macs. Students use Windows 95 and Microsoft Office to complete all assignments. Power Point software for presentations and internet access for research are available to these students on a sign-up basis in the PC lab located in the Business Department.

Beginning in September of 1998, ninth grade Title I classes are scheduled in the Mac lab a minimum of one day per week. Tenth grade Title I classes attend the Mac lab a minimum of two days every other week. Grammar practice software has been purchased. Software programs for reading comprehension and writing are being previewed.

Three new carts containing TV monitors, laser disc players, and VCR machines were purchased with grant money in the spring of 1998 to be placed in English classrooms.

Some English teachers give assignments that require students to use electronic information sources. Students who do not have access to such sources at home use the Mark Keppel library or the public library. An English Department representative is working with other Mark Keppel teachers on the application for a Digital High School grant. Two English classrooms are scheduled to receive cable drops this semester.

## **ENGLISH LANGUAGE DEVELOPMENT**

**1. That the school administration and the ESL Department seek and develop ways to implement an English learning lab which will facilitate rapid English acquisition.**

Due to the unavailability of a room for a learning lab, the department has decided to place components of a learning lab in individual teachers' classrooms. Eighteen Macintosh SE computers have been acquired and are used for the Advanced Writing classes. During the 1996-97 school year, classes were scheduled to go use the computers for special assignments. The

school has bought new Macintosh LC computers for a lab with Consolidated Projects money, and the ESL classes will have priority in their use. These computers have CD-ROM players and CDs that accompany the Beginning ESL textbook.

The six Apple IIGS computers that our department already owns will be clustered in another classroom. Three tape recorders have been bought this year and will be used with the listening posts and headphones we already own in three classrooms. Two new Macintosh 5300 with AV capabilities will be installed in two teachers' classrooms to use with multi-media presentations.

Software and CD purchases are on-going. The department chair and technology coordinator and Assistant Principal of Instruction schedule inservices for training on the computers and in the use of technology to enhance instruction. One department member has been trained in troubleshooting for the computers and has agreed to oversee maintenance and installation of the computers with help from the school's technology coordinator and the district repairman. The school has acquired a site license for a program that will protect the hard drives and that will prevent many of the problems that we have seen to date.

**2. That the district administration, the school administration, and the ESL Department seek ways to increase English language development and acquisition for students who may not possess literacy skills in their native language.**

The District's Beginning ELD Orientation class has been located at Mark Keppel for the past two years. Students are screened for literacy skills in their native languages upon enrolling in the district. Those students who possess few or no literacy skills are placed in the class for up to a year, and they receive two hours a day of instruction in literacy and survival English. District EIA/LEP funds bought six computers for the department; and department funds purchased software for practicing phonics, reading, and English skills. EIA/LEP funds also provide ample supplies and materials for the classes. Students also have one hour of basic math skills; and whenever possible, they have one hour of either Chinese or Spanish for Native Speakers to improve skills in their home languages.

## FOREIGN LANGUAGE DEPARTMENT

**1. That the school administration in collaboration with members of the foreign language department, develop and implement a plan to monitor department class size with relationship to speaking and writing assignments.**

In the fall of 1996, the department chair developed a spreadsheet with the following information:

- teacher name
- periods
- subject
- class size
- number of speaking assignments
- number of writing assignments

This information has been updated three times (each semester) and has been shared with all members of department and the administration.

**2. That the district administration, school administration, and foreign language department staff re-evaluate language placement assessments.**

This concern was brought up at the Consolidated Project meeting in the fall of 1996 and each consecutive meeting thereafter. It will be brought up again as needed as no resolution has been forthcoming.

### **INDUSTRIAL TECHNOLOGY DEPARTMENT**

**1. That the site administration and the department seek ways to allow the broadest number of students to access the Industrial Technology classes with a scope and sequence that allows learners to achieve at their maximum potential.**

Drafting and Auto "zero" periods were offered this year and both classes are full, successful classes. The Auto after school program continues to hold classes 4 days a week this school year with full classes. The Auto program received NATEF certification in 1999. This certification gives the MKHS Auto program national recognition. This recognition will surely help recruit students. The ROP drafting and printing classes are offered during the regular day this year to facilitate teacher schedules. Plans continue to be made to better facilitate the Print Shop. The number of workstations in the print lab has increased. Further changes may allow the printing teacher to offer ROP classes currently taught at Alhambra High School to be taught at MKHS. Currently MKHS students are taking these classes at the other campus.

Through the efforts of the print teacher, the graphics program has grown tremendously this year. Distribution of flyers and memo pads, participation in the Visual and Performing Arts Department Field Day, effective teacher/student rapport and classroom strategies have resulted in the print program growing to a full-time program.

Work continues in the area of the computer literacy requirement being met in Industrial Technology classes. At the present time the district's concept of "computer literacy" is not broad based. It represents only a small segment of computer technology. Department members are working to demonstrate that computer literacy is integrated in all fields, not just selective ones. Students in the Auto program use computers for technical information and on-line assistance. Students in the graphics program are using computers for desktop publishing and typesetting. Computers are being used in drafting for CAD (computer assisted drafting) and CAM (computer assisted manufacturing). The department has received confirmation that the ROP CAD class meets the district's computer literacy requirement.

