Alhambra School District

MARK KEPPEL HIGH SCHOOL

Aztecs

Pursuing Excellence

Self-Study
1995-1996



WASC 30256

ACKNOWLEDGEMENTS

Sanford Studios

The Staff of M-3

Student Aides:
Thanh Vi
Suta Chittieng

Advanced Computer Graphics and Design (ROP) Class

The Alhambra High School Print Shop

Mary Anne Nesalhous

MKHS ASB

WASC 30257

WASC 30258

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ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL. 501 East Heliman Avenue. Alhambra. California 91801 (818) 572-2242
Rudy Chavez
Principal

January 16, 1996

TO: WASC Visiting Team

SUBJECT: Accreditation Report

This report represents an intense effort by the staff and community of Mark Keppel High School to look at ourselves honestly and with a critical eye. We wanted to know what we were doing well and to identify those areas where we could improve our performance. We responded to all the recommendations made by the previous Visiting Committee. Those recommendations were the foundation for many of the improvements that have been made in the last few years and displayed in this report.

We are very proud of our school! This report reflects that pride!

It is our intent to have you leave our school as ambassadors of Mark Keppel High School. Enjoy your visit with us!

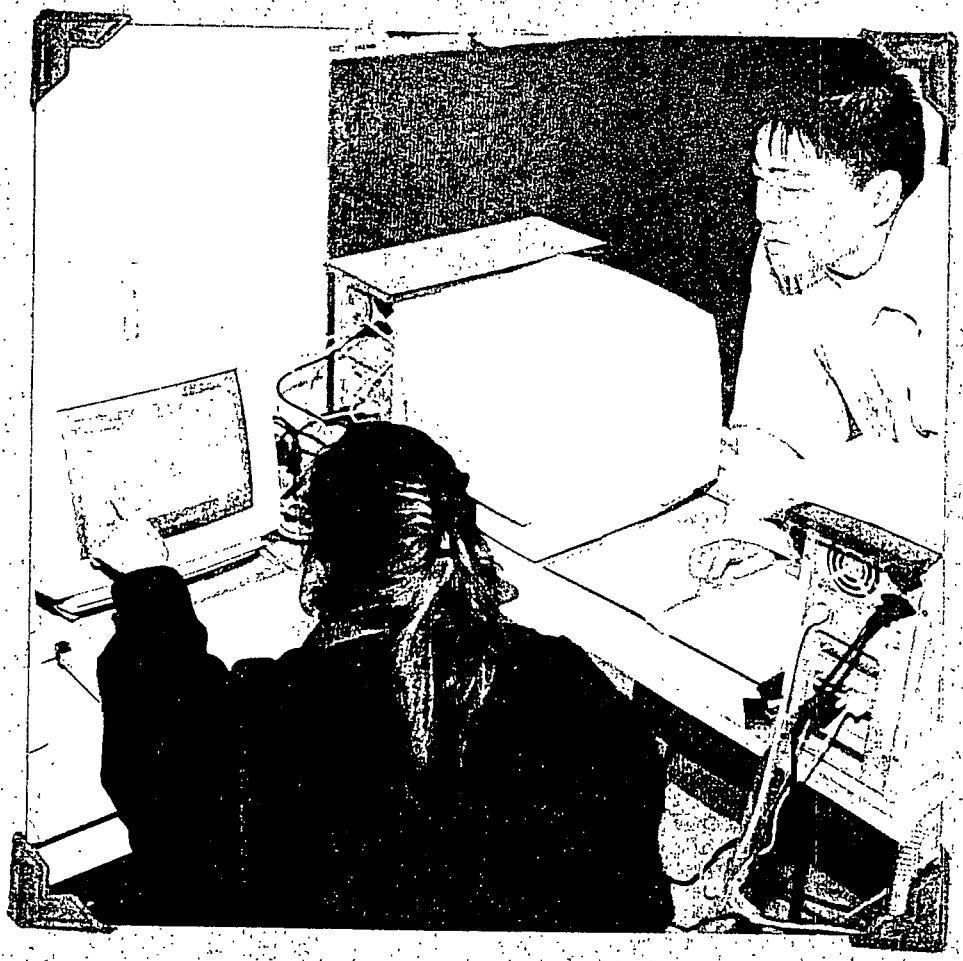
Sincerely,

Rudy Chavez
Principal

RC:er

GENERAL DATA

GENERAL DATA



WASC 30264

MARK KEPPEL HIGH SCHOOL

AZTECS

ADDRESS: 501 East Hellman Avenue, Alhambra 91801 (818) 572-2242

ADMINISTRATION:
Rudy Chavez, Principal
Kathleen Becker, Assistant Principal - Pupil Services
Linda Maryott, Assistant Principal - Instruction
Anthony M. Ortega, Assistant Principal - Business and Activities
Cathy Faraone, Dean of Students
Russell Lee Sung, Dean of Students
James Valentino, Career Education Coordinator

SCHOOL:
Opened - 1940
Grades - 9 through 12
Enrollment - 2100
Colors: Cardinal & White
Mascot: Aztecs
Size: 37 Acres

VISION & GOALS:

VISION STATEMENT:

Mark Keppel High School is the center of learning in our community - a clean, safe and orderly campus with a student centered learning environment. The staff is committed to developing self-confident, ethical, resourceful individuals who will attain their potential through a shared commitment to community.

GOAL STATEMENTS:

* Literate, multiculturally aware citizen who demonstrates an understanding and respect for our democratic society's civic rights, privileges, and responsibilities.
* Active participant in a thinking, meaning centered curriculum that encourages him/her to become a critical/analytical thinker, problem-solver, decision-maker and technology user.
* Effective communicator using listening, speaking, reading, writing and calculating skills in a learning and technological environment that provides individual and cooperative learning experiences.
* Active learner in an educational and technogical environment which provides individual and cooperative learning experiences.

GRADUATION REQUIREMENTS: 220 Credits

STAFF:

Teachers	80	School/Home Coordinator	2
Counselors	6	Teachers Aides	15
Librarian	1	Campus Supervisors	6
Psychologist	1	Other Classified	62
Nurse	1		

STUDENT POPULATION

Asian	65%
Hispanic	30%
White	3%
Black/Other	2%

WASC 30265

9/95

Alhambra School District
Mark Keppel High School
WASC Self-Study Report
1995-1996

A. Background Factors

1. Indicate any socioeconomic factors in the student population important in understanding the school.

Mark Keppel High School has a student population of 2,202. Prior to this school year, elementary feeder schools came primarily from three communities: Alhambra, Monterey Park, and Rosemead. At the end of last school year, our Board of Education voted to set new boundaries for a redistricting action. As a result, this year's freshmen are, with few exceptions, primarily residents of Monterey Park. Over a four year period, Mark Keppel will become a "community" school serving the residents of Monterey Park. Our elementary feeder schools over time will all be from the Alhambra Elementary School District.

Our last census showed our school to be about 97 percent ethnic minorities: 64 percent Asian (Chinese and Vietnamese), 30 percent Hispanic and 6 percent other. Approximately 41 percent of the student population is identified limited-English-proficient (LEP), 39 percent is fluent-English-proficient (FEP), and 20 percent are English only (EO). Twenty-seven languages are represented at the secondary level in the district. We have an EIA-LEP project that helps serve the needs of the LEP population. Mark Keppel High School has the largest percentage of students redesignated from LEP to FEP in the district.

About 37 percent of our student population receives AFDC and about 65 percent of our students qualify for the free and reduced lunch program. About 55 percent of our students are identified as eligible for Title I services. Efforts by teachers, counselors, and other support staff are directed toward making sure that students stay in school and graduate. The drop-out rate for 1994 was 1.3 percent, the lowest in the district. (The district definition of drop-out is a student for whom no transcript has been requested within 45 days of the student leaving school.) Throughout the school year, Guidance support staff and Title I staff coordinate efforts to "find" students and ensure that they are appropriately enrolled in either an alternative setting or in another school.

The graduating classes from 1989 to 1994 have maintained approximately the same ethnic patterns. Asian graduates accounted for 72 percent of the class of 1994, Hispanic students 24 percent (with one third more females than males), and 4 percent other. Four-year colleges were chosen by 32 percent of the 1994 graduates. Community college choices accounted for 60 percent and 8 percent chose vocational/technical schools or military service. The five-year trend shows an increase in students choosing community colleges. This is not an unusual trend given the percentage of students who are LEP/FEP and the economic status of many of our students. Twenty-five percent of the 1995 graduates met the a-f requirements.

About 41 percent of students are enrolled in Algebra I (304 students), Advanced Math (270), Chemistry (246), and Physics (81). Asian students account for the greatest number of students enrolled in these classes (between 96 percent and 86 percent depending on the courses). Hispanic students enrolled are as high as 9 percent in Chemistry and as low as 0 percent in Physics). Females are in greater numbers in Algebra and Chemistry and males outnumber females in Advanced Math and Physics classes. In total enrollment figures for Advanced Placement classes, females again tend to out number males, 57 percent to 43 percent.

Academically, our students do well. Thirty-eight percent were on the school's honor roll receiving a GPA of 3.0 or higher. Forty-eight percent of the student body was involved in Golden State testing with 32 percent of the students taking the Golden State Exams receiving achievement recognition, from School Recognition to High Honors. Advanced Placement scores shows that our students perform well, with an average 75 to 86 percent passing with a 3 or higher. Mathematics and science skills are shared through the efforts of students who belong to the Math and Science Clubs. The Math Club puts on the Math Field Day for middle schools in the area to participate, and after Advanced Placement exams, Calculus AP students tutor students in other classes. Science Club students put on the Science Fair for middle schools in the area to participate, and some science students act as "interns" or teacher assistants helping middle school students.

There is vocational education graduation requirement in our district. As a result, about 51 percent of our students are enrolled in some kind of vocational education course. Enrollment in Business Education and Industrial Technology continues to expand. Both the Future Business Leaders of America (FBLA) and the Vocational Industrial Clubs of America (VICA) are very active

and have brought recognition to themselves and to the school through their participation in various section, state, and national competitions.

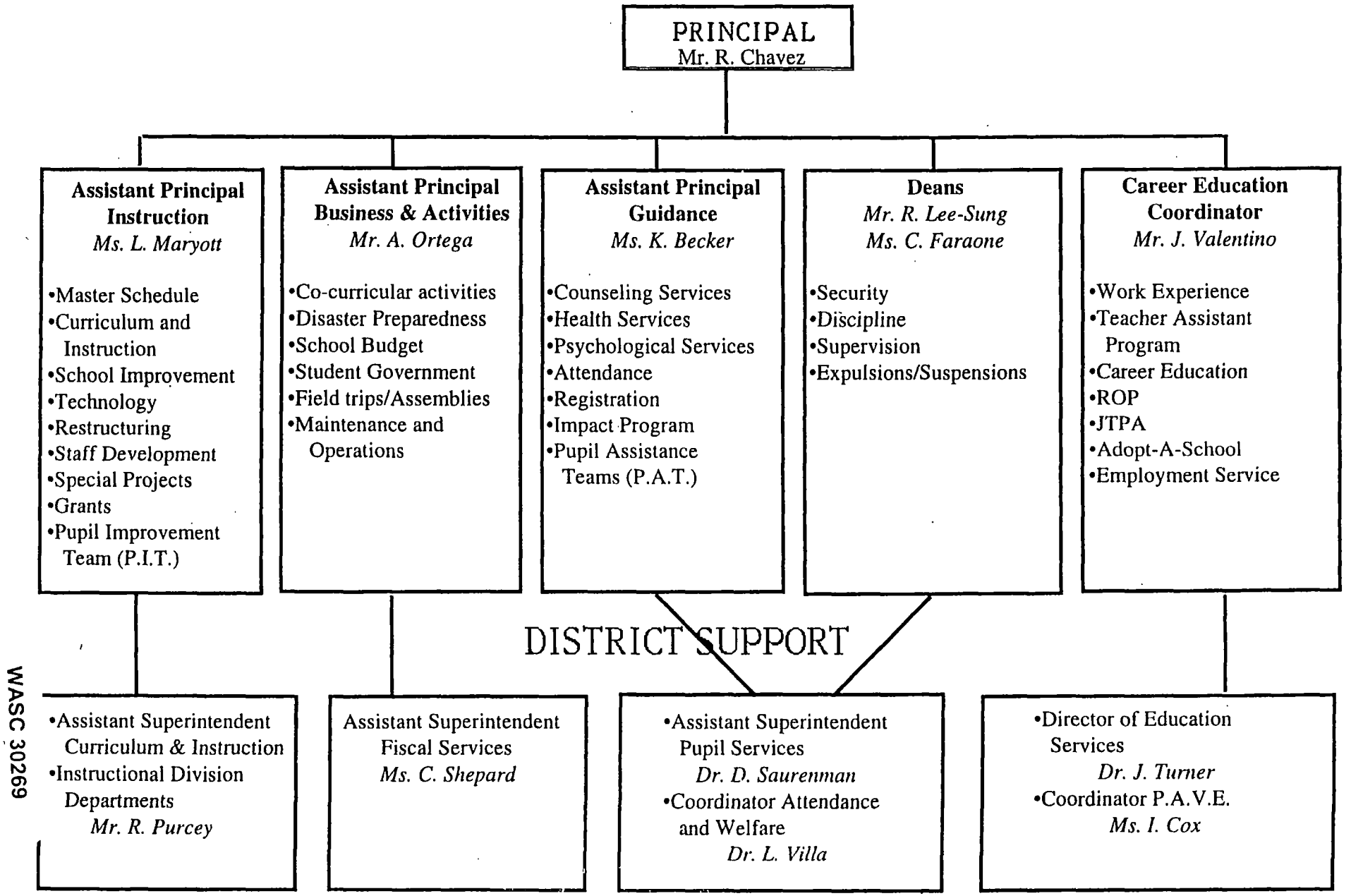
This school year is a year of change for staff and students. As mentioned previously, our district went through "redistricting" at the end of last semester. Our freshman class is the first group to be impacted by attending a high school that is new to their families. Two elementary schools, Brightwood and Monterey Highlands, have had a history of attending Alhambra High School. The district has now changed boundaries so that Mark Keppel High School is the "Monterey Park High School." This change will impact the demographics of our school over the next four years. There will be a shift to a higher socio-economic status population. Redistricting was needed to equalize the three high schools as a result of our district losing enrollment to San Gabriel Unified School District (SGUSD). Last year our district lost their court battle to retain these students. SGUSD opened its high school doors two years ago. We will continue to lose enrollment for the next two years. This loss of enrollment has had a negative impact on certificated and classified employment.

This year is also the first year that we are a closed campus. The district office worked with us in our desire to maintain a single lunch period. So, for the first time, we have outside vendors (Subway and Pizza Hut) providing lunch in addition to our cafeteria. New fences were placed around the school, and we have a new security system for visitors who come on our campus.

After piloting a modified block schedule last year, we are back this year to the traditional six-period day. Some faculty are very disappointed. By a teacher contract requirement, we had to have 2/3 of the faculty vote in favor of continuing the restructuring changes. We missed the 2/3 requirement by two votes. Students and classified were in favor of continuing the modified day as well and were disappointed when it was not approved also. The restructuring committees continue to meet and will have new modified schedule options ready to put to a vote in the spring.

We began our self-study process in the spring of 1995. All stakeholders have been involved in the process. We feel we have taken an honest, sincere look at ourselves and that this self-study reflects the staff's commitment and dedication to students; the student's desire to learn and do well in school; the parents' desire to know and be involved with the school; and the administration's support of school programs and the communities' educational needs.

SCHOOL ADMINISTRATION STRUCTURE



WASC 30269

C. 1. Continuing Education in the last 12 months

Dept.	Amount of continuing education you received in the last 12 months					
	0-14 clock hrs.	15-29	30-44	45-59	60-74	74+
Agriculture						
Fine Arts	4	1				1
Business Ed.	4	1	1	1		
Computer Ed.	12	2	3	4		1
English	5	2	1	3		4
Foreign Lang.	1					
Health Careers	1		1			
Home Economics	1	1				
Indust. Arts		1		2		1
Mathematics	2	5	1			2
Physical Ed.	5	1		1		
Science					2	2
Social Studies	3	1				1
Student Servs.	2					2
STUDENT	2	2				
ADMINISTRATION	2					
Other (specify)*	9	5	3	2		1

* Career Education
Chinese Dance
College
Counseling
CPR
Critical Thinking
Education
Multicultural
Psychological Services
Restructuring
Special Education
Tech Prep

a. **STUDENT BODY ENROLLMENT**

Grade Level	Boys	Girls	TOTAL
7	N/A	N/A	0
8	N/A	N/A	0
9	261	271	532
10	280	281	561
11	261	298	559
12	277	218	495

b. **STUDENT OUTCOMES**--See Appendix and memo at end of this section.

c. **INTENTIONS AFTER GRADUATION**

Year After Graduation Intentions of Twelfth Grade Students

	College		Trade/ Tech. School	Job	Military	Other	Undecided
	2-yr	4-yr					
Number of Students	389		*	43	10	4	4

*Refer to Question 58 on Student Questionnaire Results at end of Student Committee Report.

