

Report Of The Visiting Committee

For

Mark Keppel High School

**March 25 - 27, 1996
Alhambra School District**

Pursuing Excellence

Joint Process - WASC/CDE

Visiting Committee

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SECTION I: GENERAL SECTION

1. The School in its Setting

Mark Keppel High School is currently 2202 ADA serving the communities of Alhambra, Monterey Park, and Rosemead. Due to a redistricting action, over a four year period, Mark Keppel will become a "community" school serving the residents of Monterey Park. Once Mark Keppel High School becomes the sole high school for Monterey Park, there will be a major change in demographics because the school will shift to a higher socio-economic population. Previously the feeder schools have attended Alhambra High School.

The school is undergoing declining enrollment. Most new teachers are not offered probationary status from the district and class sizes are reported to have increased. The loss of enrollment is due to the Alhambra School District's losing a court battle to retain students after San Gabriel Unified opened a high school two years ago.

The school's main buildings are 55 years old with walls, ceilings, & floors constructed of reinforced concrete. Retrofitting of these buildings for adequate air conditioning has proved problematic. Within the past few years the staff was involved in developing plans for remodeling and new construction. Funding has not yet been obtained.

2. The Certificated Staff

The certificated staff consists of 92 people: 15 are above the age of 56; 42 are between the ages of 46 - 55; 12 are 26 - 35 years of age. Sixty members of the staff have earned Masters degrees, two (2) possess a doctorate, twenty-eight (28) have bachelor degrees; two (2) individuals have not as yet earned a bachelor degree. Seventy-four percent (74%) of the staff is white; 19% is Hispanic; 7% Asian. There are 69 teachers with 1 - 3 preparations; 5 have 5 preps; 8 have 4.

3. The Classified Staff

There are 83 full-time equivalent classified staff providing support in the areas of clerical, custodial, maintenance, cafeteria, and instructional aides.

4. The Student Population

The school is comprised of 97% ethnic minorities: 64% Chinese and Vietnamese, 30% Hispanic. Only 48% of the students are fluent-English proficient (FEP); 11% are English only (EO), and 41% are limited English proficient (LEP). About 37% of the students receive AFDC; about 65% qualify for free and reduced lunch. Title I services are directed toward 55% of Mark Keppel High School students.

According to the information provided, Mark Keppel High School had only a 1.3% dropout rate for 1994 which was the lowest in their district. From 1989-94 graduation statistics remained similar: Asians account for 72% of the graduates, 24% Hispanic (one third more females than males). From the class of 1994, 32% chose to attend a four-year college; sixty percent (60%) chose community colleges; 8% chose vocational/technical schools or the military. Twenty-five percent (25%) of the graduates in 1995 met the a - f requirements. The school provided specific test data for Golden State Examinations and Advanced

Placement. Forty-eight percent (48%) of the student body were involved in Golden State Testing with 32% receiving some form of recognition. In AP testing, 75% to 86% passed with a 3 - 5. The other academic information was that 38% of the student body earned a GPA of 3.00 or higher.

Additional Comments

This year is the first for the school to have a closed campus. After piloting a modified block schedule last year the school reverted back to a traditional six period day. Some of the faculty were quite disappointed. However, teacher contract requires a vote each year and the required 2/3 was missed by 2 votes.

The school had anticipated receiving state funds for renovation; when the Northridge earthquake occurred, monies were redirected.

SECTION II: PROGRESS REPORT

Several recent changes have effected and/or are effecting the previous WASC team's evaluation: the school did not receive state funding for renovation; the District imposed a more rigid dress code for the '95-96 school year; the District required the school site to be a "closed campus" along with the other high schools in the district; there was a change of school boundaries, thereby effecting the school's socio-economic makeup. In addition, the teacher contract mandated a vote on the block-schedule, resulting in a return to the original six period day.

All of the major recommendations have been addressed.

Recommendation #1

The school has consistently focused on communicating with the "*total school community*". Classified staff have now become involved as committee members and involved with the decision-making process. While major efforts have taken place with the Instructional Council, the dissemination of minutes appears to be a concern.

Since the socio-economic make-up of the student body has changed with redistricting, parents are indicating an even greater desire to receive more detailed information from the school related to the four-year planning process, curricular programs and college-university information.

Recommendation #2

The school's plan to place students appropriately appears to be satisfying the staff expectations. Incoming freshman are placed via their eighth grade teachers' recommendations and CTBS test data. Thereafter, students are placed with teacher recommendations and current academic performance. Honors placement for English has been discontinued at the ninth grade level.

Recommendation #3

The procedures for placement of "*students with varying ability levels*" has been resolved. Any individual concerns that may arise related to discrepancies between performance and ability are addressed through a personal meeting with the student and/or parent conference.

Recommendation #4

The "*key counselor*" concept has increased accessibility to counselors and guidance services in general. Classroom presentations provide necessary academic information required for program and schedule needs. District developed publications and handouts addressed questions related to post-secondary options and career planning.