With current restructuring efforts graduation requirements are being examined across the board. Department members will continue to be involved in restructuring planning to ensure that the needs of the students in industrial classes are met. The drafting teacher is currently a member of a districtwide committee looking at career paths and graduation requirements.



2. That the school administration and Industrial Technology Department examine staffing priorities and allocations in elective offerings to determine whether there is a need for a full-time, qualified manufacturing instructor which will allow other faculty members to focus on their areas of expertise and provide students with access to a better qualified instructor.

The number of students choosing manufacturing for the 1997/98/99 school years was again too low to offer a class.

The consensus of the department is that a manufacturing course should still be part of the curriculum; insufficient student interest made staffing the class a difficult prospect. Without a class, students have no concept of what the class could be; and therefore, they don't show interest, therefore no class. The department has decided to call the class "Woodshop" in this year's student course selection material. Through the curriculum would involve more than wood, it is thought that students might identify with the "Woodshop" title better than manufacturing.

Department members continue to explain to students the need to know how things are made, and to encourage students to look into careers in the manufacturing sector. The department is continuing its efforts to offer the class as part of the after-school ROP program as a means to get it started on campus. At this time, a teacher has not yet been identified. The county credential specialist has been asked to assist in this search. The PAVE director has also indicated an interest in seeing new ROP programs offered.

The department will not give up on the manufacturing course. Efforts will continue to be made including keeping the course in mind as career path sequences are developed.

## MATHEMATICS DEPARTMENT

1. That the mathematics department increase and accelerate its employment of manipulatives, concrete materials, technology and calculators in all levels of its courses to increase instructional effectiveness.

In the 1996-97 school year, we have been inserviced by department members using "crazy eights" paper cutting for quadrilaterals, moebius strips, CPM materials, Algebra walks, new computer programs written for our remedial students, graphing calculators. We will continue to do this on minimum days and pupil free days.

Algebra and geometry classes have been scheduled into the computer lab to use the technology to enhance certain lessons. One teacher has written specific programs for the computers to be used with some of our remedial students. Because of knowledge gained by a teacher's research, math teachers are now using the computers and software available in Room 212. Two teachers have completed ten hours of inservice on the computers in room 212 sponsored by LA County. The Digital High School grant will allow us to expand the technological approach to all our classes.

LA Education Partnerships will only fund and work with schools in the Los Angeles Unified School District. The computer science teacher obtained a grant for computer science programming. Two teachers obtained a grant to develop real-life problem situations to be used in Algebra I, Algebra II, and Trigonometry classrooms.

Three teachers are using grant money to inservice district teachers on TICBL (calculator based laboratory) using a hand held dedicated computer.

A file has been started in the math office for using manipulatives. Teachers will add to the file as they find new items.

Two teachers met during the summer to develop plans for the Basic Math class for manipulative lessons. The department chair continues to adapt the curriculum to the students. Two teachers gave individual assistance to those who needed help in doing graphing calculator-based lessons. A set of graphing calculators was purchased for use in the computer lab to bring technology to the remedial classes.

**2. The school administration, the mathematics department chair, and the mathematics department research, examine and expand the existing curriculum so that a greater diversity of both electives and college prep classes are offered for all students.**

In the second semester, we had enough students to sign up to begin the programming class. In the fall of 1997, we are running both a programming and Computer Science AP classes. The functional statistics still does not appeal to enough students for the class to be run. The teacher attended a week-long AP Computer Science seminar. The AP Statistics teacher attended the Statistics AP workshop and in the fall of 1998. Advanced Placement classes were offered in Computer Programming and Statistics.

One teacher went to the Discrete Math Institute at Cal Poly. One of our teachers talked to some teachers whose schools offer one semester of discrete math and one of statistics.

**3. That the Mathematics Department utilize a greater variety of instructional strategies that connect more to "real" world situations that will increase student engagement in their learning.**

Two teachers obtained a grant to develop real-life problem situations to be used in remedial classrooms. Three teachers are using grant money to inservice district teachers on the TICBL using a hand held dedicated computer.

Several of the teachers have met with the science teachers, including the chairs of each department to set up a means of communication to correlate the teaching of significant digits, scientific notation, percent. A math and a science teacher met to find out the difference between mathematical significant digits and those used for science. In addition, a need for broader graphing techniques are needed for science classes and inserviced the department in September.

## PHYSICAL EDUCATION DEPARTMENT

1. That the Physical Education Department resolve the issue of appropriate sequential skills necessary for grades 11 and 12.

A course description and outline for Physical Education 5-8 has been written and implemented in the fall 1996-97 school year. Department goals and objectives to align with the ESLRS have been written and competency standards have been finalized. (See WASC document book.)

2. That the Physical Education Department use the newly adopted grading criteria to ensure consistent application within the department.