August 29, 1994

To: Department Chairs

From: Linda Maryott

re: College Bound Report

The California Department of Education released its report entitled "College Bound Report". This report summarizes the performance of California schools over seven years of eight indicators:

* *Scholastic Aptitude Test (SAT) results*
* *Advanced Placement (AP) Examination results*
* *a-f course completion rates*
* *advanced mathematics course enrollement rates*
* *advanced science course enrollment rates*
* *University of California (UC) attendance rates*
* *California State University (CSU) attendance rates*
* *California Community College (CC) attendance rates*

Attached are the results as Mark Keppel High School is compared to our district and the state.

As you review this data, please note what might be instructional and pedagogical issues. Where we are strong, performing at or exceeding the state average: 17.0 percent of our students score at least 3 on Advanced placement as compared to 9.2 percent state average; 29.1 percent of our students are enrolled in advanced math courses, compared to 27.5 in the district and 25.9 percent in the state; 30.7 percent of our students are enrolled in advanced science courses, as compared to 28.9 in the district and to 27.7 in the state; 17.6 percent of our students attend the California State University system as compared to 15.0 percent in the district and 8.8 in the state; 37.7 percent of our students attend Community Colleges as compared to 34.4 percent in the district and 32.4 in the state; and, the number of females enrolled in advanced math and science is greater than the number of males.

Areas where we are not as strong: 14.5 percent of our students score at 900 on SAT, as compared to 17.4 in the district and in the

state; 16.5 percent of our students complete the a-f requirements as compared to 20.7 percent in the district and 32.4 in the state; and, 9.1 percent of our students attend University of California campuses as compared to 10.1 percent in the district and 6.3 percent in the state.

If you look closely at the data, it becomes evident that our hispanic students are not competing with other minority groups and that the results have fallen over previous years.

Information from SAT testing also tells us that our students do well in mathematics but consistently scoring under 400 in the verbal skills of vocabulary, reading comprehension and composition.

Instructional Implications:

* Emphasis on vocabulary development across the curriculum

  - Develop standardized departmental vocabulary that students are expected to know and appropriately use within the context of the discipline and across the curriculum.

* Emphasis on reading skills across the curriculum

  - Develop uniform strategies that promote the development of reading skills across disciplines.

* Emphasis on writing skills across the curriculum

  - Develop strategies that promote good writing skills across the curriculum.
  - The English department develops a standardized departmental writing rubric to be used for uniform assessment of writing.

* Strategies to recruit and maintain hispanic students in the college preparatory track.

1994-1995

School Data: Advanced Placement Program Results

Information from the College Board

Once again the Advanced Placement programs at Mark Keppel High School have proven to prepare students to be successful on the AP exams. Recent data received from the College Board demonstrates that our students, overall, hold their own as our performance results are compared to those for all students who took the tests.

In Chemistry, our group mean was slightly above the global mean in both the multiple-choice and free-response sections. Sixty two point six percent (66.6%) of our students scored a 3 or higher. The global distribution at 3 or higher was fifty-six point nine percent (56.9%).

In Calculus AB, our group mean was well above the global mean in both the multiple-choice and free-response sections. Ninety-two point eight percent (92.8%) of our students schored a 3 or higher. The global distribution at 3 or higher was fifty-eight point nine percent (58.9%). In Calculus BC, our group mean was also significantly higher in both sections. One hundred percent (100%) of our students scored a 3 or higher as compared to seventy-eight point seven percent (78.7%) of the global group.

In Phyics B, our group mean was higher than the global mean in both the multiple-choice and free-response sections. Ninety point nine percent (90.9%) of the students scored a 3 or higher while the global group showed a rate of sixty point four percent (60.4%).

In English Literature and Composition our group mean in multiple choice was lower than the global mean; but higher than the global mean in the free-response. Eighty percent (80%) of our students scored a 3 or higher as compared to the global group with a total of sixty-seven point 5 percent (67.5%).

In Government and Politics our group mean was slightly lower than the global mean in multiple-choice and slightly higher in free-response. The percentage of students passing with a 3 or higher for our students was fifty-three point nine percent (53.9%) as compared to sixty-three point nine percent (63.9%) for the global group.

In United States History, the group mean once again was higher than the global mean in both multiple choice and free-response. Sixty-three point nine percent of our students scored at 3 or higher as compared to fifty point 5 percent (50.5) of the global group.

In Spanish Language, the group mean was slightly lower in multiple choice, and slightly higher in free-response. Seventy-two point eight of our students scored a 3 or higher as compared to seventy-nine point 5 percent (79.5%) for the global group. In Spanish Literature, our mean group was slightly higher in multiple choice and slightly lower than the global mean in free-response. Ninety percent (90%) of our students scored a 3 or 4 while seventy-five point eight percent (75.8%) of the global group scored at 3 or higher.

An analysis of this data shows that students enrolled in our Advanced Placement programs are competing well nationally. The work and dedication of the teachers who teach honors classes and who prepare students for AP classes is evident. The time, dedication, and effort given by AP teachers and students is demonstrated by the outstanding results. It is even more noteworthy when you consider that the overwhelming majority of the students enrolled in these classes are designated FEP, indicating that at one time they were LEP or that they come from homes where a language other than English is spoken.

MARK KEPPEL HIGH SCHOOL

SCHOOL DATA: WASC

Enrollment

Spring 1994: Student population of 2490

Total LEP 1032 = 41.4%
Total FEP 978 = 39.2%
Total EO 480 = 19.2%

27 Languages represented at the secondary level in the district.

1994-1995 Advanced Placement Course Enrollment

Total Courses Enrollment is 238

Gender: 43% male, 57% female
Socio-Economic Status: 69% on Free/Reduced lunch
Ethnicity: Asian = 82%
White = 1%
Hispanic = 10%
Filipino = 2%

1991-1994 Attrition Rate of LEP/FEP

Spanish: LEP = -43%
FEP = -34%

Vietnamese: LEP = +4%
FEP = +12%

Cantonese: LEP = -23%
FEP = +13%

Redesignated: 9th grade: 44 (4%)
10th grade: 20 (2%)
11th grade: 107 (9%)
12th grade: 96 (9%)

Mark Keppel High School has the largest percentage of students redesignated from LEP to FEP in the district.

1990-1994
Drop-out Rate

Asian:	1990	15 students
	1991	33 students
	1992	12 students
	1993	11 students
	1994	13 students
Hispanic	1990	18 students
	1991	26 students
	1992	27 students
	1993	19 students
	1994	22 students
White	1990	6 students
	1991	10 students
	1992	1 student
	1993	2 students
	1994	4 students

Drop-outs 1990 = 1.4%
Drop-outs 1991 = 2.5%
Drop-outs 1992 = 1.6%
Drop-outs 1993 = 1.3%
Drop-outs 1994 = 1.6%

Mark Keppel High School has the lowest drop out rate in the district.

Ethnicity and Postgraduation Plans

The graduating classes from 1989 to 1994 have maintained approximately the same ethnic patterns. Asian graduates accounted for 72% of the class of 1994, Hispanic students 23%, White 4% and Black .03%.

Four year colleges were chosen by 32% of the 1994 graduates. Of these, 83% were Asian, 13% Hispanic, 2% White and 2% Black.

Community college choices accounted for 60% of the graduates. Of these, 68% were Asian, 27% were Hispanic, and 4% White.

Three percent of the graduating class chose vocational or technical schools, 27% were Asian, 40% were Hispanic.

Military service or work force was chosen by 5% of the class. Of these graduates, 35% were Asian, 35% were Hispanic and 30% were White.

The five year trend shows an increase in students choosing community colleges.

School Suspension Report

Grades 9 and 10 accounted for 69% of the total days through school suspension.

74% of the suspension days were assigned to male students and 26% to female students.

Hispanic students are 33% of the enrollment and accounted for 61% of the suspension incidents.

Asian students are 62% of the enrollment and accounted for 26% of the suspension incidents.

Other students, primarily White, are 5% of the enrollment, accounted for 12% of the suspension incidents.

Secondary suspension incidents have decreased over the last four years. The largest number of suspension incidents during 1993-1994 were for failure to attend Saturday Work Program and defiance of school rules. However, both these violations have shown significant decrease since 1992-1993. Other decreases have been in the number of incidents of fighting and causing physical injury. Slight decreases are shown in possession of weapons and drugs.

Expulsion Summary

Students in grades 9 and 10 accounted for 68% of the expulsions with boys responsible for 81% of the expulsions.

Hispanic boys and girls accounted for 55% of the expulsions, Asian boys and girls for 38% and White boys for 5% and Black boys for 1%.

Mark Keppel High School had a greater number of expulsions than the other high schools in the district.

The three main reasons for expulsions from Mark Keppel in order of incidents: disruption or defiance, caused or threatened injury, and possession of a weapon.

Alternatives to school suspension used during 1993-1994 were;

Saturday School	Detension	Parent Conference
School Service	Counseling	

Alternative School Enrollment

District Percentage	Asian	52.9%
Century		12%
Independence HS		11.6%
District Percentage	Hispanic	38.3%
Century		80.2%
Independence HS		67.7%
District Percentage	Other	7.8%
Century		4.4%
Independence		18,7%

I. PERSONNEL

a. Current Certificated Personnel

ASSIGNMENT	MEN	WOMEN	TOTAL
1. Administration	4	3	7
2. Regular Instruction	38	45	83
3. Supervision and Coordination*			
4. Counseling	2	3	5
5. Health Services		1	1
6. Testing--Psychologist	1		
7. Student Activities--Partial Assignments to #2	3	2	5
8. Library-Media Services		1	1
9. Other Non-teaching Assignments--WASC Coordinator		1	1
10. Campus Ministry			
11. Special Teachers for Handicapped or Exceptional Students	1	4	5
12. Other--Work Experience Teacher	1		1
13. TOTALS	47	58	105

b. Academic Preparation of Certificated Staff

	Less than Bachelors	Bachelors	Masters	Doctorate
Number of Cert. Staff	2	28	60	2

	Semester Units Beyond Bachelors		
	0-29	30-59	60+
Number of Cert. Staff	2	29	58

c. Age Distribution of All Certificated Staff

AGE	BELOW 25	26-35	36-45	46-55	56+
NUMBER	0	12	23	42	15

d. Years of Service of Certificated Staff

Yearsof Service	Teaching	Counselors, Psychologist, ect.	Administration	Totals
0-5	5		3	8
6-10	15			15
11-15	19			19
16-20	17		1	18
21 or more	27			

e. Ethnic Distribution of Certificated Staff in Percentages

American Alaskan	Asian	Pacific Islander	Filipino	Hispanic	Black Not of Hispanic Origin	White Not of Hispanic Origin
--	14	--	--	18	--	68

f. Mobility of Certificated Staff Over Last Two Years

1.	Retirement:	June 1995--3	June 1994--1
2.	Other Reasons:	June 1995--4	June 1994--10

g. Teachers not teaching in area of major or minor preparation or board authorization.

1.	Number of Teachers:	7 (partial assignments)
2.	Reasons:	Out of course work experience Master Schedule needs

ASSIGNMENT	F.T.E.
Regular education teaching	81
Special education teaching	4.0
Home teaching	0
Supervision/coordination (1 period for Math, English, Science, (e.g., dept heads) and Social Science)	.80
Administration	7.0
Counseling	5.0
Health services	1.0
Testing	0
Student Activities, Athletic Directors, ASB Advisor, Journalism, Yearbook	1.0 equivalent
Library-media services	1.0
Other non-teaching Work Experience, Computer Lab, Math Lab	4.2 equivalent
Other-- English hourly teachers, ROP, Adaptive P.E., Psychologist	2.4 equivalent

h. Complete the following chart:

	Number of classroom preparations this semester					
	1	2	3	4	5	6
Number of teachers	5	16	48	8	5	0

ASSIGNMENT	NUMBER OF FTE'S
Clerical	23
Custodial & Gardening & Other	27
Cafeteria	18
Transportation	N/A
Maintenance	1
Instructional Aides	14
TOTAL	83

American Alaskan	Asian	Pacific Islander	Filipino	Hispanic	Black Not of Hisp. Origin	White Not of Hisp. Origin
-- %	12.6 %	-- %	-- %	42.5 %	3.5 %	41.4 %

PROGRESS REPORT

PROGRESS REPORT

WASC 30284

PROGRESS REPORT



WASC 30285

ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL
Progress Report

NOTES

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. That the school administration develop procedures to ensure regular communication among the total school community.

Faculty/Staff: The administration has scheduled into the school calendar monthly "rally days" which provide the time from 8:00-9:00 a.m. as meeting time. These rally days meeting times are used alternately for faculty and departmental meetings. In addition, a teacher on special assignment publishes the school newsletter, *Keppel Matters*, which keeps the staff informed regarding various committee activities. The newsletters are sent to district office administrators, the school board members, and to principals and 8th grade teachers of feeder schools. Meetings are held bimonthly for Instructional Council where all administrators, department heads, counseling office representative, the librarian, and nurse share information and make recommendations for issues/concerns. Minutes taken by the department heads are to be shared with their department members. Curriculum Council meets once a month with the Assistant Principal of Instruction, department heads, program coordinators, counseling representatives (including the Assistant Principal of Guidance) and the librarian to discuss instruction and curriculum items. Minutes of these meetings are sent to department chairs to share with their staff.

Parent/Community: A parent newsletter has been developed to keep parents aware of school activities and recognitions. These items are translated into Spanish, Chinese, and Vietnamese. The Assistant Principal of Instruction meets regularly with the School Advisory Council (parent group) and the Bilingual Advisory Committee (parent group) and keeps these elected

WASC 30286

parent representatives advised of school matters as well as categorical projects. The Principal meets regularly with the PTSA. The Career Education Coordinator meets regularly with the Industry Education Council as well as many community partnerships. The career education departments also have advisory councils with whom they meet periodically to review industry standards and educational expectations. Counselors serve on the Pregnant Minors board and with the Consumer Family Living Advisory Committee. Regular meetings for monitoring Tech Prep articulation agreements involve our teachers, professors from East Los Angeles Community College, and business advisors.

NOTES

Students: Bulletins are read to students in homeroom. Each homeroom sends a representative to the House of Representatives where the Assistant Principal of Activities and Business and the House of Representatives Speaker share information about school activities, issues, and concerns. The representatives are then to report back to the students in their homeroom. Their concerns are a conduit to the ASB student cabinet via the House of Representatives Speaker. In addition, the school newspaper, *The Aztec*, keeps students informed of school events and other relevant topics.

District Office: All administrators have regularly scheduled meetings with District Office Administration. Information from these meetings is shared at the site's administrative meetings and through other channels of communication at the school when needed. Site administrators also sit on district ad hoc committees and have been involved in union negotiations. Information regarding issues or concerns from the site are transmitted to the district office via these district meetings.

2. That the Guidance staff and departments develop a plan to appropriately place students with varying ability levels.

Ninth grade students are placed according to 8th grade CTBS/ITAS scores, student grades, teacher recommendations, student/parent requests, Title I guidelines, and department guidelines. Placement of limited-English-proficient students are

recommended by the Orientation Center, where students are tested in English, and math, and their primary language. Depending on language proficiency, students may earn 0-40 elective credits in their primary language.

NOTES

During spring registration for fall classes, 10th, 11th, and 12th grade students obtain teacher signatures verifying appropriate placement in each subject area. Parent signatures are requested. Beginning in 1992, the English Department initiated placement tests for students recommended for honors English classes in the 10th and 11th grades and English 7/8 AP in the 12th grade.

Anytime a new student with English as the primary language enrolls, he or she is given an English and math test for placement. These test scores and the student's check-out grades are used for class placement. New limited English proficient students are tested at the District Orientation Center.

The Assistant Principal of Guidance and counselors have met on a rotation basis with the various departments to discuss and clarify placement procedures. These meetings occur yearly based on identified needs by the Guidance Center or department chairs, either of which could call for a meeting. All departments have written criteria for the appropriate placement of students with the optimum goal of having LEP students mainstreamed. This information is included in the counselor handbook. Articulation between the ESL and English/Language Arts departments have been occurring to discuss student outcomes for placement as they transition from ESL and mainstream into English/Language Arts. Articulation between language teachers and the Orientation Center occur periodically to discuss primary language testing and placement of students in the native speakers classes.

3. That the school administration and guidance staff develop procedures through which students will have increased access to counselors.

Counselors are available to students and parents at all times during the school day by appointment or on a "walk-in" basis.

In addition, they are accessible to students and teachers before school, at lunch time, and after school.