Recommendation #5

All content area departments have developed strategies for integrating skills across the curriculum.

Recommendation #6

The District and school have provisions for a Vocational-Technical Plan. At this point, it simply needs to maintain its focus and allow refinement to occur.

Recommendation #7

The issue of making the "... *school campus a cleaner place*" has probably been addressed to the highest degree possible at this time. District budget constraints have resulted in reduction of custodial substitutes and stopped participation in the State Deferred Maintenance Program. It can only be hoped that the District will focus its future maintenance efforts upon MKHS since the other two schools in the district have already benefited from State funds used for renovation and new construction.

Recommendation #8

The staff of MKHS felt that recommendation related to "... *students feeling respect*" had been addressed until the recent student survey was administered and results reviewed. However, staff and administration strongly feel that the issue of respect, to which students are now referring, relates to school site and District decisions that have upset the entire student body. These decisions include the 'closed campus' change, the dress code and a new bell schedule related to a change back from the modified block format.

Recommendation #9

The sharing of minutes from the Instructional Council with department members seems to be somewhat of an issue. Because this group functions as the principal's advisory committee, this communication concern will need constant attention and focus.

SECTION III: STEERING COMMITTEE SUMMARY

The Steering Committee was comprised of department chairs, site administrators, the librarian, the head of Career Education, and a representative from the district office.

The Steering Committee derived five major strengths and three major areas for improvement from data provided by the School-wide Committees. The major strengths are:

1. Mark Keppel High School provides a safe and orderly campus which provides an academic learning environment.
2. The certificated and classified staff are experienced, capable, and dedicated to students' curricular and co-curricular needs and feel very positive about their effectiveness in the classroom and their success in promoting the school's educational vision.
3. The library staff is dedicated and creative in providing all students with current materials and the latest on-site information technologies, extending the students' learning beyond the classroom.
4. Mark Keppel High School provides a staff development program that keeps certificated and classified staff current in educational research and practice pedagogical innovation and experimentation; and that has served as an impetus for change to how we teach.
5. Faculty and staff collaborate with special needs, teachers, and support staff to provide students with special needs access to and success in the core curriculum and in the elective programs.

The three areas for improvement are:

1. Mark Keppel High School facilities need to be improved to reflect a healthy, clean, maintained environment in which students can learn and the school community can take pride.
2. Mark Keppel High School needs to have more broad-based involvement with all stakeholders in the development and implementation of improvement efforts at the school. Parents, students, community resources, institutes of higher learning, and the middle schools need to be more involved and feel that they are contributing partners in creating their image within the community.
3. Mark Keppel High School needs to continue its efforts in creating an environment in which all members of the school's community feel respected and valued.

The identified strengths and issues for improvement generally coincide with those identified by the visiting team.

SECTION IV: MAJOR COMMENDATIONS AND RECOMMENDATIONS

The Committee commends:

1. The school administration, teachers, parents, and students for creating and sustaining a school culture which is committed to student learning by embracing its mission, vision, and philosophy. (*School Report: Process Committee, pp. 5, 6, 7, 15, 19; WASC Criterion: Philosophy, Goals and Objectives.*)
2. The school administration and the staff for pursuing innovation and change that encourages all to re-examine instructional strategies and presentation of materials that foster optimum student learning. (*School Report: Process Committee, pp. 16, 19; WASC Criterion: Organization; CDE Criterion: Instructional Practices.*)
3. The school administration and staff for working collaboratively to create a clearly written philosophy with goals and objectives that promote an environment where the primary focus is on student learning and achievement. (*School Report: Process Committee, pp. 1-7; WASC Criteria: Philosophy, Goals and Objectives, WASC Criterion: Organization and Improvement Process; CDE Criterion: School Culture; interviews with staff and students.*)
4. The students at Mark Keppel High School for their friendliness and support of the school through their participation in a variety of athletic, academic, and social activities. (*School Report: Student Committee, p. 6; Student Questionnaire, #46, 47, and 48; WASC Criterion: Student Support Services; CDE Criteria: The Culture of the School, Student Services; interviews with students; observations.*)
5. The district administration, the site administration, and the entire staff for their creation and ongoing maintenance of a safe and orderly school site with a clearly defined organizational structure that allows for each stakeholder to achieve at maximum potential. (*School Report: Process Committee, pp. 10, 17-18; WASC Criteria: Organization, Curricular Practices; CDE Criterion: The Culture of the School.*)
6. The Title I office staff for writing newsletter and other community materials in four main languages. (*School Report: Program Committee; WASC Criterion: Student Support Services; interview with Program Committee; observations.*)
7. The site administration and staff for providing various co-curricular programs that respond to the needs and interests of the school's diverse student population. (*School Report: Student Committee, p. 5; WASC Criterion: Co-Curricular Programs; interviews with Program Committee and students.*)
8. The Career Center staff for the extensive services which are offered to the students through materials, speakers, and general guidance information. (*School Report: Career Education, pp. 1-16; WASC Criterion: Student Personnel Services; interviews with Program and students; observations.*)