A standardized grading sheet with seven requirements and non-dress procedures are handed out to each student upon enrollment in class. (See the WASC document book.) The grading policy requires the signature of the parent and the student and is kept on file in the Physical Education Department.

## SCIENCE DEPARTMENT ACTION PLANS

1. That the school administration, department staff, in collaboration with students and parents, explore appropriate strategies designed to integrate science concepts with core subjects to areas.

On Friday, May 23, 1997, the members of the department completed the science and health abilities that are expected from all students to acquire through taking science courses.

The department also began working on how each of the various courses integrate with the other courses. Each teacher is to submit a list of particular skills that are either taught or stressed in science classes which support or enhance skills across the curricula. Efforts in this area were completed in the fall of 1997.

## SOCIAL SCIENCE

1. That the school administration and the Social Science department seek new ways of acquiring and training department members in the new software and technology which will allow all students access to the entire content area in Social Sciences.

The Department has worked with the site administration to provide curriculum-specific inservices in technology to all department members. Individual teachers have worked with the Technology Specialist to integrate technology into their courses. Department members have participated as members of teams in programs that satisfy the needs of grants received by the school. These efforts have enabled teachers to become more proficient in technology infusion and have allowed students access to advanced technology in the Apple computer lab. Students use timeline software and word processing software to produce reports for various classes. Members of the department regularly attend CUE and NCSS conferences for information and demonstrations of new software.

**2. That the school administration, the faculty, the Social Science Department and the parents seek new ways to increase the awareness of the importance of courses offered by the Social Science Department which would allow all stakeholders to have access to the most challenging parts of the curriculum.**

Since January 1996 the department chair has met with all elementary feeder schools to discuss goals for students. Scheduling requirements have prevented staff members from participating in spring enrollment activities for incoming freshmen. Since the fall of 1996, brochures with translations for major language groups have been printed and distributed for World History, US History, Economics/American Government, and department electives. Flyers are available during pre-registration in feeder schools showing what goals, skills, subject matter, honors and AP classes are available. Notification of these opportunities are signed by parents and returned with registration materials.

During Festival of Learning the department holds an open house with refreshments and prizes before the regular program begins. Department brochures are passed out at this time. The department makes use of the display cases in the main hall to celebrate cultural and other significant events. Articles are submitted to *Keppel Matters* to update the staff on activities of the department.

The Latino Scholars tutoring program continues to support underrepresented student populations in a-f course requirements. Outside speakers, presentations, and the Career Center are used to help students with career searches. The department receives local, state, and national recognition for excellence with the mock election and voter participation efforts.

## **SPECIAL EDUCATION**

**1. That the administration and Special Education Department provide more opportunities for students to become familiar with computer technology to use in their current assignments as well as in future careers.**

Through various sources, computers have been added in classrooms of RSP and SDC teachers. Students are enrolled in computer classes and work with their assigned aides in collaboration with the computer teachers. Most students who have completed the computer class continue on to take another semester of the class.

All RSP English students use the computer lab to create, edit, and publish three writing assignments which are kept in portfolios with the RSP English teacher. SDC students have composed and printed essays and letters on the computers. These are kept on file in portfolios that reside with the SDC teacher. The RSP English classes use the Macintosh lab to create a project using a camera, scanner, and word processing program. The SDC teachers have students doing projects in the classroom as well. All students have completed at least one paper on the computer.

RSP science students have completed research papers using word processing programs to write, edit, and print their assignments. These are kept on file in the RSP science room. The department chairperson keeps a database showing the number of SDC students who have completed the computer requirement for graduation in a regular computer class. In addition, a database list is kept showing the number of instructional aides and teachers who have completed a district or other computer training program. The department chair works with the Technology Specialist on campus to arrange training for teachers and aides in the department.

## VISUAL AND PERFORMING ARTS DEPARTMENT

**1. That the Visual and Performing Arts Department take steps to involve feeder schools in aspects of the school's visual and performing art program which will increase awareness of the fine arts.**

As of February 1997 all action plan steps associated with the Visual and Performing Arts Field Day were successfully completed. Prior to the Field Day itself, 219 students had enrolled for the activity. Of these, 197 students ultimately attended on February 6, 1997. The Field Day has become an annual event in February.

**2. That the Visual and Performing Arts Department Chair, and the Visual and Performing Arts Department develop and implement a written plan for involving community business groups, service clubs, and higher education institutions in the support of the visual and performing arts program in order to support its development.**

A written plan has been formulated. Implementation of the plan is on-going due to the individual responsibilities apportioned to various department members by the written plan. In the fall of 1999 a Television Broadcasting class was instituted with ROP. The teacher of the class has ties to the field of media communications.

**3. That the Visual and Performing Arts Department members consider the development and implementation of an all art form musical production to increase awareness of the fine arts.**

Detailed consideration was given to producing a musical in the second semester of the 1996-97 school year. Implementation was prohibited due to an administrative analysis of financial risks. Department members continue to consider, review, and evaluate the feasibility of an all-school musical. Additionally, department members continue to consider, review, and evaluate the feasibility of appropriate alternatives to an all-school musical.