NOTES

To provide increased access to counselors, the "Key Counselor" concept has been initiated. Counselors are assigned to be at the counter at least one day per week on a rotating basis in order to greet students and assist them with guidance services and make appropriate referrals.

The availability of counselors is communicated via information mailed home, school bulletins, and flyers posted in classrooms. The 10th grade counseling program, processing system prior to school, and program adjustment during the summer have enabled students to meet more often with their counselor. Designated class periods are used to provide students with information on graduation requirements, college admission requirements, the PSAT, SAT and ACT information, and a review of the 11th grade credit check-up.

Counselors play an active role in IMPACT groups (DATE) and are visible around the campus and at school activities. The counseling staff also actively participate in school committees. Recently a consensus of the members of the Curriculum Council indicates that the newly implemented guidance policies have led to increased accessibility of counselors to students. Counselors, deans, and teachers all refer students to Conflict Resolution class.

4. That administration and Career Center and counseling staff develop an articulated guidance curriculum to be provided to all students within the regular school day on an annual basis, including the information necessary to make a valid academic and career planning decisions.

The Guidance Office counselors and the Career Center staff have had regular meetings to develop the *Mark Keppel High School Guidance Program* handbook. This is a coordinated effort which identifies the guidance and career education activities available to students pre-9th grade through 12th grade.

In addition, the Career Education staff have developed a 5-year matrix of Career Education activities for students pre-9th through 12th grade.

NOTES

Counselors and Career Education staff participate on school committees that are developing and implementing restructuring plans. Counselors use the Advisory period (1994-95 school year) and English and Social Science classes to present guidance information to students by grade level applicability.

5. That the administration and all content area departments develop a plan for integrated skills to be incorporated into the course revision process for each subject.

Curriculum Council had meetings that addressed integrated skills and infusion of integrated skills across the curriculum. A matrix has been developed to demonstrate how each department addresses integrated skills as part of instruction. Our next steps are to look at the overall spectrum of what is done across departments and to develop a matrix that identifies how these skills may be sequentially developed across grade levels.

6. That the district and school administration provide for the development of a Vocational-Technical Plan—including four-year continuums in the areas of business, consumer/family living and industrial technology.

The Business Education Department, Consumer/Family Living Department, and Industrial Technology Department programs have developed four-year continuums. The Business Department has already gone through State certification and was designated a Program of Excellence. The other two departments are working toward either State or program certification. The Consumer and Family Living Department's Child Development program has an articulation with East Los Angeles College, and Fashion is articulated with Pasadena City College. In addition, these departments and academic core departments have developed Tech Prep continuums that provide students with a 6-year path for occupation certification after completion of community college.

7. That the district, administration, faculty, staff, and students work together to develop a plan to make the school campus a cleaner place.

NOTES

Mark Keppel High School is an old facility. Its first year of operation was 1939-1940. The district provided support in the clean-up endeavor by painting every exterior door of the campus. Our facility just missed selection for state facility funding. Shrubs have been cut, trees trimmed, rose bushes replaced. The district's new Landscape and Lighting assessment has helped the district, including Mark Keppel High School, meet lighting needs for safety purposes and a new gym floor has been completed. The district has developed a plan for use of this new assessment. The cafeteria was painted, graphics added, and new tables and chairs purchased. It has helped with some landscaping needs (shrubs cut, trees trimmed, roses replaced); a new gym floor; and additional lighting for safety.

The school has a lunch work program and a Saturday Work Program which is used to maintain a clean campus. Additional trash cans have been purchased and placed in the lunch courts. With closed campus implemented for fall 1995, additional trash cans have been purchased.

With limited funds and a small maintenance crew, on-going painting and clean-up occur. This year we are implementing an "Adopt-A-Plot" program, modeled on the "Adopt-A-Highway" State program in which students and clubs take responsibility for cleaning designated areas of the campus.

8. That the administration and staff work together to develop an atmosphere in which students feel respected.

The Principal's message each year to staff and students is that respect of self and others is paramount to the culture of our school. Respect is addressed in our school goals. Students have access to administrators, counselors, teachers and other staff who can speak for them and help them to resolve concerns. The majority of teachers value "respect" as a classroom rule. Student behavior at school activities is expected to demonstrate respect toward students and guests involved in assembly

presentations. Our newly developed Conflict Resolution class infuses the importance of self-respect and respect for others. Student input is sought through student polls and the House of Representatives and their input often is integrated into plans and implementation of ideas.

NOTES

Cross-cultural teams of teachers and students attended "A World of Difference" conference. Counselors participate in the STARS (Students Targeted And Reaching Success) program.

The Advisory Committee last year developed and distributed to all teachers group process activities to encourage and provide practice for the values of respect and cooperation. However, this restructuring component failed to meet the required 2/3 vote for continued implementation this year.

9. That the Instructional Council seek ways to enhance its influence, to define itself, to evaluate its responsibilities, and to communicate them to the entire staff.

Each department chair was issued the duties and responsibilities of that position. The council defined its purpose (see section, Process Committee Report). Instructional Council members are charged with taking and sharing minutes with their department members. The duties and responsibilities of Instructional Council, along with other committees, have been published in our newsletter and is part of our Faculty Handbook. Any teacher who wishes to address the Instructional Council can do so through sponsorship of any member and can attend at any time. Instructional Council, like other committees, are open meetings.

STEERING COMMITTEE SUMMARY

STEERING COMMITTEE SUMMARY

WASC 30293

STEERING COMMITTEE REPORT



WASC 30294

STEERING COMMITTEE

Paul Baldwin, Physical Education Department Chair
Kay Becker, Assistant Principal Guidance
Claudia Bernard, Parent Committee Chair
Rudy Chavez, Principal
Kathy Faraone, Dean
Marty Giffen, ESL Department Chair
Michael Green, Resource Committee Chair
Gary Halvorson, Industrial Tech Department Chair
Russell Lee-Sung, Dean
Beverly Lieswald, Special Education Department Chair
Gabriella Manchester, English Department Chair
Jan Mangerino, Science Department Chair
Linda Maryott, Assistant Principal Curriculum and Instruction
Linda Mayo, Process Committee Chair
Jean McIntyre, Foreign Language Department Chair
Dennis Mielke, Student Committee Chair
MaryAnne Nesalhous, Consumer Family Living
Anthony Ortega, Assistant Principal Business and Activities
Pat Reis, Visual & Performing Arts
Joanne Rosso, Restructuring Committee Chair
Susan Sanchez, WASC, Business Education, Program Chair
Patsy Springer, Librarian
Virginia Stonebraker, Social Science Department Chair
Jean Turner, Administrator Educational Services
James Valentino, Career Education Coordinator
Brad Walsh, Industrial Technology Department Chair
Nancy Wawer, Math Department Chair

WASC 30295

ALHAMBRA HIGH SCHOOL DISTRICT
MARK KEPPEL HIGH SCHOOL

Steering Committee Summary

A. List the two to four major strengths of the school.

1. Mark Keppel High School provides a safe and orderly campus which promotes 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 keep certificated and classified staff current in educational research and practice that improves student learning; that promotes 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.

B. List the two to four major areas for improvement based upon the emerging concerns and emphases of the completed self-study.

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. The 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 our middle schools need to be more involved and feel that they are contributing partners in creating our image within the community.

3. The school needs to continue its efforts in creating an environment in which all members of the school's community feel respected and valued.

C. Indicate briefly, potential plans to improve the areas identified in "B" above.

1. Improved facilities:

The district will need to assist the school in identifying what support the school can expect in light of current fiscal constraints. The site will implement a "beautification plan" that will include the staff, students, and parents. This plan will identify roles and responsibilities in improving the facilities. Efforts will be made to encourage the community that this school serves to participate in the beautification plan.

2. Broad-based involvement:

We have already begun some strategies to address this issue: all classified staff now receive minutes of Instructional Council so that they are aware of school issues being discussed. Classified staff representatives now sit on some schoolwide committees. We need to involve them in other committees as well.

A parent newsletter now goes to every student's home with information regarding the school and tips for parents. Parents on the WASC parent committee have suggested "focus groups" that involve them in helping the school to improve. These "focus groups" include such issues as the "beautification plan," developing the school's goals, increasing participation in student activities and other areas needing attention. We have submitted a grant for an Internet presence that will allow parents, students and the community to connect with the Mark Keppel staff and develop better communication of information in this manner. A school staff newsletter currently is distributed to staff, the Board of Education, district offices, and the 8th grade teachers. We continue our articulation meetings with the elementary/middle schools. We need to have pupil free days in common for better articulation of programs.

We need to develop a "presence" in our community. Our Work Experience teacher is just beginning to develop a relationship with the Monterey Park Chamber of Commerce. Some of our administrators are members of

civic organizations in the community. We need to expand our relationships into "partnerships." A few years ago, we established a new format for our open house, Festival of Learning, which is a celebration of learning. Efforts are made to invite parents and business representatives in the community. Our next invitations need to include the 8th grade parents of our "feeder" schools so that they can learn about Mark Keppel before their children become students here.

3. Feeling respected and valued:

As a result of the student survey in spring 1995, we decided to have a schoolwide discussion in classrooms on "respec," its definition and what behaviors reflect respect. Each classroom submitted to the Office of Instruction the results of the discussion: a definition and 2-5 behaviors that their students felt addressed the question. All these have been collected and will form the basis of the school's definition and expected behaviors which will be posted in all classrooms and discussed annually.

We need to reinstitute a staff council/committee who will investigate means by which there is more interaction between and among staff. Our first "Academic Pep Rally" is scheduled for March 21 to recognize student achievement and improvement. We need to consider recognizing community "partners" who have helped to improve Mark Keppel at this event where students can show their appreciation. The ASB presently has a "staff" recognition luncheon where students select an "appreciated" staff member. We need to also consider means of recognizing staff, such as teacher/classified member of the year. We will continue the end-of-the-year barbecue hosted by the administration.

D. Describe the follow-up process to be used.

The Steering Committee has decided that the follow-up process members will include representatives from the various departments rather than department heads in order to expand the involvement of the faculty. In addition there will be a representative from each schoolwide committee, including the parent and student committees. This groups will meet annually to monitor progress toward addressing the recommendations. As we did with the previous WASC recommendations, each department is to annually address WASC recommendations with reports to the Assistant Principal of Instruction. The Assistant Principal of Instruction will keep the Principal and other administrators apprised of the progress.

PROCESS COMMITTEE

Linda Mayo
Chairperson

Linda Maryott
Co-Chairperson

Russell Purcey
Assistant Superintendent Curriculum/Instruction

Kathy Faraone
Dean

Pat Reis
Visual and Performing Arts

Susan Merritt
Business Education Department

Barbara Cinke
Counselor

Carlos Baldenegro
Counselor

Yvonne Butler
Records Clerk

Ellen Pacino
Paraprofessional

Kristina Janosevic
Melissa Tam
Students

ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL
Process Committee Report

NOTES

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. That the site administration and Instructional Council continue to work collaboratively with the faculty in making major instructional decisions.

The governance structure of the school has changed to include more individuals in the decision-making process. It was decided that Instructional Council would remain the Principal's advisory committee where information is imparted to and from the department heads and support staff representatives who in turn will communicate the school's information to the members of their respective departments. All members of the council and other interested parties can bring up school related issues. Each administrator keeps members current on items from their respective areas. Budget issues and other school matters are brought before this group for recommendations.

Curriculum Council was developed to address in-depth curriculum and instructional issues and has the authority to make decisions regarding these areas. Members of this committee include: the department heads, the GATE Coordinator, the SB 1882 Coordinator, the Restructuring Committee Chair, the Technology Committee Chair, the librarian, the Assistant Principal of Guidance and a counselor representative. The administrator in charge of Curriculum Council is the Assistant Principal of Instruction.

The School Improvement Committee is responsible for designing and implementing a staff development program that helps teachers incorporate new strategies into the instructional day. This group has used data from the previous WASC recommendations and teachers needs assessments to determine the topics of

interest. In school year 1995-1996, a classified employee representative was added to the committee to get the classified perspective on issues before the committee.

NOTES

The Technology Committee is responsible for developing the school's technology plan which strives to infuse technology into instruction and which has developed a 9-12 technology curriculum plan.

The Restructuring Committee has designed and implemented the restructuring plan. It was designed to help facilitate the school and the district's goals. In the spring of school year 1994-1995 our school was successful in receiving a Goals 2000 grant which will help us toward achieving the career majors element of our plan.

All committees play a major role in decisions regarding issues related to instruction. It is rare that recommendations from these groups are not implemented; and if they are not acted upon, explanations are provided.

2. That the site administration, faculty, and staff explore ways of developing support systems for students who do not qualify for special funding and services.

The Restructuring Committee designed a plan which included a support system for all students, including those who do not qualify for special funding and services. When implemented, the four elements will provide a student support system: block periods, Advisory, 9th grade house, and career majors. Each of these endeavors to provide students with a connection to school for academic and social achievement.

The block schedule allows students more time to interact in discussions and groups. Advisory was a heterogenous grouping of students with the intent of providing a "family" environment where the teacher advisor and the student's peers act as advocates and support for the student. The 9th grade planned house system endeavors to create small family structures/villages that will make all students feel as if they belong and that people care about their success in school. The career majors will continue the idea of the house system except that students will be grouped by career

interests. It is hoped that this too will help all students to feel connected to school and that school is relevant to them.

NOTES

The block schedule and Advisory were fully implemented in the 1994-95 school year. Both were voted down at the end of last year. While 56 percent of the faculty supported retaining Advisory and 65 percent supported the block periods, neither met the 2/3 faculty approval required by the negotiated teacher contract. Classified voted 80 percent to keep the new modified schedule and 83 percent of the students were in favor of the block periods. However, at present there is no provision for their input into the decision. The "modified day/week" will again be put to the faculty for a vote this year.

Our efforts to address this recommendation will continue with the "house" concept for grades nine and possibly ten, and with the development of career majors. The first Tech Prep strands are scheduled for the 1995-96 school year and are the beginning of career majors. It is anticipated that students affiliated with "houses" and "career majors" will also develop support systems for all students. In addition, we continue to use our SB 813 tenth grade counseling program and our tutorial programs to help all students focus and achieve.

3. That the site administration seek ways to include faculty and department meetings in the school schedule in order to provide avenues of communication.

The school has instituted Rally Day schedules once a month. Alternating months are for faculty meetings or department meetings. In addition, *Keppel Matters* keeps staff apprised of school activities, student recognitions, faculty recognitions, curricular and instructional innovations, restructuring issues, and other items related to the school and to teaching. Various department specific calendar dates are issued to the faculty. All department chairs are to take minutes at Instructional Council and distribute them to department members. This year minutes of Instructional Council have also been provided to classified staff to keep them abreast of school related issues and discussions. Minimum days and pupil free days are also used to provide time for departmental communication.

More than one third of the faculty have been involved in the school's committee structure, which allows teachers the opportunity for active participation in school decisions. These meeting dates are posted in the master calendar.

NOTES

4. That the site administration and faculty establish a school improvement team to address and monitor the implementation of goals, improvement activities, and effectiveness of programs.

The School Improvement Committee, using SB 1882 funds, is responsible for planning and implementing improvement practices in the school. They design, coordinate, and implement all staff development programs that lead the school toward improved practices. The staff development design was a 5-year plan using the previous WASC recommendations and school data to identify the areas for improved instruction. All teachers have gone through a comprehensive school staff development program that exposed them to cooperative learning, technology in the classroom, learning styles, tactics for thinking, and authentic assessment. Teachers are at varying stages of implementing these techniques. All administrators are required to attend clinical supervision.

This committee has also undertaken the improvement of Open House. "Festival of Learning" now takes place later in the year and focuses on attracting the community at large, including parents, to visit Mark Keppel and see the kind of learning that takes place. This committee is also investigating additional ways to recognize students and staff for outstanding performance. Instructional Council voted to institute an Academic Pep Rally in school year 1995-1996 in order to recognize achievement and improvement of students, especially students at risk. Students have been recognized at Board of Education meetings. Students and teachers have been involved in presentations at educational organizations such as the California Association of Directors of Activities (Conflict Resolution Program), Multi-media School Conference, and at the Achieving Compensatory Schools Conference (English/Language Arts Program).

The Curriculum Council reviewed and revised the school's

vision and goal statements. Each department developed goals that would promote the school's goals. These goals are reviewed every three years to determine if they are still relevant or if they need to be modified.

NOTES

Monitoring the effectiveness of programs is on-going. Component Review is the means by which the effectiveness of categorical programs are determined. Information from this evaluative review provides direction for the retention, improvement, or elimination of programs and services. Information from the School Performance Report, the CSU Report, CBEDS information, and other data is analyzed and reported to department heads for possible instructional implications and for evaluation of how effective our programs are. The previous WASC recommendations were taken seriously and action plans and recommendations were addressed and reviewed annually for updating their status.