9. The school faculty for its creation of a "beautification plan" in order to improve the facilities at Mark Keppel High School. (*School Report: Steering Committee, p. 2; interview with the Steering Committee.*)
10. The staff for its efforts of integrating the study of literature with listening, speaking, writing, and critical thinking activities. (*School Report: Program Committee; interview with Steering Committee.*)

The Committee recommends:

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. (*School Report: Process Committee, pp. 3, 6, 7, 10, 15; WASC Criterion: Philosophy, Goals and Objectives.*)
2. 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. (*School Report: Process Committee, p. 7; WASC Criterion: Philosophy, Goals and Objectives; interviews with parents.*)
3. 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. (*WASC Criterion: Curricular Program; interviews with Process Committee, staff, and administrators; observations of the school facilities.*)
4. 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. (*School Report: Program Committee, p. 23; WASC Criteria: Student Support Services; interview with Program Committee.*)
5. 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. (*School Report: Program Committee, p. 4; Process Committee, pp. 2-3; WASC Criteria: Integrated Program, Student Support Systems.*)
6. 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. (*School Report: Program Committee, pp. 5-6; WASC Criterion: Curricular Program; interviews with Program Committee and students.*)

7. 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. (*School Report: Resource Committee, p. 15; WASC Criterion: Organization; CDE Criterion: Improvement Process; interviews with staff.*)

SECTION V: PROCESS COMMITTEE

The Committee commends:

1. The school administration, teachers, parents, and students for creating and sustaining a school culture which is committed to student learning by embracing its mission, vision, and philosophy. (*School Report: Process Committee, pp. 5, 6, 7, 15, 19; WASC Criterion: Philosophy, Goals and Objectives.*)
2. The school administration and the staff for pursuing innovation and change that encourages all to re-examine instructional strategies and presentation of materials that foster optimum student learning. (*School Report: Process Committee, pp. 16, 19; WASC Criterion: Organization; CDE Criterion: Instructional Practices.*)
3. The site administration for creating a number of committees which allows the staff to be involved in making major instructional decisions. (*School Report: Process Committee, pp. 1-2; WASC Criteria: Organization and Curricular Practices; interviews with staff.*)
4. The school administration and staff for working collaboratively to create a clearly written philosophy with goals and objectives that promote an environment where the primary focus is on student learning and achievement. (*School Report: Process Committee, pp. 1-7; WASC Criteria: Philosophy, Goals and Objectives, WASC Criterion: Organization and Improvement Process; CDE Criterion: School Culture; interviews with staff and students.*)
5. The school administration, faculty and staff for its ongoing commitment to staff development that improves teaching strategies. (*School Report: Process Committee, pp. 12-13, 18; WASC Criteria: Curricular Program and Staff; Interviews with Department Committees.*)
6. The students at Mark Keppel High School for their friendliness and support of the school through their participation in a variety of athletic, academic and social activities. (*School Report: Student Committee, p. 6; Student Questionnaire, #46, 47, and 48; WASC Criterion: Student Support Services; CDE Criteria: The Culture of the School, Student Services; interviews with students; observations.*)
7. The Self-Study Coordinator, committee chairpersons and members, participating staff, parents and students who discussed and wrote the 1996 Self-Study Accreditation Report. (*School Report: Process Committee; interviews with schoolwide and departmental committees.*)
8. The administration, faculty, and staff for replacing the traditional Open House with "The Festival of Learning" in order to increase attendance by parents and students. (*School Report: Process Committee, pp. 3, 15; WASC Criterion: Process; Interviews with Process Committee.*)

9. The district administration, the site administration, and the entire staff for their creation and ongoing maintenance of a safe and orderly school site with a clearly defined organizational structure that allows for each stakeholder to achieve at maximum potential. (*School Report: Process Committee, pp. 10, 17-18; WASC Criteria: Organization, Curricular Practices; CDE Criterion: The Culture of the School.*)

The Committee recommends:

1. That 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. (*School Report: Process Committee, pp. 3, 6, 7, 10, 15; WASC Criterion: Philosophy, Goals and Objectives.*)
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. (*School Report, Process Committee, pp. 1-4; CDE Criterion: School Culture, interviews with staff.*)
3. That the school administration and staff consider assigning a school secretary to take minutes during the Instructional Council meetings to insure timely dissemination of reports thereby increasing communication and understanding. (*School Report: Process Committee, p. 19; WASC Criterion: Program; Interview with Program 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. (*School Report - Process Committee, p. 7; WASC Criterion: Philosophy, Goals and Objectives; interviews with parents.*)
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. (*WASC Criterion: Curricular Program; interviews with Process Committee, staff and administrators; observations of the school facilities.*)

SECTION VI: PROGRAM COMMITTEE

The Committee commends:

1. The school staff, students, and parents for their commitment to creating an effective educational environment that reflects the high value placed on education. (*School Report: Program Committee, pp. 9, 15, 20; interviews with staff, parents, students.*)
2. The school administration and certificated staff for their professional commitment and collective efforts to insure that all students have successful access to the core curriculum through a diverse variety of teaching and learning opportunities. (*School Report: Program Committee, pp. 6-9; WASC Criteria: Student Support Services, Student Paths, Integrated Skills; CDE Criterion: Special Needs; interviews with students and guidance staff.*)
3. The administration and staff for developing a comprehensive support services from Title 1 funds. (*School Report: Program Committee, pp. 16-22; CDE Criteria: Program Committee, Special Needs; observations.*)
4. The site administration, faculty, career education coordinator and others who created the Tech Prep component as a part of the Engineering and Technology career major to better serve the students. (*School Report: Program Committee, p. 13; WASC Criterion: Curricular Programs; interview with Program Committee.*)
5. The guidance personnel who developed a system of calling parents to invite them to the annual tenth grade meeting regarding course selections. (*School Report: Program Committee, p. 15; WASC Criterion: Student Support Services; interviews with Program Committee and counseling staff.*)
6. The Title I office staff for writing newsletters and other community materials in four main languages. (*School Report: Program Committee; WASC Criterion: Student Support Services; interview with Program Committee; observations.*)
7. The site administration, faculty, and students for their development of a successful Academic Pep Rally which recognized student achievement and improvement. (*School Report: Steering Committee, p. 3; WASC Criterion: Student Support Services; interviews with Steering Committee and Process Committee; observations.*)
8. The site administration and staff for providing various co-curricular programs that respond to the needs and interests of the school's diverse student population. (*School Report: Student Committee, p. 5; WASC Criterion: Co-Curricular Programs; interviews with Program Committee and students.*)
9. The Career Center staff for the extensive services which are offered to the students through materials, speakers, and general guidance information. (*School Report: Career Education, pp. 1-16; WASC Criterion: Student Personnel Services; interviews with Program Committee and students; observations.*)

The Committee recommends:

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-f requirement courses. (*School Report: Program Committee, p. 23; WASC Criteria: Student Support Services; interview with Program Committee.*)
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 under represented minorities, can achieve their fullest potential. (*School Report: Program Committee, p. 12; CDE Criteria: Program Committee, Students' Paths Through High School; interview with Program Committee; observations.*)
3. That site administration and staff development committee plan inservices that will sensitize the staff to the needs of the diverse student population. (*School Report: Program Committee, p. 15; Student Survey #40, 42; interviews with Program Committee and students.*)
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. (*School Report: Program Committee, p. 4; Process Committee, pp. 2-3; WASC Criteria: Integrated Program, Student Support Systems.*)
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. (*School Report: Program Committee, pp. 5-6; WASC Criterion: Curricular Program; interviews with Program Committee and students.*)

SECTION VII: RESOURCE COMMITTEE

The Committee commends:

1. The administration and campus supervisors for their ongoing dedication to maintain a safe and orderly campus for both staff and students. (*Self Study Report: Staff Questionnaire, p. 1; interviews with parents, community, administration, and staff; observations of campus and classrooms.*)
2. The site administration, certificated and classified staff for their enthusiasm and dedication to students' curricular and co-curricular needs thereby creating and maintaining a positive climate for young people. (*Self Study Report: Resource Committee, p. 6; WASC Criteria: Student Support Services, Curricular Program; interviews with staff and students; observations of classrooms.*)
3. The librarian and library staff for the AZTEC program as well as its overall efforts and dedication in providing resources and support for the faculty and students so that classroom curriculum is reinforced and students of all abilities have access to needed resources. (*Self Study Report: Resource Committee, pp. 6-11; WASC Criteria: Student Services, Curricular Program; interviews with library staff, school staff, and students; observations.*)
4. The school faculty for its creation of a "beautification plan" in order to improve the facilities at Mark Keppel High School. (*School Report: Steering Committee, p. 2; interview with the Steering Committee.*)

The Committee recommends:

1. That the site administration and appropriate staff continually review ASB accounting procedures in order to insure accountability both to the organizations themselves and the student bank. (*Self Study Report: Resource Committee, pp. 16-17; CDE Criteria: Organization, Improvement Processes, Student Services; interviews with Resource Committee, staff, and students; observations.*)
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. (*Self Study Report: Resource Committee, p. 15; WASC Criterion: Organization; CDE Criterion: Improvement Process; interviews with staff.*)
3. That site administration insure that the classified staff be evaluated according to contract language on a timely and regular basis. (*Self Study Report: Resource Committee, p. 6; WASC Criterion: Organization; interviews with staff and administration.*)

SECTION VIII: STUDENT COMMITTEE

The Committee Commends:

1. The students for maintaining patience and flexibility while school facilities such as restrooms are improved, and instructional issues such as block scheduling are examined for the benefit of student health, safety, and achievement. (*School Report: Student Committee, pp. 2, 3, 6; WASC Criteria: School Plant, Philosophy, Goals and Objectives; interviews with students.*)
2. The students for their recognition and appreciation of the instructional resources available to support their academic programs and preparation for post-secondary education and employment. (*School Report: Student Committee, pp. 1-2; WASC Criterion: Student Support Services; CDE Criterion Culture of the School; Student Questionnaire Responses; interviews with Student Committee and individual students.*)

The Committee Recommends:

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. (*School Report: Student Committee, pp. 2, 6, 15; WASC Criteria: School Plan.*)

SECTION IX: PARENT/COMMUNITY COMMITTEE

The Committee commends:

1. The parents and community members for their support and collaborative efforts with school site and administration in the establishment of a school environment that is safe, secure, and responsive to the culturally diverse students and community. (*School Report: Parent/Community Committee, pp. 1-2; WASC Criteria: Student Support Services, Philosophy, Goals and Objectives; CDE Criterion: Culture of the School; Parent/Community Questionnaire; meeting with parents/community committee; individual interviews with parents and community representatives.*)
2. The school administration, faculty, staff, and parents for their ongoing commitment to increase both the quantity and quality of communication, not only within the school but also between the school, community, and parents.

The Committee recommends:

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. (*School Report: Parent/Community Committee, pp. 2, 4; WASC Criteria: Culture of the School; interviews with parents.*)
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. (*Parent/Community Questionnaire; WASC Criterion: School Plant; CDE Criterion: Improvement Process; observation of physical plant; interviews with parent and community representatives.*)

SECTION X: DEPARTMENTAL PROGRAMS

BUSINESS DEPARTMENT

The Committee commends:

1. The Business Department for their commitment to lifelong learning evidenced by their high degree of participation in professional development activities that address the needs of all student populations and the goals and objectives of the department as well as the school. (*School Report: Business, pp. 9, 11, 14; WASC Criterion: Staff; CDE Criterion: Qualified and Competent Personnel.*)
2. The Business Department for developing an integrated, sequential and challenging program of instruction that allows full participation of students of diverse ethnic groups, various learning abilities, age groups, language abilities, and career interests. (*School Report: Business, pp. 4, 8, 10-12; WASC Criterion: Curriculum and Instruction; CDE Criteria: Curriculum and Instruction; classroom observations; interviews with faculty.*)
3. The Business Department for maintaining a successful FBLA (Future Business Leaders of America) Club which encourages the development of student achievement, technical and leadership skills by allowing students to participate and showcase their skills in regional, state, and national level competitions. (*School Report: Business, pp. 3, 9-11; WASC Criterion: Instruction; CDE Criterion: Leadership and Citizenship Development; classroom observations, interviews with students and faculty.*)
4. The Business Department for providing general clerical and technical support to the school such as preparation of the WASC Self-Study Report, assignment of student assistants to the school's clerical staff, and preparation of activity programs which offer students "real world" business-related experiences. (*School Report: Business, pp. 10-11; WASC Criterion: Instruction; CDE Criterion: Leadership and Citizenship Development; classroom observations, interviews with students and faculty.*)

The Committee recommends:

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. (*School Report: Business, pp. 2, 8, 10; WASC Criteria: Staff, Instruction; interviews with staff.*)
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. (*School Report: Business, pp. 16, 18, 19, 21; WASC Criteria: Staff, Instruction; CDE Criterion: Qualified and Competent Personnel; interviews with Department, classroom observations.*)

CONSUMER FAMILY LIVING DEPARTMENT

The Committee commends:

1. The Consumer Family Living Department for the monthly and quarterly report forms which were developed in order to ensure a stronger communication system. (*School Report: Consumer Family Living, p. 1; WASC Criterion: Organization; interviews with the Consumer Family Living Department.*)
2. The Consumer Family Living Department for its utilization of community resources in supporting a broad education program. (*School Report: Consumer Family Living, p. 8; WASC Criteria: Curricular Program; interviews with the Consumer Family Living Department.*)
3. The department members for their development of a brochure addressing the course offerings and course sequence which is distributed to all incoming freshmen and other new students. (*School Report: Consumer Family Living, p. 3; WASC Criterion: Curricular Program; interviews with the Consumer Family Living Department.*)
4. The department members for their efforts to articulate their programs with the East Los Angeles and Pasadena Community Colleges so that students are able to waive courses based on previously completed competencies. (*School Report: Consumer Family Living, p. 7; WASC Criteria: Curricular Program; interviews with the Consumer Family Living Department.*)
5. The Consumer Family Living Department for its practical application of occupational skills for a diverse student population. (*School Report: Consumer Family Living, pp. 2-4, 6-8; WASC/CDE Criteria, Career-Vocational Education; interviews with the Consumer Family Living Department.*)

The Committee recommends:

1. That the department complete The additional inservice programs in order to complete the state certification program. (*School Report: Consumer Family Living, p. 5; WASC Criterion: Curricular Program; interviews with the Consumer Family Living Department.*)
2. That the department develop a written plan for permanently integrating their program with that of a school academic area. (*School Report: Consumer Family Living, p. 11; WASC Criteria: Curricular Program; interviews with the Consumer Family Living Department.*)
3. That the school administration and Consumer Family Living teachers incorporate more technology use in each class to enhance student learning. (*School Report: Consumer Family Living, pp. 5,9; WASC/CDE Criteria: Career-Vocational Education; interviews with the Consumer Family Living Department.*)

4. That the school administration and Consumer Family Living Department investigate ways to integrate Tech Prep and Consumer Family Living. (*School Report: Consumer Family Living, p. 5; WASC/CDE Criteria: Career-Vocational Education; interviews with the Consumer Family Living Department.*)

ENGLISH DEPARTMENT

The Committee commends:

1. The English and ESL Departments for drafting guidelines for placement of ESL student in English classes as well as establishing exit criteria for Advanced ESL students. (*School Report: English-Language Arts, pp. 1-2; WASC Criterion: Curricular Program; CDE Criteria: English-Language Arts, Special Needs; interviews with Department members.*)
2. The Administration and staff for providing appropriate resources to enhance and augment classroom instruction. (*School Report: English-Language Arts, p. 6; WASC Criterion: Curricular Program; interviews with Department members.*)
3. The English department for using various instructional strategies to encourage class participation by all students. (*School Report: English-Language Arts, p. 16; WASC Criterion: Instructional Practices; interviews with Department members.*)
4. The counselors, English teachers, and Special Education teachers and support staff for working collaboratively on the appropriate placement and scheduling of RSP and LH students. (*School Report: English-Language Arts, pp. 25-26; WASC/CDE Criterion: Special Needs; interviews with Department members.*)
5. The English department for the excellent approval rating as evidenced by a school-wide survey of students. (*School Report: English-Language Arts, p. 3; WASC Criterion: Curricular Program; interviews with Department members and students.*)
6. The advanced placement teachers for increasing the percentage of students who have taken the advanced placement examinations and have scored a 3 or higher. (*School Report: English-Language Arts, p. 4; WASC Criterion: Curricular Program; Interviews with Department members.*)
7. The staff for their efforts at integrating the study of literature with listening, speaking, writing, and critical thinking activities. (*School Report: English-Language Arts, p. 13; WASC Criterion: Curricular Program; Interviews with Department members.*)

The Committee recommends:

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. (*School Report: English-Language Arts, pp. 3-5; WASC/CDE Criterion: Special Needs; interviews with Department members; classroom observations.*)

2. That the Administration and English Department develop and implement a plan to increase the number of under-represented minority students in college prep classes. *(School Report: English-Language Arts, p 4; WASC/CDE Criteria: Instructional Practices, Integrated Skills, Special Needs; interviews with Department members.)*
3. That the English teachers work collaboratively to infuse multicultural literature throughout their curricula. *(School Report: English-Language Arts, p. 13; WASC Criterion: Curriculum Program; interviews with Department members.)*
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. *(School Report: English-Language Arts, p. 20; WASC Criterion: Curricular Program; interviews with Department members.)*
5. That the administration and English Department develop a plan for students of all grade levels to integrate technology with the language arts. *(School Report: English-Language Arts, pp. 4, 7; WASC Criterion: Program Support; interviews with Department members and students.)*

ESL (ENGLISH AS A SECOND LANGUAGE DEPARTMENT)

The Committee commends:

1. The ESL Department and other faculty for their efforts to allow students to change levels of instruction when the students show exceptional needs or ability. (*School Report: English as a Second Language, p. 12; WASC Criterion: Curricular Program; CDE Criterion: English as a Second Language.*)
2. The ESL Department for its use of a wide variety of teaching methods which allow for the greatest exploration/development of each students potential. (*School Report: English as a Second Language, pp. 6-9; WASC Criterion: Curricular Program.*)

The Committee recommends:

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 (*School Report: English as a Second Language, pp. 8-9; WASC Criterion: School Plant; interviews with Department members.*)
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. (*School Report: English as a Second Language, p.11; WASC Criterion: Curricular Program; CDE Criterion: English as a Second Language, Special Needs; interviews with Department members.*)

FOREIGN LANGUAGE DEPARTMENT

The Committee commends:

1. The Foreign Language Department for supporting creative endeavors by students such as development of Chinese music and dance productions, *La Voz Latina*, Las Posadas, and the French Restaurant which promote greater interest and achievement in the areas of art and creative writing. (*School Report: Foreign Language*, p. 28; *WASC Criterion: Integrated Skills; interviews with Department members.*)
2. The Foreign Language Department for using a variety of instructional materials and teaching methodologies responsive to the learning styles of the students. (*School Report: Foreign Language*, pp. 1-2; *CDE Criteria: Instructional Practices, Special Needs; interviews with Foreign Language Department members and students; observation of Foreign Language classes.*)
3. The school administration and Foreign Language Department for supporting multiple assessments and varied indicators of student performance and outcomes. (*School Report: Foreign Language*, pp. 2-3; *WASC Criterion: Curricular Program; CDE Criteria: Instructional Practices, Special Needs; classroom observations; interviews with students.*)