5. That the Instructional Council see ways to enhance its influence, to define itself, to evaluate its responsibilities, and to communicate them to the entire staff.

Instructional Council and all committees on campus have identified what their areas of responsibility are. These have been communicated to the staff via the faculty newsletter, *Keppel Matters*. When application for Department Chairperson occurs, each applicant is provided with a copy of the responsibilities.

B. Addressing the Philosophy, Goals and Objectives criterion:

1. A summary of how the school compares to the themes/key ideas of this criterion:

Mark Keppel High School has a philosophy statement and goals and objectives that are consistent with the district's mission statement and goals.

Vision Statement: Mark Keppel High School is the center of learning in our community. It is a student-centered learning environment which is clean, safe and orderly; respect and safety

are valued and shown. The staff is committed to developing self-confident, ethical, resourceful individuals who will attain their potential through a shared commitment to community.

NOTES

Goal Statement: The Mark Keppel High School student will be a(n):

•Literate, multiculturally aware citizen who demonstrates an understanding and respect for the individual and our democratic society's responsibilities, privileges, and civic rights.

•Active participant in a thinking, meaning-centered curriculum which encourages him/her to become a critical/analytical thinker, problem solver, decision maker and technology user.

•Effective communicator who uses listening, speaking, reading, writing and calculating skills.

• Active learner in an educational and technological environment which provides individual and cooperative learning experiences.

This vision statement and its corresponding goal statements were originally written by teachers selected from the various departments and in response to a Program Quality Review recommendation. These have been systematically reviewed and updated by Curriculum Council. They are reviewed every three years and subject to modification based on information acquired through data, such as CBEDs, assessment instrument results (CLAS, CTBS, SAT, etc.); through district priorities; and, through our understanding of state and national educational research/trends. Each department is required to develop departmental goals that promote the school's. These departmental goals are contained in our school plan. Departments that receive categorical funding also develop measurable objectives that are annually reviewed through our Title I Component Review process. Objectives are modified if evaluation results indicate the need for a change.

Alhambra School District Mission Statement: The mission of the Alhambra School District is to provide a challenging, quality, educational program in which all students have the opportunity

to fully develop their skills and abilities. The District accomplishes this mission by striving to:

NOTES

•Work in partnership with parents, students and members of the community to educate students.

•Respect the cultural diversity of the communities within the cities the District serves: Alhambra, Monterey Park, Rosemead, and San Gabriel.

•Provide a safe learning environment.

•Encourage the development of ethical, moral and social responsibility skills needed to effectively participate in and contribute to a democratic society.

The school's vision statement and goals are regularly communicated to our school community. Teachers are to have the Vision/Goal Statements posted in their classrooms. Teachers are expected to review these with their students the first day of school. The Vision/Goal Statements are mailed home each year as part of the registration packet that goes home to parents in the summer.

Parent and student surveys were distributed and collected prior to the end of school in school year 1994-1995. Results of both surveys demonstrate that the school's primary focus is student learning and achievement. All curricular departments received an approval rating of 60 percent or higher. Those items dealing with integrated skills also received a majority approval by the students.

Parent survey results indicate that they feel the school is safe and a pleasant place to be (52 percent), that the purposes of the school are directed toward learning (74 percent), the school's goals and objectives focus on preparing their children to lead successful and productive lives after high school (72 percent). They rate the school as good to excellent (68 percent). Areas that did not result in strong positive responses were the following: staff deals effectively with cultural diversity (49 percent agree); and, the discipline policy is known, fair and consistently implemented

(48 percent). In both these cases, over 30 percent of the parents answered they did not know as a response. The second greatest response to all of the questions fell into the "do not know" category. Parents who attend school meetings such as Back to School Night and School Advisory Committee meetings tended to give higher marks in these areas. Parents from the WASC Parent Committee came on campus to observe the campus. Their observations were that students in classes were involved in learning, that there was observable respect between students and teachers, and that both students and teachers were open and receptive to the parents' visit and willing to express opinions.

NOTES

Student survey results indicate that students value their education (77 percent) and rated the school good to excellent (63 percent). Areas of concern from the survey are the student perspective regarding the environment of the school: 37 percent of the students feel that students in class are not well behaved; 30 percent feel that the discipline policy is not fair and consistently applied; 44 percent of the students feel that they do not receive respect and dignity; 41 percent of the students do not feel our school is clean. Interviews with students regarding these areas of concern revealed that we may not all be operating under the same definitions of respect, student behavior, and a safe school. A second survey conducted by the American Government classes in the fall of 1995-1996 school year showed that 52 percent of the students agreed that staff respect them and 48 percent disagreed. We are concerned with these results even though a review of various other schools' self-studies shows a consistency of response with our own. The low mark at the end of last year could also be a reflection of the loss of Advisory and the modified schedule which students were in favor of retaining; also, students knew the school was scheduled to be a "closed campus" in the following year which the students were opposed to; and, there were stress and some hard feelings as a result of the public hearings for redistricting. However, we are still concerned and want to see if we can gain a better insight into the "respect" issue. On October 26, third period classes discussed "respect." Each teacher took the students through a brainstorming session in which they discussed the definition of "respect" and identified standards of behavior that would demonstrate "respect." The outcome of this exercise was to develop the school's definition of

respect and to indicate the standards of behavior which demonstrate respect. These are to be developed into posters that are posted throughout the school. In addition, the Student Committee was assigned the task of discussing these outcomes and defining the "values." The results of this committee's discussion appear in the student report. The issue of a clean school stems from the student perception of how the lunch court looks after lunch. Students do not recognize the role they play in cleanliness.

NOTES

Staff surveys used a scale of 1-5 (5=strongly agree; 1= strongly disagree). The results for this report have tabulated 4 and 5 together and 1 and 2 together, with 3 standing alone. Results indicate that 69 percent of the staff feel that the school's leadership promotes and supports improvement that is consistent with the school and district goals. There were 86 percent who feel that the school is a safe place to work. Those who feel that the school is doing a good job of preparing students for work and/or college equal 71 percent. The question related to "principals, faculty, parents, and others demonstrate a shared purpose to assist with the development of each student's greatest potential" shows 40 percent of the staff judge this as a 4-5, 32 percent as a 3, and 23 percent as 1-2.

2. The major strengths of the school are:

a. The school has clearly written philosophy and goals that are aligned with the district philosophy and goals.

b. Departmental goals and objectives are aligned with the school's philosophy and goals.

c. The philosophy and goals are systematically reviewed and communicated to the school and community.

d. The school's philosophy and goals promote an environment where the primary focus is student learning and achievement.

e. The school is progressing toward achieving the majority of the goals.

3. The major areas for improvement are:

a. The school needs to develop strategies for creating a cleaner environment where all members of the school's community take responsibility.

b. The school needs to continue its efforts in creating an environment in which all members of the school's community feel respected and valued.

c. All stakeholders need to be brought into the process.

NOTES

C. Addressing the Organization criterion:

1. A summary of how the school compares to the themes/ ideas of this criterion.

Organizational flow charts demonstrate that the school has a clearly defined structure through which goals and objectives are carried out. The organizational structure specifies the functions of the governing bodies including administrative positions and school wide committees. (See descriptions and flow charts at the end of this section.) District principals and a committee of elected faculty members developed the Alhambra School District Student Code of Conduct booklet, which is periodically reviewed and updated. The Code of Conduct and parent resource newsletters help to establish the authority and responsibility among students, parents, and staff. In addition, the organizational structure allows open communication among all concerned. It has been observed that some staff members are not aware of the structure nor of theopportunities to participate in the decision-making process.

2. The major strengths of the school are:

a. The school has a clearly defined structure through which goals and objectives are carried out.

3. The major areas for improvement are:

a. Distribution of information about organizational structures needs to be more widespread.

D. Addressing the Improvement Process Criterion:

1. A summary of how the school compares to the themes/ ideas of this criterion.

The school's governance structure is comprised of five well-known on-site committees:

NOTES

Instructional Council is the communicative link between administration and faculty and addresses faculty and departmental issues.

Curriculum Council addresses curriculum and instructional issues.

Restructuring Committee designs and implements restructuring plans.

Technology Committee develops the school's technology plan.

School Improvement Committee designs and implements staff development programs.

Collectively this structure represents all site administrators, department chairs, elected faculty members, counseling representatives, the librarian, the nurse, and special coordinators (Gifted and Talented Education, SB 1882 Staff Development, Career Education, and WASC Self-Study). Under the Comprehensive School Plan, each committee's duties and responsibilities are clearly stated, and each retains full empowerment over the decision-making processes within its respective area. These committees meet on a regular basis, address specific agendas, and document their activities through written minutes. They are responsible for keeping Instructional Council apprised of their progress and provide recommendations geared to promote and strengthen expected student learning outcomes. Final approval of all recommendations rests with the administration, which takes into consideration suggestions offered by Instructional Council, the principal's main advisory committee. Members of the School Advisory Council and Bilingual Advisory Committee meet regularly and provide the administration with recommendations regarding the school's Title I and EIA-LEP programs. The Associated Student Body Cabinet and the House of Representatives are included in decision-making processes which apply directly to school activities.

Improvement goals reflect a strong academic orientation with all departments structuring their curricular programs towards achieving the school's educational goals and objectives. Mark Keppel

High School continues to adapt its program and instructional strategies to reflect demographic changes within its community, intellectual and cultural changes within its student body, and technological changes within the work place. In an effort to address community concerns, a Conflict Resolution course was designed and implemented in 1994. SDAIE classes are now offered in the majority of core and elective subject areas. Such courses help to ease the transition of ESL students into mainstream curriculum. The current educational strategy of integration between disciplines as well as between academic and vocational education has begun to be implemented through the addition of three new classes: Contemporary Themes in Literature, Economics and Entrepreneurship, and American History/American Literature. TECH PREP and articulation programs with local community colleges and trade schools provide our students with relevant, up-to-date instruction and assessment and serve as a link toward advanced training after high school. Two components of the restructuring plan, block scheduling and Advisory, were implemented during 1994-95. Their purpose was to provide the students with a connection to school and to allow a time frame where instructors could implement instructional techniques and strategies learned through staff development workshops. Although both programs failed to meet the 2/3 majority vote to continue, the Restructuring Committee continues to pursue alternative schedules and career path majors. The use of technology in the classroom continues to increase and may reflect the high percentage of teachers (70 percent according to the staff survey) which have attended technology workshops sponsored by the district or on-site technology users. Sign-ups for utilization of the Macintosh lab have increased each year and indicate a wider range of disciplinary use. Some teacher grants, awards, and donations have attempted to keep instruction abreast of technological changes. However, some teachers report that they do not have computers easily accessible. Upgrading of equipment and software in the Business Education, Social Science, and Math labs allows our students full integration of word processing, database, spreadsheet, and graphic capabilities in their academic endeavors.

NOTES

The school's leadership is supportive of improvements consistent with the school's goals and objectives. Time is allocated for

staff development and department meetings, and there are two pupil free days and four minimum days per year to address the school and departmental priorities. The majority of time is directed toward staff development to improve staff performance and the instructional program. Student data are used to redesignate students from LEP to FEP, to graduate students from Title I programs, and to move students to different paths.

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As mentioned in the Philosophy, Goals, and Objectives section, the school goals are clearly defined. School goals and objectives are promoted through the five school wide committees. Standards for student dress and behavior are communicated to parents, students, and staff through the Code of Conduct. In addition, each classroom teacher is responsible for disseminating expectations for classroom behavior to students and parents. The school's plan provides a focus of alignment of curriculum, instructional practices, and evaluation. There is coordination between the regular program and students with special needs: Pupil Improvement Team (PIT), Pupil Assistance Team (PAT), Individual Education Plan (IEP), School Attendance Review Team (SART), School Attendance Review Board (SARB), Drug, Alcohol, Tobacco Education Program (IMPACT), and Gifted And Talented Education (GATE) counseling. Special needs staff and many teachers are familiar with the operation of these programs and attend meetings to coordinate instructional programs. Some staff members may need more information on how these programs operate.

In a survey, staff members were asked to rate on a five-point scale whether the rapport among teachers and administrators is open and trusting, 5 indicating strongly agree and 1 indicating strongly disagree. On the survey, 43 percent of the staff rated the rapport a 4 or 5, 24 percent rated it a 3, and 36 percent rated it a 1 or 2. Administration and faculty members recognize that teachers are the primary decision makers in their classrooms. Teachers participate in the development and implementation of improvement efforts by participating in the five school wide committees.

The district and the school have placed a high priority on regular and ongoing staff development for the purpose of improving instruction through professional growth and improvement. The

3-year staff development plan has focused on moving the staff toward more powerful learning and teaching activities which promote a more active student learning environment. It emphasizes cooperative learning, learning styles, critical thinking, assessment strategies, and technology use. Pupil free days and minimum days have been allocated for this purpose. By June of 1996 all faculty will have attended the district's Instructional Strategies workshop. Classified as well as certificated personnel are encouraged to participate in staff development opportunities both during and at the completion of their work day. SB 1882 funds have been used to provide presentations at the school site and to send faculty to conferences. According to the staff survey, 70 percent of the staff who answered the survey participated in technology workshops provided by the district or school; 16 percent of the staff participated in ROP classes that are offered free of charge. CPR classes are required by law for all coaches but are available to all employees. In the 1994-95 school year, 51 teachers, 4 classified staff members, and 6 administrators attended off-campus conferences. The *Keppel Matters* newsletter keeps staff members informed about special conferences that their colleagues have attended. While many staff members feel that adequate time is provided for consultation with colleagues to maintain professional growth and improvement, others feel that more time is needed.

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Supervision of instruction is ongoing and systematic per contract guidelines. All employees are evaluated at regular intervals. Teachers and supervisors set mutually agreed upon goals aimed at instructional improvement which are reviewed and discussed following classroom observations. The Festival of Learning, a new approach to Open House which allows departments to showcase student projects and demonstrations reflecting the curriculum and instruction taking place in the classroom, has resulted in a dramatic increase in attendance by students, parents, and community members.

2. The major strengths of the school are:

a. Mark Keppel has a broad-based governance structure which allows for collaboration among staff, administration, parents, and students.

b. The school is committed to an on-going staff development program.

c. The school's leadership is supportive of improvements consistent with the school's philosophy and goals.

d. Support services are coordinated to promote the success of special needs students in achieving access to and success in the core curriculum.

e. Replacement of the traditional Open House by the Festival of Learning has resulted in a dramatic increase in attendance by students, parents, and community members.

3. The major areas for improvement are:

a. Students and parents need to have more involvement in the improvement process.

b. The amount of time allotted for department business needs to be reconsidered to allow for more consultation with colleagues.

c. Some staff members need more information on the operation of assistance programs for special needs students.

E. Comparing the school to the Culture of the School criterion:

1. A summary of how the school compares to the themes/ ideas of this criterion.

The school's culture continues to be directed toward students' learning. Staff, students, parents, and the community at large recognize the educational atmosphere in which students' learning is a part of the school's shared values, its sense of mission, its dominant ideas, and its philosophy. A majority of surveyed students agree that they are learning new ideas and believe that they have the opportunity to practice and improve skills in reading, writing, speech, listening, problem solving, creative thinking, arithmetic, and calculating. In the student survey, every curricular department was rated excellent to good by a majority of those students surveyed. Of the parent/community members surveyed, 74 percent agree that the school's purpose and efforts are directed toward student learning. In a survey, staff members were asked to use three words to describe the school climate/

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culture. Two-thirds of the comments were positive and one-third negative. A minority opinion is that there is a lack of cohesiveness among the staff which is affecting morale. Some of the words most often used to illuminate the school's climate/culture are caring, friendly, cooperative, safe, capable, diverse, focused, goal-oriented, competitive, warm, challenging, academic, supportive, willing to try new ideas/programs, hard-working, and conducive to learning. The primacy of each student being able to develop his/her cultural, moral, intellectual and emotional character to the highest potential is reflected in the school's goals, policies, practices, and attitudes. Curricular departments have placement policies on file to assist in the proper placement of each student and have developed departmental goals congruent with the school's goals. Parents and subject matter experts demonstrate a shared purpose in developing each student to his/her greatest potential. Open lines of communication between students and adults encourage students to receive assistance in their quest to achieve their highest potential as evidenced by the 2,000 requests for individual guidance assistance in the first four weeks of school. Every student is considered a unique learner in which achievement is expected and assisted by administrators, staff, and parents.

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The staff is in agreement that the school's leaders strive to promote and support improvement in the curriculum which is consistent with the school and district goals. The school's leaders (administration, staff, and students) are recognized as supportive, communicative and facilitative. The school leaders have initiated activities such as restructuring, curriculum design, cooperative learning, collaboration, and extra and co-curricular offerings to develop an educational reality in which learning as part of the school's purpose and vision shapes the everyday behaviors of the teachers and students inside the classroom. The perception of this purposeful reality creates a positive environment in which teachers teach and students learn. The school is thus perceived as good to excellent by a majority of surveyed students. A majority of surveyed parents perceive that the school staff provides an opportunity for children to extend learning through participation in co-curricular activities on a regular basis. In recent surveys, the majority of parents, students, and staff have given the school a rating of good to excellent. The vision of the school has been

successfully shaped by the school's leaders. They have promoted and protected the school's values to reflect high academic, moral, and social standards.

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Surveys indicate that the majority of students, parents, and staff feel that Mark Keppel is a safe, orderly school. The six campus supervisors know almost every student by name or face and are highly experienced in safety and control procedures. Uniform standards for student behavior are communicated to parents and students through the Code of Conduct, a pamphlet which explains dress and conduct expectations and the consequences of infractions. Teachers use their own judgment in enforcing the code in their classrooms. The school has disseminated and used a Crisis Intervention Plan in which administrators and staff are utilized to prevent and diffuse potential crises. Mark Keppel staff members and parents feel that one of the school's greatest strengths is a caring, nurturing environment in which students are encouraged to reach their highest potential and discipline is fairly applied. The student survey indicates that some students do not perceive the school environment as nurturing and do not feel that discipline is fairly applied. Staff and student expectations create an atmosphere conducive to learning and proper behavior. The Mark Keppel Suspension and Expulsion Reports for 1994-95 indicate that instances of violence and vandalism on campus are rare. Mark Keppel's attendance rate has been decreasing slightly in recent years. The attendance rate was 91.71 percent in 1993-94 and 91.58 percent in 1994-95. The school drop-out rate is low; for the 1994-95 school year, the drop-out rate was 1.2 percent.

In recent years Mark Keppel has made strides toward site-based management. The Technology Committee, Restructuring Committee, Advisory Committee, and School Improvement Committee have allowed faculty members to share in decision making. Opinions of students and classified staff were solicited, but due to contract provisions they did not have a vote in the issues of restructuring and advisory. During the 1994-95 school year Advisory provided an avenue for promotion of the school's culture and values. Students from home room classes continue to attend House of Representative meetings twice monthly. ASB Cabinet and numerous school interest and service clubs promote the school's culture through school activities. Department chairs

provide leadership for their departments and share departmental concerns at Instructional Council. It is of some concern that because official minutes of Instructional Council meetings are not published, all faculty members do not receive the same information. It has been noted recently that classified personnel, who have no representative to take notes at the meetings, have not been receiving adequate information about school events. To remedy this situation, in October of 1995 provisions were made to provide Instructional Council minutes to the classified staff. A representative from the classified staff was also added to the School Improvement Committee in October of 1995. The certificated staff is no longer represented by Faculty Council, an elected body to voice non-instructional issues and concerns and promote staff social activities. A staff council needs to be reinstituted to help the staff move toward a greater sense of community.

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Mark Keppel's climate of innovation allows professional freedom in accomplishing the school's mission and goals. Teachers and paraprofessionals feel very positive about their effectiveness in the classroom and their success in promoting the school's educational mission.

SB 1882 funds have allowed for extensive training for all faculty members in technology, learning styles, cooperative learning, and instructional strategies. Although some workshops have been offered for classified staff members, they are not always included in staff development activities. Some paraprofessionals feel that they would benefit from inclusion in the same training given to the classroom teachers with whom they work. Some faculty members feel that they would benefit from opportunities to interact informally and express concern that there is a lack of cohesiveness among the classified staff, the certificated staff, and the administration.

2. The major strengths of the school are:

a. Mark Keppel is a safe, orderly school conducive to learning.

b. The school's drop-out rate is low.

c. A climate of innovation among administrators and staff members has allowed for experimentation, including restructuring and changing the way we teach.

d. SB 1882 funds have allowed for staff development in technology, cooperative learning, learning styles, and instructional strategies.

e. Teachers and paraprofessionals feel very positive about their effectiveness in the classroom and their success in promoting the school's educational mission.

3. The major areas for improvement are:

a. The attendance rate needs to be improved.

b. The system of communicating information from Instructional Council needs to be more formalized with a common set of minutes.

c. There is a lack of cohesiveness among Mark Keppel staff members which is affecting morale.

F. Prioritizing:

1. Among the strengths listed in B-E above, the greatest strengths are:

a. Teachers and paraprofessionals feel very positive about their effectiveness in the classroom and their success in promoting the school's educational mission.

b. Mark Keppel is a safe, orderly school conducive to learning.

c. A climate of innovation among administrators and staff members has allowed for experimentation, including restructuring and changing the way we teach.

d. The school's philosophy and goals promote an environment in which the primary focus is student learning and achievement.

e. Mark Keppel has a broad-based governance structure which allows for collaboration among staff, administrators, parents, and students.

f. Support services are coordinated to promote the success of special needs students in achieving access to and success in the core curriculum.

2. Among the areas for improvement listed in B-E above, the greatest priority areas for improvement are:

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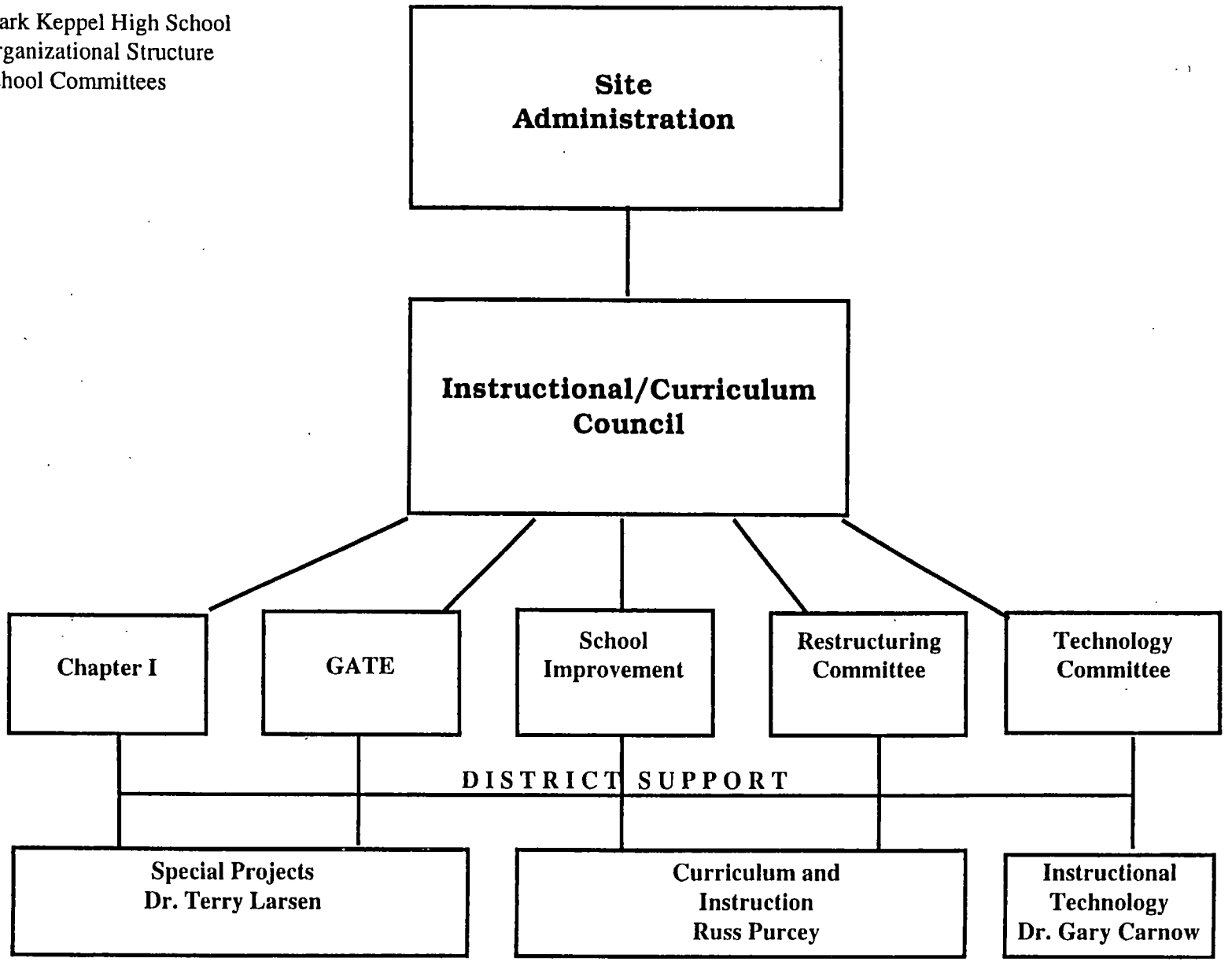
a. Students and parents need to have more involvement in the improvement process.

b. The school needs to develop strategies for creating a cleaner environment in which all members of the school's community take responsibility.

c. The school needs to continue its efforts in creating an environment in which all members of the school's community feel respected and valued.

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Mark Keppel High School
Organizational Structure
School Committees



MARK KEPPEL HIGH SCHOOL

ORGANIZATIONAL STRUCTURE

SCHOOL COMMITTEES

Overview: There is a strong commitment to site based decision making that involves teachers and administrators as collaborators for school improvement. All committees meet on a regular basis and develop recommendations for school improvement activities. Administrators participate as members of these committees. Recommendations are shared with the administration and are approved by administration. Sharing between committees is an important element of our communication system. The School Improvement Committee, the Technology Committee, and the Restructuring Committee share activities and recommendations with Instructional Council.

Duties and responsibilities of the school committees follow.

INSTRUCTIONAL COUNCIL: This governance body is under the leadership of the Principal. This body is comprised of department chairs, the librarian, nurse, counseling representative and administrators. It is the primary communication visible within the school.

Duties and Responsibilities are as follows:

1. It is a forum for faculty and departmental concerns/issues to be aired. It is the responsibility of Instructional Council members to bring their faculty/departmental concerns to Instructional Council where they are to be shared and discussed. If concerns or issues need a resolution, it is the responsibility of Instructinal Council to make recommendations for resolution.

2. It is a conduit for communication between administrative and faculty/staff. Each members is responsible for sharing with their respective department staff members informtion about items discussed at Instructional Council and Curriculum Council meetings in order to keep staff informed.

3. It promotes the school's vision and goals. Each member acts as a leader who has the responsibilities of forwarding the vision and goals in his/her respective department and maintaining the integrity of the department's curriculum and instruction.

4. It voices positions and makes recommendations on school matters discussed during the meetings. Each member is responsible for speaking for their department staff and voting on issues brought before the council. The positions taken will be the result of majority vote with those dissenting having an opportunity to be identified as opposed to the position.

5. It takes positions on how instructional money should be spent and will make recommendations to the administration.

These responsibilities were approved September 21, 1992. Reviewed in 1995.

CURRICULUM COUNCIL: This governance body is under the leadership of the Assistant Principal of Instruction. It is comprised of department chairs, the Assistant Principal of Guidance, the Career Education Coordinator, the librarian, a counselor representative, the GATE Coordinator, and the SB 1882 Coordinator.

Duties and Responsibilities are to:

1. Discuss, create, monitor, and revise the school's vision, goals, and expected student learning results.

2. Promote new courses and innovative practices that support the expected student learning results.

3. Encourage cross-curricular, interdisplinary, and/or integration collaboration between disciplines.

4. Assist in the development of master schedule.

5. Research the curricular/instructional needs of the school.

6. Lead their respective departments in the review and revision of curriculum and instruction.

7. Promote implementation of state frameworks and model curriculum standards.

These were approved November 1994.

SCHOOL IMPROVEMENT COMMITTEE: This governance body is under the leadership of the teacher assigned as WASC Self-Study Coordinator. Members of this committee are elected by faculty. This committee is responsible for implementing the WASC recommendations.

Duties and Responsibilities are to:

1. Coordinate staff development activities.

   a. Determine staff development topics.

   b. Select presenters, arrange facilities needs, and determine dates.

   c. Monitor and evaluate staff development.

2. Promote the school climate/culture.

   a. Be Responsible for the Festival of Learning (Open House).

   b. Be responsible for instituting programs to impact positive school climate and culture.

These were approved November 1994.

RESTRUCTURING COMMITTEE: This governance body is under the leadership of an elected teacher and designated administrator who serve as co-chairs. Members of this committee are elected by the faculty. This committee is formed as a result of negotiation and its duties, responsibilities, and contractural requirements are specified in the teacher contract, including to.

1. Receive and provide training on restructuring plans, site-based decision making and consensus building.

2. Plan, promote, support, and encourage the site in development and implementation of its restructuring plan.

3. Solicit the advice and counsel of parents and employee groups.

4. Communicate restructuring progress to the site staff on a monthly basis.

5. Prepare project proposals and forward them to the ATA and the District for review. Waiver requests are submitted to the empowered organization.

6. Monitor, review, and make ongoing decisions which affect the site restructuring plan.

7. Prepare a yearly progress report regarding the restructuring plan and forward it to the ATA and the District.

These were approved October 1994

TECHNOLOGY COMMITTEE: This governance body is under the leadership of an elected teacher and the Assistant Principal of Instruction who serve as co-chairs. Members of this committee are volunteers who are interested in promoting technology at the school.

In this cacity they:

1. Coordinate the technology plan with district and site goals and with the Office of Technology's five year plan.

2. Identify and make decisions regarding the utilization of equipment and facilities.

3. Investigate and disseminate information regarding emerging technologies.

4. Encourage and assist faculty in using technology as an instructional strategy that facilitates student learning.

5. Provide staff with professional growth opportunities.

6. Develop skills in maintaining the site's equipment and in troubleshooting system problems for less technology experienced teachers.

7. Develop needs assessments and use the results for recommending staff development topics in technology to the School Improvement Committee.

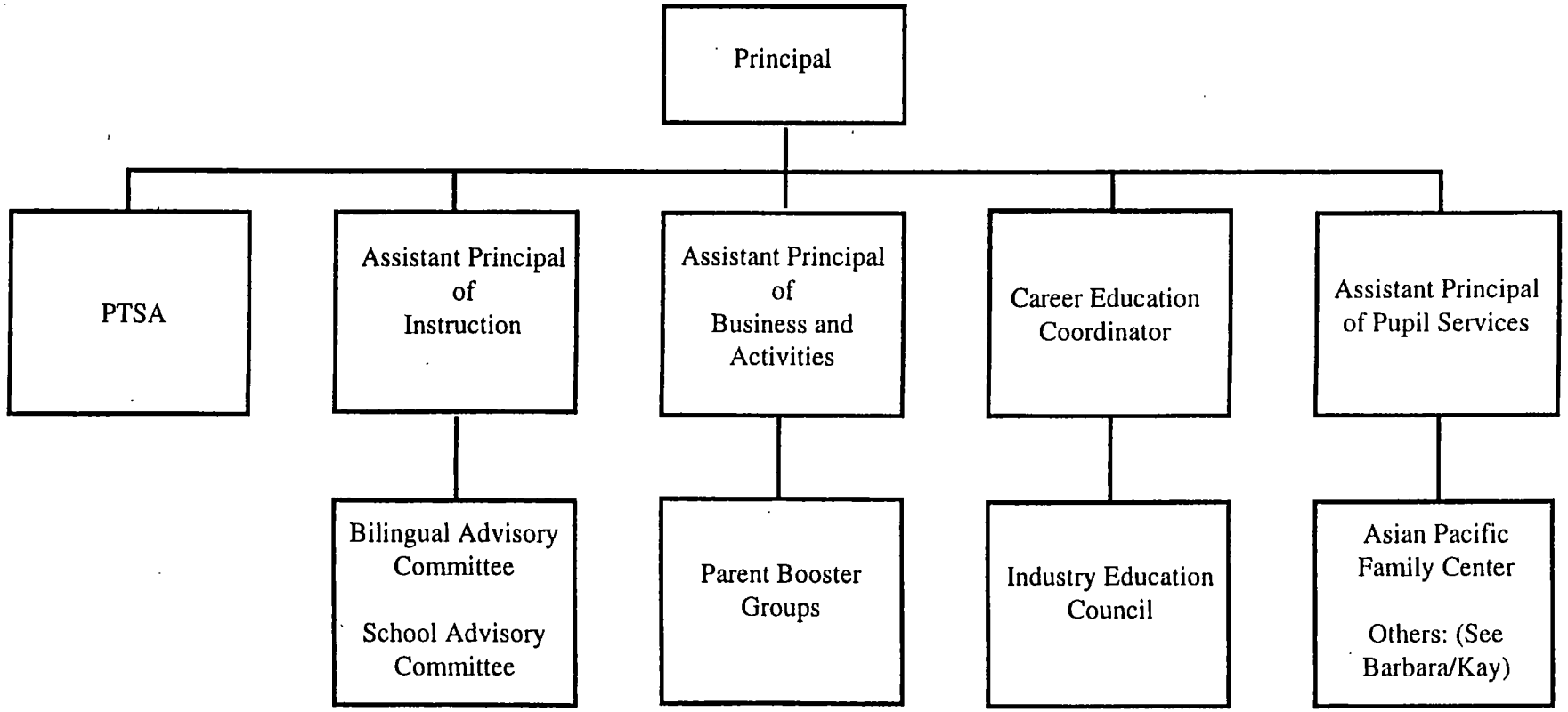
8. Keep Curriculum Council apprised of Technology Committee plans and recommendations.