The Committee recommends:

1. That the school administration in collaboration with members of the Foreign Language Department develop and implement a plan to monitor departmental class size with relationship to speaking and writing assignments. (*WASC Criterion: Curricular Program; CDE Criteria: Instructional Practices/Integrated Skills, Special Needs; classroom observations; interviews with school administration and Foreign Language Department staff.*)
2. The district administration, school administration, and Foreign Language Department staff re-evaluate language placement assessments. (*WASC Criterion: Curricular Program; CDE Criterion: Special Needs; interviews with Foreign Language Department staff; interviews with district administration and site students.*)

INDUSTRIAL TECHNOLOGY DEPARTMENT

The Committee commends:

1. The Industrial Technology Department for its maintenance of a high level of professional involvement which brings ideas and techniques from the outside workplace into the classroom. (*School Report: Industrial Technology, pp. 7-8, 14; WASC Criteria: Curricular Program, Staff.*)
2. The Industrial Technology Department for implementing a successful VICA (Vocational Industrial Clubs of America) chapter which encourages the development of student achievement, technical, and leadership skills by allowing students to participate and showcase their skills in regional, state, and national-level competitions. (*School Report: Industrial Technology, pp. 1, 3, 5, 7, 9, 12, 17; WASC Criterion: Instruction; CDE Criterion: Leadership and Citizenship Development.*)
3. The Committee commends the Industrial Technology Department and the Office of Curriculum and Instruction for developing a successful Engineering and Technology Career Path articulation agreement which will serve as a model for the development of the remaining proposed career paths. (*School Report: Program, p. 4; Industrial Technology, pp. 1, 5, 6, 7; WASC Criterion: Instruction; CDE Criterion: Curriculum and Instruction; interviews with Department members; Classroom observations.*)

The Committee recommends:

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. (*School Report: Industrial Technology, pp. 16-18; WASC Criterion: Curricular Program; CDE Criterion: Instructional Practices.*)
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. (*School Report: Industrial Technology, pp. 7, 10; WASC Criteria: Staff, Instruction; CDE Criterion: Qualified and Competent Personnel.*)

MATHEMATICS DEPARTMENT

The Committee commends:

1. The Mathematics Department for employing manipulatives, concrete materials, technology, and calculators in all levels of its courses to increase instructional effectiveness. (*School Report: Mathematics, pp. 1, 2, 6, 8; WASC Criterion: Mathematics; classroom observations.*)
2. The school administration and the Mathematics Department for its leadership in developing and implementing timely and appropriate staff development to improve instructional effectiveness. (*School Report: Mathematics, pp. 1-2; WASC Criterion: Mathematics; interviews with Department members.*)
3. The school administration, the Mathematics Department Chair, and the Mathematics Department for timely meetings with other high schools and feeder schools to discuss curriculum, teaching strategies, and program evaluation. (*School Report: Mathematics, pp. 5-6; WASC Criterion: Instruction; interviews with Department members.*)

The Committee recommends:

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. (*School Report: Mathematics, pp. 1, 2, 6, 8; WASC Criterion: Instruction; interviews with Department members.*)
2. That 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. (*School Report: Mathematics, pp. 9-11; WASC Criterion: Instruction; interviews with Department members.*)
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. (*School Report: Mathematics, pp. 12-13; WASC Criterion: Instruction; interviews with Department members; classroom observations.*)

PHYSICAL EDUCATION DEPARTMENT

The Committee commends:

1. The school and district for providing an adaptive physical education program. (*School Report: Physical Education, p. 3; classroom observations.*)
2. The Physical Education Department for its utilization of community resources in supporting a broad educational program. (*School Report: Physical Education, p. 8; interviews with Department members.*)

The Committee recommends:

1. That the Physical Education Department resolve the issue of appropriate sequential skills necessary for grades 11 and 12. (*School Report: Physical Education, p. 1; interviews with Department members.*)
2. That the Physical Education Department use the newly adopted grading criteria to ensure consistent application within the department. (*School Report: Physical Education, pp. 1-2; interviews with Department members.*)

SCIENCE DEPARTMENT

The Committee commends:

1. The department staff for their initiative and commitment to provide a quality science education program characterized by activity-based instruction designed to address diverse student needs. (*School Report: Science, pp. 3-4; WASC Criterion: Curricular Program; CDE Criteria: Instructional Program, Special Needs, interviews with Department members and students; classroom observations.*)
2. The district administration, school administration, and department staff for their collaborative efforts in improving science facilities responsive to student needs and curricular demands. (*School Report : Science, pp. 1-2; WASC Criterion: Curricular Program; CDE Criteria: Instructional Practices/Integrated Skills; interviews with District administration and students; classroom observations.*)

The Committee recommends:

1. That the school administration, department staff, in collaboration with students and parents, explore appropriate strategies designed to integrate science concepts with other core subject areas. (*School Report: Science, pp. 17-18; WASC Criterion: Curricular Program; CDE Criterion: Integrated Skills; interviews with Department members.*)

SOCIAL SCIENCE DEPARTMENT

The Committee commends:

1. The school administration and the Social Science Department for offering a Tutorial Program for minority students for the A-F classes. (*School Report: Social Science, p. 7; WASC Criterion: Student Support Services.*)
2. The school administration and the Social Science Department for the variety of departmental offerings and the involvement of the staff within the course of student life. (*School Report: Social Science, pp. 6-7; WASC Criteria: Curricular Program, Co-Curricular Program.*)
3. The school administration and the Social Science Department for the creation and the ongoing use of the Social Science Lab in order to provide for greater student access to the core curriculum. (*School Report: Social Science, pp. 10,13; WASC Criteria: Curricular Program, Organization, Staff.*)

The Committee recommends:

1. That the school administration and the Social Science Department seek new ways of acquiring and training department members in new software and technology which will allow all students access to the entire content area in the Social Sciences. (*School Report: Social Science, pp. 7, 15; WASC Criteria: Curricular Program, Finance; interviews with Department members.*)
2. That the school administration, the faculty, the Social Science Department, and the parents seek new ways to increase the awareness of and 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. (*School Report: Social Science, pp. 13, 15; WASC Criteria: Curricular Program, Organization; interviews with Department members.*)

SPECIAL EDUCATION

The Committee commends:

1. The site administration and Special Day Class for providing a well organized classroom that demonstrates examples of creative activities and individual instruction for its students. (*School Report: Special Education, p. 6; WASC/CDE Criteria: Instructional Practices, Special Needs; classroom observation.*)
2. The site administration, Special Education Department and other departments for collaborating and sharing their materials, resources and activities so that students can experience the positive aspects of mainstreaming. (*School Report: Special Education, pp. 8, 9; WASC/CDE Criteria: Instructional Practices; interviews with Department members.*)

The Committee recommends:

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. (*School Report: Special Education, pp. 10, 13; WASC/CDE Criteria: Instructional Practices, Integrated Skills, Special Needs; interviews with Department members.*)

VISUAL AND PERFORMING ARTS DEPARTMENT

The Committee commends:

1. The Visual and Performing Arts Department for integrating students of all ability levels in their diverse and broad range of programs to study, develop and expand their interests in the arts. (*School Report: Visual/Performing Arts, pp. 10, 18, 20; WASC Criterion: Curriculum; interviews with Department members.*)
2. The Visual and Performing Arts Department for providing a common core of knowledge that is linked not only to the human experience but to the student's cultural heritage. (*School Report: Visual/Performing Arts, pp. 11, 14-15; WASC Criterion: Curriculum; interviews with Department members.*)
3. The Visual and Performing Arts Department for using a variety and broad range of instruments to assess all students. (*School Report: Visual/Performing Arts, pp. 15, 19, 21; WASC Criterion: Curricular Programs; CDE Criterion: Instructional Practices; interviews with Department members.*)
4. The dance component of the Visual and Performing Arts Department for reflecting diverse cultural themes within the visual and performing arts curricula which provides students with deeper insights of how culture is transmitted through the arts. (*School Report: Visual/Performing Arts, pp. 10-11; WASC Criterion: Curriculum and Instruction; interviews with Department members; classroom observations.*)

The Committee Recommends:

1. That the Visual and Performing Arts Department take steps to involve feeder schools in aspects of the school's visual and performing arts program which will increase awareness of the fine arts. (*School Report: Visual/Performing Arts, pp. 10-11; WASC Criterion: Program Support; interviews with Department members.*)
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. (*School Report: Visual/Performing Arts, p. 14; WASC Criterion: Program Support; interviews with Department members.*)
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. (*School Report: Visual/Performing Arts, p. 13; WASC Criterion: Curricular Programs; interviews with Department members.*)

CLASSIFIED STAFF

The Committee commends:

1. The classified staff for providing the school community with quality services that support students, parents, and faculty in light of a restricted district budget and a reduction in classified staffing positions and hours. (*School Report: Classified Staff, pp. 3, 4, 6; WASC Criteria: Staff/Personnel; interviews with classified staff.*)
2. The school administration and staff for providing an organized and efficient plan for campus supervision. (*School Report : Staff Questionnaire, p. 1; Conference with Parents, Community, Administration, and Staff.*)

The Committee recommends:

1. That the school administration involve classified staff in more professional growth activities to provide greater opportunities, improve productivity, self-esteem, and insure feelings of team spirit. (*School Report, pp. 5, 6; WASC Criterion: Staff/Personnel; Meeting with Classified Staff.*)
2. That the school administration and classified staff investigate ways to decrease absenteeism among the custodial staff in order to improve morale. (*School Report - Resource Committee; Interviews with Staff.*)