9. Investigate and disseminate technology grant offerings schoolwide.

These were approved December 1994

MARK KEPPEL HIGH SCHOOL
Organizational Structures

Parent/Community Committee Structures



WASC 30325

MARK KEPPEL HIGH SCHOOL

SCHOOL GOVERNANCE STRUCTURE
PARENT COMMITTEES

PARENT-TEACHER-STUDENT ASSOCIATION: This group meets on a regular basis. They:

1. Provide input relative to parental and community concerns and suggestions.

2. Fund raise to support activities such as scholarships and other school related projects.

3. Provide teacher and student recognition activities.

4. Act

BILINGUAL ADVISORY COMMITTEE: This governance body is under the leadership of an elected parent chairperson. The Assistant Principal of Instruction meets with this group on a regular basis. The Bilingual Advisory Committee and the School Advisory Committee meet together. Parents of limited-English-proficient students are members of this committee and are involved in decisions regarding the EIA-LEP program.

Duties and Responsibilities include:

1. Review and approve the EIA-LEP program.

2. Review and approve the EIA-LEP project.

3. Participate in school/district related activities that promote the success and achievement of LEP students and their parents.

4. Attend conferences that promote the education of LEP students (CABE, CAFABE, etc.)

SCHOOL ADVISORY COMMITTEE: This governance body is under the leadership of an elected parent chairperson. The Assistant Principal of Instruction meets with this group on a regular basis. This body meets with the Bilingual Advisory Committee. Parents of Title I students are members of this committee and are involved in decisions regarding the Title I program on this campus.

Duties and Responsibilities include:

1. Review and approve the Title I program.

2. Review and approve the Title I budget.

3. Participate in school/district related activities that promote the success and achievement of Title I students and their parents.

4. Attend conferences that promote the education of Title I students and that promote the leadership of parents (CAASP, etc.)

WASC PARENT COMMITTEE: This committee was formed as part of the self-study in preparation for Accreditation. There parents were charged to:

1. Review school data associated with WASC Parent Committee needs.

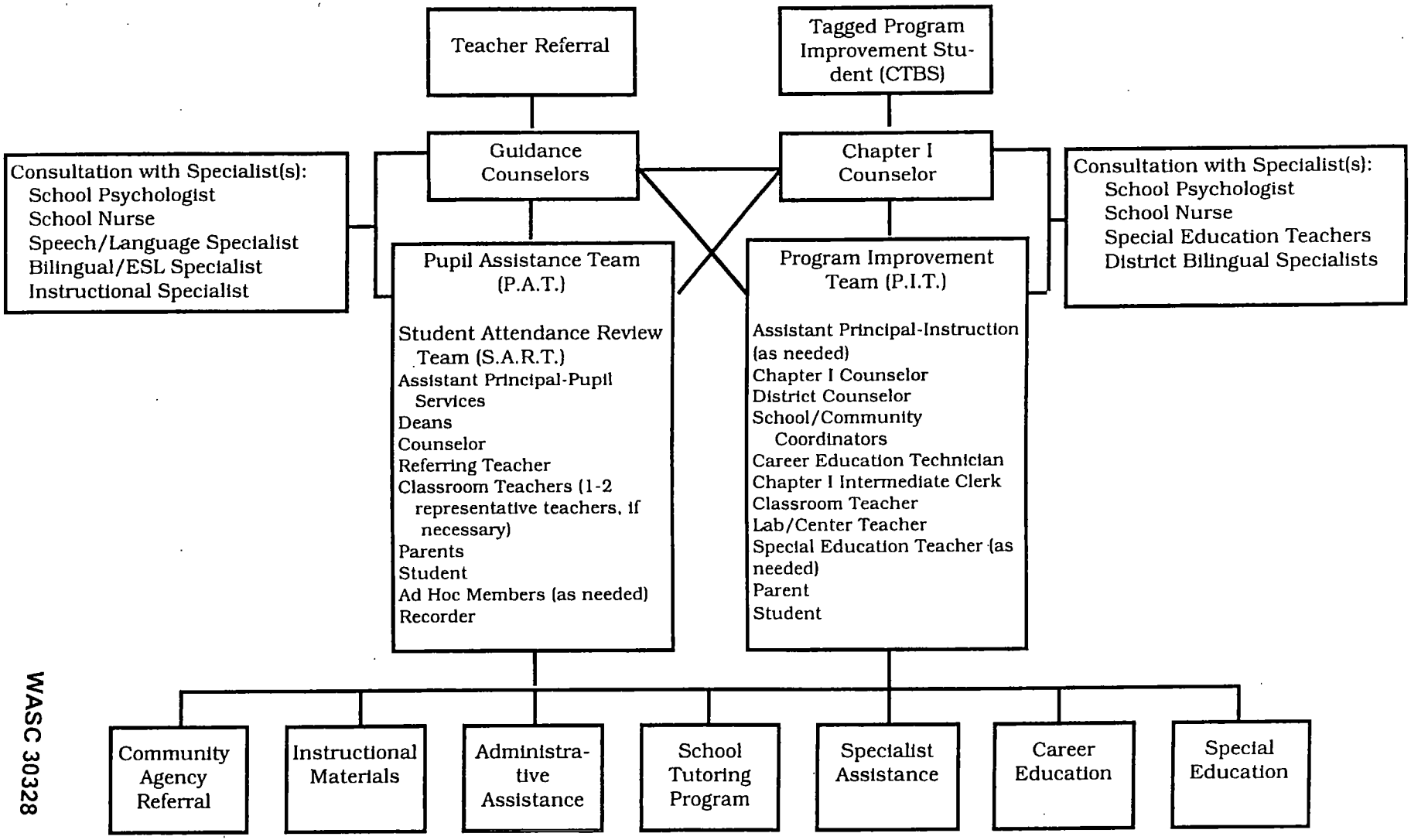
2. Make observations and interview staff/students to address data.

3. Identify strengths and areas of improvement based on their findings.

Parents from this group are interested in being involved in "focus groups" to address schoolwide matters.

MARK KEPPEL HIGH SCHOOL

Pupil Assistance Team Flow Chart



WASC 30328

PROCESS COMMITTEE REPORT

PROCESS COMMITTEE
REPORT

PROGESS COMMITTEE REPORT



WASC 30330

PROGRAM COMMITTEE REPORT

PROGRAM COMMITTEE REPORT



WASC 30332

PROGRAM COMMITTEE

Susan Sanchez, Chairperson

Kay Becker, Assistant Principal
Pupil Services

James Valentino, Coordinator
Career Education

Jean Turner, Director
Educational Services

Dennis Nasitka, Teacher
English/Language Arts
Visual and Performing Arts

Martha Giffen, Chairperson
ESL Department
Journalism Teacher

Clara Wu, Counselor

Jose Campos, Counselor
Title I Program

Beverly Lieswald, Chairperson
Special Education Department

Arlene Gibson
ROP Counselor

Jeanne Kunishima
Intermediate Clerk Typist

Frank Estrada
Khanh Quach
Rickie Stevens
Students

ALHAMBRA SCHOOL DISTRICT

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MARK KEPPEL HIGH SCHOOL
Program Committee Report

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. That the administration and Career Center and counseling staffs develop an articulated guidance curriculum to be provided to all students within the regular school day on an annual basis, including the information necessary to make valid academic and career planning decisions.

The Career Center and Guidance Department have developed the Guidance Services curriculum that identifies the career and guidance services available to students in grades 9-12. This curriculum was presented in September 1995. In addition, the Career Center has developed an 8th-12th grade career awareness plan for all students. Student portfolios are kept in the Career Center so that students can make annual additions that more clearly define their paths through high school.

2. That the school administration and counseling staff develop procedures through which students will have increased access to counselors.

Counselors are available to students and parents at all times during the school day by appointment or on a "walk-in" basis. In addition, they are accessible to students and teachers before school, at lunch time, and after school. The Guidance Department instituted the *Key Counselor* program. This program identifies one counselor on a rotation basis as being available for any student or parent needing assistance.

Counselors visit selected classes to provide students with a variety of guidance information. During Advisory last year, students could request to see their counselors or go to the Career Center for information and advice.

Mark Keppel counselors meet regularly with district counselors to review and implement recommendations of the district task force appointed to improve counselor services. Each counselor's office now has a computer, thus decreasing paperwork and time spent on retrieving information. Available time to work with students, parents, and teachers has increased.

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The Career Center has implemented a program whereby English teachers can take an entire class of students to the Career Center for career planning information and research. The Career Education Coordinator, Work Experience Teacher, and Career Education Technician visit classrooms for career awareness activities.

Eighth grade students come to our campus for a day's visit to experience high school. The counselors meet with them, review steps in registration, and interact with them to welcome the incoming freshmen to the school.

Students enrolling or returning to Mark Keppel from alternative placement such as continuation school, probation camp, pregnant minors, and Independent High School are assigned to one specific counselor for the STARS Program (Students Targeted and Reaching Success). When possible, the counselor visits the alternative sites to meet with returning students. This serves as a bridge between the two schools and helps ensure student success.

Taking an active part in IMPACT groups, attending sports events, school plays, and musical programs has helped the counselors maintain an image of accessibility. They participate in Instructional Council, Curriculum Council, Advisory, Program Majors, Tech Prep, and Restructuring Committees. A consensus of the members of Curriculum Council indicates that the newly implemented guidance policies have led to increased accessibility of counselors to students.

3. That the school administration develop procedures to ensure regular communication among all school staff concerning student academic progress and special needs.

The Guidance Department holds monthly SART (School Attendance Review Team) meetings to address issues of truancy and

tardiness. Guidance also holds PAT (Pupil Assistance Team) meetings to discuss the academic progress and behavior of selected students. These meetings are convened on an as-needed basis. Those involved in the PAT are the counselor, the student's teachers, and other support staff, such as deans, psychologist, or nurse. SB 813 tenth grade counseling sessions provide students and parents with information regarding progress to graduation and provide resources for work/career planning.

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The Office of Instruction holds PIT (Pupil Improvement Team) meetings for all Title I students who have not demonstrated an improvement in their targeted academic need area. These meetings are held from November to April and include the Title I counselor, school community coordinators, the student's assigned school counselor, the teacher(s) in the program, the student and the parent. These meetings are intended to identify what remedies all stakeholders can provide to help the student improve his or her academic performance. The district statistician has given us data which shows that the students involved in PIT meetings have made major improvements.

The Assistant Principal Pupil Services, Special Education Teachers, the school psychologist, counselors, parents, and their students discuss student progress in IEP meetings. "Inclusion" and mainstreaming is encouraged, and the Special Education department works with other departments to facilitate inclusion of Special Education students into the regular school program.

4. That all faculty make a renewed effort to provide regular feedback to students by returning corrected assignments in a timely manner.

Faculty see the importance of and are committed to providing regular feedback to students by returning corrected assignments in a timely manner. Teachers who are reported by students as not meeting this obligation are encouraged by administration to make more efforts in this area and when possible this issue is identified in the teacher's Stull evaluation. The student survey indicates that we have not met this recommendation. It is an on-going effort to improve timely feedback for students.

5. That the administration and all content area departments develop a plan for integrated skills to be incorporated into the course revision process for each subject.

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Integrated Skills across the curriculum was discussed at Curriculum Council meetings over the last few years. As a result of these discussions, department chairs have encouraged members of their departments to infuse integrated skills in their curriculum and instructional lessons. A matrix of how each department has met this responsibility has been developed. The next step that Curriculum Council will take is to see which are in common across disciplines and to see if a matrix by grade level could be developed that addresses each skill in a developmental sequence from grades nine through twelve.

6. That the district and school administration provide for the development of a Vocational-Technical Plan—including four-year continuums in the areas of business, consumer/family living and industrial technology—to provide paths for those students whose realistic goals should not include university entrance directly from high school.

Each of the Vocational-Technical departments has developed a 4-year career path in their area of study. In addition, the Career Major Committee of the Restructuring Committee has also undertaken the implementation of the concept of Tech Prep. We now have Tech Prep articulation agreements in Engineering and Technology and Office Administration. We are working on other areas of articulation for Tech Prep paths in the five career majors: Engineering and Technology, Health and Environmental Studies, Business and International Studies, Arts and Communications, and Human and Social Services.

7. That the district and school administration ensure availability of adequate restroom facilities for all students in outlying campus areas and handicapped access to all programs and facilities for handicapped students and staff.

This is a major budget item for a facility that began operation in 1939. Our district has actively sought state funding, and all three high schools were slated for state school facilities funding.

However, Mark Keppel High School was not funded. If state funding becomes available, the architectural project for Mark Keppel includes additional restroom facilities to meet the needs of students and will accommodate handicapped individuals.

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8. That the school administration ensure that the location of classrooms for special needs students does not isolate them from their peers.

We have an inclusion philosophy for special needs students. Where appropriate, special needs students are mainstreamed into the regular school program. Students who have physical handicaps are accommodated by ensuring that their classes are all on the first level of the building or in bungalows that have ramps. Students are not isolated from their peers. Students who have physical handicaps that we cannot accommodate on our school site are reassigned to a school site within our district where their needs can be met. This decision is made by the district's Department of Special Education. The Los Angeles County program for special education students is on our campus and their students are encouraged to participate in all the school's activities. Another special education program in our school is the Maryvale Program. Young women assigned by the court to reside in the Maryvale facility attend our school and are also encouraged to be involved in school activities.

B. Comparing the School to the Student Support Services and Student Paths criteria.

1. A summary of how the school compares to the themes/ key ideas of this criterion:

Student Support Services--Mark Keppel High School has a plan for student support services that identifies the needs, interests, aptitudes, and goals of all students. The Mark Keppel High School Guidance Services Plan provides students with the appropriate educational, career, personal, social guidance, and other necessary student support services. Mark Keppel students are systematically taught the guidance curriculum through classroom and group activities. Their needs, interests, and goals are identified by means of individualized student counseling and group

counseling. Their aptitudes and career interests are identified by various assessment instruments. Student support services are primarily individualized and are delivered in a timely manner. Appropriate support services include academic guidance to students, challenging educational programs for students, individual and group counseling, student and parent advisement, and referrals to appropriate educational settings and/or community agencies. In addition, Mark Keppel students are provided with the services of a full-time nurse and a full-time psychologist. These services are essential to the well-being of each student. Limited transportation services are available for students. Students are transported to the district orientation center for assessment. Transportation is also provided for certain school events, activities, and programs. The students' support services are continually reviewed, and adjustments are made to maximize the delivery of student support services.

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Integrated Program--The mission of the Mark Keppel High School Guidance Services is to integrate services and affirm the well-being of every student by providing a program which develops multicultural, intellectual, social, emotional, physical, and career growth. This formalized program is articulated, communicated, and supported across all curricula. Sixty percent of surveyed parents agree that they and their children receive clear and timely information regarding their child's path choice. Fifty-one percent of surveyed students also agree that they have participated in the academic/ career path development.

The guidance services program is a systematic, continuous, articulated and integrated guidance curriculum which includes the support of the Career Education Department, Title I and Special Education services in providing individualized academic and personal counseling. Implementation and integration begin during the 7th grade through the efforts of the Career Education staff and during the 8th grade with counselors visiting the feeder schools. Title I School Community Coordinators and Counselor provide language and program support during these visits and throughout guidance activities.

As a result of the previous WASC recommendation, a complete written Guidance Services Curriculum was developed and

updated through the collaborative efforts of the Career Education staff and Guidance Center personnel. A Mark Keppel High School Career Education Handbook was written. Currently a Career Education/Guidance Services Handbook is being developed to better integrate and articulate between these two support services. Information gathered from student career surveys to help students make decisions regarding their paths through high school is in the process of being made available to counselors by means of coordination of the career and guidance services.

NOTES

Guidance Curriculum--The MKHS Guidance Curriculum begins in the 7th grade when Career Education staff provide 7th graders in our feeder schools with an introductory 12-lesson career education unit. At this time students begin to think about their future employment and begin to make decisions regarding high school paths. Guidance counselors and Career Education staff visit each 8th grade class twice in the school year. The first visit provides the students with an orientation to high school including graduation requirements, college admission requirements, post-secondary options, career planning, the 4-year plan, course offerings, the pre-ninth grade calendar, and the enrollment process. The second meeting with 8th graders is held to conduct individual enrollment conferences with each student and his/her parents. An evening 8th grade Parent Orientation is held to involve parents in their child's high school and career planning decisions. Continuation of Career Education planning occurs when Career Education staff teach a second 12-lesson unit on career education to the 8th graders. By the time students enter high school, they have a career education portfolio which includes the results of the students' 7th and 8th grade interest surveys.

During high school, counselors meet with students in classrooms numerous times throughout the year to provide the guidance/ career planning curriculum, grades 9-12, as described in the MKHS Guidance Services Curriculum Handbook. All of these efforts provide students with necessary and timely decision-making information. Programs that help students gain knowledge of self and others are the Drug, Alcohol, and Tobacco Education (DATE) pull-out sessions for students who have been recommended by staff, parents or by self-referral; the Peer Counseling program which currently operates after school through the

efforts of one of the teachers; and, the Conflict Resolution class which provides the school with peer mediation opportunities. Administration and staff work cooperatively to provide students with guidance services/curriculum to make their school experience as successful as possible.

NOTES

Individualized Student Planning--The Guidance and Title I staff provide students with individualized and timely guidance and counseling in the academic planning, programming, and monitoring of their learning and development. The systematic guidance curriculum provides students with the framework of guidance assistance to accomplish the above. Individualized student planning is key in order to help students reach their potential through and beyond high school. Counselors meet with groups of students to discuss graduation requirements and post-secondary plans. This is done on a yearly basis. Personal, academic, and post-secondary planning occurs on a daily basis as students see their counselors to discuss these concerns. Counselor and support staff's commitment to apprising students of their status helps students make decisions to achieve academic success and to reach their goals.

Students at risk receive support from counselors, teachers and other support staff through informal and formalized meetings. Formalized meetings occur through Pupil Assistance Teams (PAT), Pupil Improvement Teams (PIT, Title I), and Student Attendance Review Teams (SART). Some informal individualized planning meetings involve only the student and counselor. Other informal meetings may also include parents. Conferences to work with individual students can occur at the request of the student, parent, teacher, or other staff. Formalized meetings that take place provide students with opportunities to remove barriers and to pursue a successful educational experience. Evidence from CBEDs and High School Performance Reports show that students who are traditionally underrepresented in college are not enrolled in the courses meeting a-f requirements, including advanced courses at MKHS. This is a concern that the school has begun to address. More development to identify, encourage, and assist these minority groups is needed.

Student Support Systems--The comprehensive student support

system is articulated and well integrated throughout the school. The delivery of many of the support services is carried out with a team approach. Students identified with attendance problems are referred for a School Attendance Review Team (SART) meeting attended by the district attendance administrator, Assistant Principal Pupil Services, counselor, student, and parent in order to improve attendance and prevent a future referral to the School Attendance Review board (SARB). Students identified with academic deficiencies and poor attendance, as well as other needs, are scheduled for a Pupil Improvement Team (PIT) and/or Pupil Assistance Team (PAT) meeting. These teams consist of the student, parents, teacher(s), administrators, counselors, deans, school community coordinators, nurse, career center technician, and the school psychologist as needed. During the meeting, the student's academic progress, attendance, career choices, personal problems, health and welfare needs, and interests are discussed and explored. The parents and student are informed of the support services available, and team members state how they are willing to help the students and parents. When the team suggests a contract, designed with the input of the student and parents, it is written according to the student's needs. The team recommends assistance from the many support resources within and outside of the school. Utilization of these processes has been beneficial to all concerned. Students at risk and potential dropouts receive early intervention guidance services, which include Students Targeted and Reaching Success (STARS), Drug, Alcohol, Tobacco Education (DATE), and Life Skills. The guidance staff makes a great effort toward the development of educational opportunities for minority students underrepresented in college by identifying students with high academic potential, encouraging students to take challenging courses, disseminating information about higher education, communicating with parents, and providing additional guidance support services. To further this endeavor for underrepresented minorities, a school-wide effort is needed.

NOTES

Assessed Student Needs--Guidance articulation with elementary feeder schools identifies students with special talents and interests, such as gifted and talented, musical, athletic, linguistic, dramatic, and artistic ability. The individualized planning and systematic guidance curriculum activities in which students and

parents are involved provide counselors with information to help schedule students into meaningful, relevant programs. Results from the California Test of Basic Skills (CTBS), Individual Test(s) of Academic Skills (ITAS) and District Orientation Center tests given to immigrant students in English, math and primary language, help guidance staff appropriately place students. Individual departments (Math, English, and Foreign Language) give students opportunities to advance in the respective disciplines through challenge tests.

NOTES

While providing counseling services to students, counselors assess additional student needs. Among these are needs evidenced by the "parachute" students; the abused, neglected, and addicted students; students from dysfunctional families; students experiencing academic difficulty; students with low self-esteem; and students suffering from stressful social relationships. Pupil Assistance Team (PAT) and Pupil Improvement Team (PIT) meetings are convened to discuss and find solutions to the problems of students at risk. Student information is computerized and immediately available for conferences with parents and students. Computerized information regarding careers and colleges is available to students in the Career Center. The program of guidance services is delineated in the guidance calendar which is disseminated to all staff members.

Program Support--The Guidance Services Program is implemented and supported by a number of district and school administrators, the counselors, teachers, a psychologist, a nurse, and school community coordinators. They are instrumental in helping students to gain understanding of their social, intellectual, and emotional development. They also assist students to become knowledgeable about their educational, career, and social opportunities. The integration of counseling roles and guidance strategies into the total school curriculum and program is accomplished by meeting with department chairpersons, participating in school-wide committees, coordinating with Career Education staff, and interacting with teachers and supporting their curriculum. The communication between counselors and teachers is open and ongoing. Counselors consistently consult with teachers to gain information regarding students' progress and performance to best meet the students' needs. The guidance staff members

attend staff development activities, such as in-services and workshops on college admissions, financial aid, and counseling strategies in order to efficiently deliver support services in student counseling and academic/career guidance. An review of the guidance services has taken place by the District Guidance Task Force (1992) composed of parents, staff, school board members, and administrators of pupil services. This timely evaluation brought forth a new delivery of services such as the Key Counselor, the Students Targeted and Reaching Success (STARS) program, and district counselor meetings in an attempt to further respond to student needs and continue to improve the quality of services provided.

NOTES

Student Paths Through High School--Every graduating student at Mark Keppel High School must meet Alhambra School District prescribed graduation requirements which consist of 220 credits of required and elective courses. This common core curriculum is designed to give all students a basic education to prepare them for academic success in higher learning activities, and to assist them in preparation for a possible future career. This core is designed to help students begin to fulfill their educational needs, to develop their talents and to help them reach their post-secondary goals. Two hundred and twenty credits including 185 required credits and 35 elective credits, allow students opportunities to prepare themselves for higher education and the workplace.

Challenging classes include honors and Advanced Placement classes in the departments of English, math, social science, science and foreign language. Elective classes are offered in every department to allow all students to fulfill their goals, needs, interests, and talents. The elective program is also supported by the ROP classes, work experience classes, and Career Center activities. General education courses meeting graduation requirements exist in all departments. They help prepare students for post-secondary goals, which may be the workforce, community college, college, university, or vocational/technical schools. Remediation classes/programs are also offered in various departments to meet the special needs of students. Title I programs and services are integrated into the student's curricular experience to support the student's success in the core curriculum. The GATE program involves the GATE Coordinator who is a liaison with the

district GATE program; the GATE psychologist who works with under achieving GATE students; and the honors/AP teachers who work collaboratively within their respective disciplines to assure that GATE and high achieving students are provided with sequentially challenging curricula. LEP students are challenged to achieve their highest potential through an ESL/SDAIE program that strives to mainstream students.

NOTES

Through restructuring efforts, Mark Keppel formulated the idea of program majors. Some programs have been designed in the major areas of Business and International Studies through the efforts of a Specialized Secondary Program grant writing committee. Other career cluster programs are to be developed in the next 2-3 years. It is expected that each career major will have matrices delineating course sequences for students interested in certificate or degree programs. The three areas are Health and Environmental Studies, Human and Social Services, and Arts and Communication. This year Mark Keppel implemented the first career path within the Engineering and Technology area: a Tech-Prep program in pre-engineering and in Automotive Technician. Most departments offer specialized courses which advance students on their paths or which address their needs and talents. A combination of the core curriculum, electives, and specialized classes provides students with a broadbased education that meets the stated district and site goals. Counseling services guide students from grades 9-12 in the selection of courses based on students' post-secondary goals and interests. Course description booklets, departmental brochures, and ROP course lists provide additional information for students in their decisionmaking regarding their school paths.

Students are encouraged to take paths that challenge them to be active learners and to reach their fullest potential. However, some student populations have been difficult to motivate to higher achievement. While some strategies to change this situation have been undertaken by several departments and staff members (Social Science Outreach Program), continued efforts to motivate students to remain in challenging programs are needed. This is especially true for underrepresented minorities. There has been some movement in interdepartmental cooperation for the development of alternative courses to meet graduation and college

requirements. This, too, is an area that needs further development with more departments willing to cooperate in the establishment of more alternative choices.

NOTES

Career education and awareness is a long-term goal of Mark Keppel High School. As mentioned before, restructuring efforts have identified five major career areas. The Engineering and Technology career major has been implemented this year by starting a Tech Prep component consisting of 22 students. In addition, the Career Education staff have developed a matrix of career-awareness services that span grades 7-12. The Career Education Coordinator and Work Experience teacher involve 7th and 8th graders of two of our feeder schools in taking a career education class of 12 lessons which begins the process of setting career goals and high school paths. Expansion of this program will eventually include all feeder schools. Each grade level in high school has specific activities in its career education sequence. These activities are intended to help students make decisions regarding plans for post-secondary education and employment. Each student has a career portfolio in the Career Center which is updated yearly as students participate new career assessments. An area of need that is currently being addressed is supplying information to counselors on each student's yearly assessment results. The importance of this collaboration and integration into a 4-year path for students is viewed as an area needing further development.

Students are able to move from one path into another through the efforts of the counseling staff who monitor students' progress and encourage them to take more challenging courses/paths. Teachers recommend students for more challenging levels within their disciplines. Administration supports and encourages the creation of bridges to move students to achieve their highest potential. Parents and students are actively involved in discussions regarding the most appropriate placement for students. GATE students who are not enrolled in Honors and AP classes are counseled by a special GATE counselor from the California School of Professional Psychology to encourage them to take more challenging classes.

Numerous transfers are written during the first quarter of each semester to accommodate all student needs. The departments

regularly review and monitor their curriculum to ensure students are provided a challenging and rigorous curriculum.

NOTES

All students have access to the core curriculum graduation requirements. SDAIE and bilingual courses in graduation requirements are offered to limited English proficient students. The collaboration that exists between the special education teachers and regular classroom teachers allows for the necessary modifications and sharing of materials to provide access to regular classes for special education students. Special education teachers and guidance counselors cooperate for the most successful placement of these students. Access to vocational/technical classes is open to all students. Students on a university a-f path find it difficult to enroll in these classes unless they are willing to take more than six classes or attend paid summer school. While LEP students have access to graduation requirements, those who are in ESL programs or have recently transitioned out are limited in their enrollment opportunities in the a-f courses or advanced courses due to departmental criteria and language capability of students. However, there are many LEP students in all areas of advanced coursework. Although all students are encouraged to pursue post-secondary educational programs, some underrepresented groups need additional motivation and encouragement and may not be equally represented in this path.

Parents are encouraged to take an active role the students' path development at each stage. During the pre-registration procedure for incoming 9th graders, counselors invite parents and students to participate in course selection for the 9th grade. The pre-ninth orientation meeting is scheduled yearly in the spring to discuss graduation requirements, the enrollment process, and post-secondary planning. Counselors have expressed a desire to develop activities where they are more visible to 9th graders, especially in helping them to formulate their 4-year plan. Tenth grade students are scheduled for SB 813 counseling in the spring to evaluate progress, to continue motivating students, and to modify/adjust course selections based on decisions regarding post-secondary goals. The guidance staff makes phone calls to personally invite parents to these meetings. Counselors advise students in their junior and senior years regarding status for graduation by providing each student with a credit check-up.

There is no formal system for parent involvement at these grade levels. However, as in all counseling sessions, parents are encouraged to attend. Seniors who are in jeopardy of not graduating are notified personally and parents are notified by mail and/or phone calls to apprise them of their child's status. Frequently parents and students are scheduled for appointments to review options to meet graduation requirements. Generally, students feel comfortable in talking to counselors, administrators, teachers, and other staff members regarding programs of studies, career ambitions, and life goals.

There are various methods in place to keep students and parents advised of the students' learning progress. Teachers are encouraged to contact parents regarding positive or negative progress. Traditional warning notices and report cards are issued. Parents may call for student progress reports at any time during the school year. Career Education staff apprise students of their career assessment results. Each year students from grades 7-11 take different career assessments that demonstrate their interests, aptitudes, and skills. At the 7th and 8th grades, information is sent home to parents regarding students' investigation of a possible future career based on assessment results. These results are also included in the students' cum folders and available to counselors when they begin the enrollment of pre-ninth grade students. Strategies for involving parents of the 9th and 10th graders need to be investigated so that these parents are made aware of possible career choices for their children. Articulation between the Career Center and Guidance is ongoing so that the survey results are available to counselors when they work with students in advisement and programming. During orientation meetings and yearly discussions with students, students are informed of graduation requirements over their 4-year period. A matrix showing required courses by grade level is used in the enrollment process. This helps students focus more on their progress and path.

The student survey indicates that a high percentage of students value their education. Ratings regarding individual departments indicate that learning is important to them and that the school is meeting their needs. All teachers are mandated by the principal to discuss with students the value of what they are studying, its relationship to their paths of study, and the grading system.

NOTES

2. The major strengths of the school are:

NOTES

a The Career Education staff has implemented a 7-12 grade matrix of career awareness that provides students with information for making school/career path decisions.

b. There is a sequential guidance system for monitoring student progress toward graduation and post-secondary goals.

c. Counselors, other support staff, and teachers direct efforts toward making the student's high school experience challenging and successful.

3. The major areas of improvement are:

a. Counselors need to increase their visibility with the 9th graders and help the students develop their 4-year plans.

b. Students and parents need a formalized, written 4-year plan which identifies the sequence of courses needed to accomplish the students high school and post-secondary plans.

c. We need to further develop the program majors.

d. Career education assessment survey results need to be shared with counselors to provide counselors with more information for student path advisement.

e. Departments need to work cooperatively to develop more alternative courses that meet graduation requirements/ career paths.

C. Addressing the Special Needs criterion:

Educationally disadvantaged students:--The Title I program at Mark Keppel is a targeted population program serving about 1,100 educationally disadvantaged students who receive academic and support services for acquisition of the core curriculum. Students are expected to achieve the same core learning as other students. The Title I program in English is a "pull-in" program where instructional aides and teachers team with the regular classroom teachers to lower the adult-student ratio. Three adults in the freshman and sophomore C-level classes provide students with more opportunities to interact with each other and with adults in small group instruction, and are able to closely monitor student progress. The ninth grade program concentrates on improving reading, and the tenth grade program focuses on

improving language and writing abilities. Students in these classes read the same core literature as other students, but with different teaching strategies applied and with a focus on reading skills. Students have demonstrated improvement in CTBS test results with this approach. The current 10th graders made an average gain of 9.1 points on the normal curve equivalent, three times the expected gain. Two teachers have presented their curriculum to conferences around the state in workshops called "Leaving the Core in the Core."

NOTES

This year teachers of junior level classes will have release time to discuss and design the next developmental sequence in the English/Language Arts program. Each year of instruction has a career component. The Career Center has a 4-year plan of career education for Title I students in designated classes. Students in the program are able to bridge to more challenging levels of instruction, which is the goal of the department and the Title I project. That such bridging successfully occurs is evidenced by a comparison of the number of sections of ninth grade C level classes--5--and the number of twelfth grade C level classes--2.

The Title I program in math is a pull-out program where students are provided with additional adult support through teaching in the math lab. Students rotate between the lab teacher and instructional aide, and the regular classroom teachers. While students have demonstrated improvement in CTBS test results, last year's results were not as high as in previous years. The Math Department's goal is to move students into more challenging math classes. The math department is piloting Course A: Integrated Math for identified freshmen, which aims to place the students in Elementary Algebra the following year.

This year a Tech Prep program was begun for students interested in engineering and technology fields. Students in this program tend to be eligible for Title I services, and as a result receive academic support through such means as staff development for teachers, supplemental instructional materials to support student achievement, and career-related field trips and guest speakers to motivate students to succeed. Teachers in this program are provided release time to discuss the achievement of students they have in common, and to collaborate on planning and designing

projects. This is a pilot program for future tech/prep paths. Title I provides supplemental materials and technology to the social science media laboratory and to science classes. All supplemental academic support is aimed at making the core curriculum more accessible to students.

In addition to direct classroom support, Title I provides a counselor and two School-Community Coordinators (one Hispanic and one Asian) to provide support services. They deal especially with issues of poor attendance and poor academic standing. They are all bilingual so that they can work with non-English speaking parents. They work closely with guidance counselors and support staff to supplement their efforts in meeting the needs of Title I students. They develop a close relationship with both students and parents and often intervene to ease family crises. Pupil Improvement Teams (PIT) are convened to address academic and behavioral problems. Counselors attend Pupil Improvement Team meetings with the teachers and parents of students whose grade point averages and test scores are low in order to design individual improvement plans.

There is a strong working relationship between the support services provided through the consolidated projects and Special Education and limited-English proficient students who participate in Title I programs. Efforts are made to coordinate these students' programs for maximum achievement.

All materials from the Title I office go out in the four main languages in our communities: English, Spanish, Chinese and Vietnamese. This includes parent newsletters.

Progress of students in Title I is reviewed annually through a process called Component Review. Student performance results cited in the Component Review provide direction for instructional improvement. Many identified Title I students are mainstreamed in all levels of the curriculum. All Title I students are monitored and tested throughout their four years at the school. Ability grouping is limited to those students who need the extra concentrated help to make a difference in their educational experience and to prepare them for more challenging courses.

NOTES

As evidence to substantiate this narrative, please refer to: the Component Review document; roll sheets that show Title I students in A level classes; data on moving students into higher levels of English; samples of PIT meeting results; sample of attendance monitoring.

NOTES

Limited English Proficient Students:--To provide better access to the core curriculum for LEP students, Keppel offers bilingual (Spanish) and specially designed academic instruction (SDAIE) courses in World History, U.S. History, Government, Life Science, physical science, biology, mathematics, Industrial Technology, Business Education, Consumer and Family Living, and in music and art. In addition, primary language development is offered in Mandarin and Spanish. EIA/LEP funds provide instructional aides for these and the ESL classes, as well as two home-school coordinators who speak Spanish, Vietnamese and Chinese. The funds also help finance services received from the district, such as Bilingual Resource Specialists who administer placement tests to all incoming LEP students, and assist teachers in curriculum development.

New LEP students with inadequate academic skills in their native languages attend an orientation class two to three hours a day for up to a year to enable them to succeed in the regular program. Title I/EIA-LEP and guidance counselors speak Spanish, Vietnamese, and Mandarin, and most information sent out to students and parents is available in these three languages. Title I/EIA-LEP support services work closely with guidance staff to assist LEP students in meeting their graduation and post-secondary goals. Because there is such a large number of Asian languages and dialects spoken on our campus, it has been difficult to establish bilingual programs for Asian LEP students. There are no Spanish bilingual classes offered in college preparatory math or science classes, and the SDAIE classes are not considered to be college prep, so there is still a problem of access to the college prep curriculum for LEP students until their English skills allow it.

Special Education:--Special Day Classes and a Resource Specialist Program serve about 109 students in special education. More severely handicapped students attend other district high schools with specialized facilities and programs. Paraprofessionals work

with each teacher. The Special Education Department's goal is to provide inclusion in the least restrictive environment for students, so the teachers spend part of their day team teaching in mainstream and SDAIE classes, working collaboratively with clusters of special education as well as regular students. Special Education students are mainstreamed whenever possible. They are closely monitored through teacher-to-teacher contacts and frequent progress reports, which help the teachers modify their Individual Educational Plans (IEP) each year. The Assistant Principal of Guidance and school psychologist work closely with teachers, parents, and students in designing the IEPs. The department sent a memo to teachers who have special education students in their classes offering a handout of suggestions and ideas for how to help the students. Mainstreamed students receive learning assistance when necessary from special education teachers and paraprofessionals.

NOTES

Gifted and Talented Students:--Most students (127/152=84 percent) identified as Gifted and Talented enroll in Honors and Advanced Placement classes to participate in accelerated or enriched studies. High achieving students who were not identified as GATE in elementary school also have the opportunity to enroll in these classes. The results of the 1995 AP tests were that 145 students took a total of 218 AP exams with 79 percent receiving a score of 3 or better. The program is supervised by a teacher-coordinator who conducts parent information meetings, oversees administration of AP tests, and collaborates with the GATE counselor from the California Professional School of Psychology to provide counseling services for the students. This special counselor serves both participating and non-participating GATE students through individual conferences. She is on campus every Wednesday. Both the GATE and school counselors work with non-participating students to try to motivate them to take more challenging courses. Some GATE students take courses at local community colleges. Besides the challenging academic program, most of these students also participate in a wide variety of co-curricular activities such as journalism, music, athletics and special interest clubs which enhance their school day.

Other Special Needs:--Many other programs serve special needs. Mark Keppel recognizes that the entire school is responsible for

creating student success, not just the specially funded and mandated programs. The counselors have Pupil Assistance Teams that can expedite communication and action among all of the vital people for a student who needs help. One counselor heads a STARS (Students Targeted and Reaching Success) program for 81 students who are highly at risk, and 20 of those students have reached their senior year. The deans' office assists students with behavioral problems through counseling, Saturday work program and a Student Attendance Review Team, and calls in outside resources such as the Asian Pacific Family Counseling Center for students who need more help. The school psychologist works closely with the special education department, but is also available for other students with severe emotional distress. Itinerant speech pathologists assist students with hearing and speech difficulties.

NOTES

A Title 7 grant offered an after-school tutorial program staffed by bilingual teachers and aides for LEP students for three years. A new "Crossroads" tutorial program through Title I began this year. Teachers in the Social Science department have initiated a voluntary tutorial program which targets college-capable students from under-represented minorities in an effort to keep them in the a-f required courses. A grant made possible the Impact program (DATE) for students with drug, tobacco and life skills problems, and this year a new grant addresses safe and drug-free schools and teenage violence. The district offers many services to students with special needs that cannot be met on our campus, such as a continuation high school, an independent studies high school, a pregnant minor program, and home teaching.

Mindful of the needs of these special students as well as those of the entire student body, teachers at Mark Keppel have undertaken several staff development projects to help all students be successful in the core curriculum. So far, 43 staff members teachers received Language Development Specialist training, 24 passed the test, and 7 have received the certificate. Almost 50 teachers participated in restructuring committees which explored several ways to improve our program. Last year we had a half-hour Advisory period as part of our modified schedule. We received an SB 1882 staff development grant which enabled all teachers on the faculty to receive training in cooperative learning, technology,

learning styles, and authentic assessment. Two days were devoted to our own teachers sharing successful strategies with all of the district's teachers. Several teachers are experimenting with integrating curriculum. The school and district also encourage teachers to attend conferences and workshops outside the district. The school district has established a Multicultural Committee which this year begins training teachers in revising their curricula to include multicultural perspectives. Four of Mark Keppel's faculty are on the training team. All teachers have attended Instructional Strategies training by the district. Mark Keppel realizes that special programs are not the only solution to helping underachieving students, and through these means is making a school-wide effort to create successful access to the core curriculum. The staff needs to continue discussing ideas/solutions to implement in order to increase the underrepresented college minorities in college sequences/paths.

NOTES

The school staff enthusiastically supports student achievement. An academic pep rally became a new tradition in 1996, where students received recognition for improved grades and high achievement. A senior awards banquet is held every year. The Guidance Center posts the names of students with perfect attendance and outstanding grade point averages (3.0 and above) in the hall show cases. Congratulatory letters are sent to the homes of students with a 3.5 grade average or above. Teachers attend the graduation ceremony dressed in academic robes. Sponsors of the Debate Club, Pageantry, VICA (Vocational and Industrial Clubs of America and Future Business Leaders of America) take their students to regional and state competitions, where our students frequently win honors. Outstanding juniors are recognized by departments with Medallion Awards sponsored by local organizations.

2. The major strengths of the school are:

a. Mark Keppel's entire faculty strives to ensure that all students have successful access to the core curriculum through a wide variety of methods.

b. More special education students mainstream successfully because of collaborative teaching.

c. Title I programs in English and math create bridges, not

barriers, to the core curriculum.

d. Gifted students have access to a large number of enriched or accelerated courses.

e. Staff development programs have enhanced teaching skills, encouraging the use of strategies that promote success for all students.

f. A wide variety of support services are available to special needs students.

NOTES

3. The major areas of improvement are:

a. There is a need for more bilingual classes in the core curriculum.

b. Keppel needs to continue to explore teaching strategies and curricula that allow more students from groups that are underrepresented in college to enroll in and find success in a-f requirement courses.

D. Comparing the entire school to the Integrated Skills criterion.

Students at MKHS are developing and using integrated skills as evidenced by their responses to these items in the student survey. As a result of the last accreditation, integrated skills became a focus of endeavor. Each department was required to include integrated skills activities in their courses. The Integrated Skills Matrix identifies what activities each department is doing to address each skill. Student surveys indicate that we have been successful in developing skills in reading, writing, and listening/ speaking (65 percent agree). Problem solving, creative thinking, and arithmetic/calculating skills rank second in student agreement of receiving this instruction (52 percent agree). The lowest of the skills to be studied, according to the student survey, is the "study and how to learn skills." This need has become apparent in discussions among staff. Technology skill and information access is part of our integrated skills matrix. The school's technology plan demonstrates the importance of this skill and has identified a 9-12 technology continuum.

Focus on reading and writing skills helps students to move into more demanding curriculum. This is especially noted in the

freshman Title I English classes where evaluation results show marked improvement in reading scores (CTBS). The focus on writing skills in the sophomore Title I English classes showed dramatic improvement in writing. These classes are targeted by Title I for extra support to help the "neediest" students move into more challenging classes. The number of limited-English-proficient students (LEP) who are redesignated from (LEP to FEP status) and the number of mainstreamed LEP students are evidence of the reading, writing, listening, and speaking focus in ESL classrooms. Mandarin and Spanish language arts programs also help students transfer skills to English. SDAIE teachers work on these integrated skills to help students in the content areas prepare for transfer to the mainstream. The majority of teachers on campus stress instruction in each of these integrated skills. However, staff has been discussing the need to re-evaluate the extent to which "study/learning skills" are taught or reinforced. Curriculum Council has discussed the possibility of developing a sequential/developmental matrix of integrated skills across the curriculum, with special emphasis in the freshman and sophomore years.

NOTES

At MKHS thinking is central to instruction. The mission statement indicates that students will be provided with a "thinking, meaning-centered curriculum." However, the student survey indicated that 61 percent felt that their assignments were neither interesting nor challenging. In addition, 38 percent of the parents felt that assignments were not (or they did not know if) the assignments provided challenge to their children. An examination of Section E of each department's WASC report shows that opportunities for observation, reflection, sharing personal experiences, use of primary sources, and experimentation are provided for students. In various departments, students are grouped heterogeneously. Through group activities and cooperative learning, students have opportunities to work with varied learning levels to see good thinking skills modeled. Also, methods of assessment are changing. Opportunities for students to experience these new methods are gradually being implemented. Since different kinds of thinking are needed for different kinds of subjects, the willingness of teachers on this campus to work collaboratively, team teach in blocks, work together in specialized programs, and integrate academic and vocational education should result in

more and more of the students experiencing and practicing all of the integrated skills. Consequently, it is hoped that assignments will become more interesting and challenging to the students.

NOTES

Skill development is routinely assessed by the majority of teachers, and feedback is provided to students. Staff development on critical thinking has encouraged some teachers to extend the proficiency levels of students' thinking abilities. The Writing Across the Curriculum focus and computer lab access stress the importance of writing as a communication and reflective thinking tool. Real world applications and relevance to the student's experience in the use of the skills is being emphasized more and more as faculty take advantage of staff development opportunities and as departments move in-depth into implementing the frameworks. Some teachers have students write and reflect on the learning skill process. Many teachers give of their own time in providing tutoring before school, during lunch, and after school to help students build their subject matter knowledge and their use of the integrated skills to demonstrate that knowledge.

There is a systematic instruction in library use as teachers take classes to the library for instructional units presented by the librarian and staff on the use of resources in the library. The library offers ample collections of books that support the extension of learning, formal or leisure. The librarian works collaboratively with departments in making decisions regarding addition to library resources. Bilingual materials are purchased yearly to increase the selection available to our limited-English-proficient students. The librarian is very effective in finding funding sources to keep materials and equipment in the library current. Funding cutbacks have limited the access of the library for students. The library is open before school, during lunch, and on a limited basis after school. The library is viewed by students as a place to study and learn independently as evidenced by the number of students who frequent the library. Many teachers, as well as the librarian, instruct students on the use of media/computers, and it is not unusual to see students working media/computer equipment for teachers.

Staff development activities and attendance at conferences are encouraged. Many teachers have taken advantage of these

opportunities and are at different levels of implementing new strategies and ideas related to integrated skills.

NOTES

2. The major strengths of the school are:

a. Site and district inservice opportunities provide for on-going staff development in integrated skills and technology

b. The willingness of teachers to volunteer time to assist students is evident schoolwide.

c. Transitional/alternative classes to facilitate student mobility are available in a majority of departments.

3. The major areas of improvement are:

a. Technology skill development for all students needs to be an instructional priority.

b. Students need to be given more opportunities to choose elective classes.

c. Teachers should provide more opportunities for students to obtain study and "how to learn" skills.

E. Addressing the Co-Curricular Program criterion:

Mark Keppel High School has appropriate co-curricular offerings that supplement the formal instruction of the school. As evidenced by the Parent/Community questionnaire, 80 percent agree that these offerings are responsive to the students' needs and interests and draw on special skills among students, faculty, and community resources. Based on the Faculty and Staff survey, 75 percent of the faculty and staff agree that Associated Student Body (ASB) is an important part of the school.

Student Government Program--The student government involves a Leadership class (ASB Cabinet), four class councils, and a house of representatives. The ASB Cabinet is the organization that is responsible for operating the student activities program, budgeting and disbursing ASB funds, and promoting school spirit and unity. It is made up of 11 elected students and 14 or more appointed students. The class councils are made up of six elected officers, and the House of Representatives is elected by each homeroom class. All students are encouraged to apply and run for

these offices, provided they meet the basic minimum requirements as established by the ASB Constitution.

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As evidenced by the variety of activities provided by these governing bodies (multicultural festivals and assemblies, Freshman Orientation, class spirit competitions, Red Ribbon Week activities, birthday cards for all staff and students, canned food drives, Staff Appreciation Day, etc.), student government continues to provide quality programs for all. Responses to the student questionnaire show that 50 percent of students agree that student government at Mark Keppel High School is an important part of this school.

Club and Organizations Programs--With a total of 40 clubs on campus, students have the opportunities to become involved in extra-curricular activities. All MKHS clubs and organizations practice values associated with good citizenship. The clubs sponsor activities which include blood drives, Christmas in April, tutoring, PTSA fundraising activities, and services for the communities' senior citizens. All clubs are involved with Club of the Month/Year Competitions which encourage student participation. A need has been expressed for small and large clubs to participate equitably. Clubs are active in assemblies and festivals that help to promote cultural awareness. Approximately 35 percent of the faculty/staff actively serve as volunteer advisors to the clubs on campus. Responses to the student questionnaire indicate that 50 percent of students participate in special interest groups, clubs/organizations, and after-school sports activities.

Intramural and Interscholastic Program--Mark Keppel High School athletic teams compete in the Almont League which was formed during the 1992-93 school year. All Almont League schools belong to the California Interscholastic Federation (CIF). Athletic eligibility conforms to rules established by the CIF and policies of the Alhambra City Schools Board of Education. These rules included a "Pass-to-Play" policy for athletes. All students who meet the qualification requirements are encouraged to participate in as many sports as possible. Golf was implemented as an intramural program as of 1994-95. Attempts have been made to organize an intramural program on campus. Previous attempts have included basketball, table tennis, and volleyball.

Newspaper and Yearbook Activities--The Mark Keppel High School ASB and English Department sponsor three student publications: *The Aztec* is a student newspaper published by the journalism class. Student editors determine the content of the paper and assign stories. All work is done by the students under the supervision of the Journalism teacher. *The Teocalli* is the school's yearbook. The staff is made up of students taking the yearbook class. *Idea Magazine* is a publication of students' creative work. All Mark Keppel students can submit stories, poetry, essays, artwork, and photographs to the *Idea* staff who are all volunteer students.

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La Voz Latina , sponsored by the Foreign Language Department, publishes Latino students' art work and creative writing in Spanish. Publication is contingent on departmental funding.

The goal of the co-curricular publications staffs is to coordinate the activities of these publications into one central location where all would be able to work together as cooperative groups using the equipment, tools, and technology as needed.

2. The major strengths of the school are:

a. The level of innovation, commitment, energy, and enthusiasm of student leaders is high.

b. The communication among/between students and staff via all-clubs meetings, House of Representative reports, the daily bulletin, and the school newspaper fosters student input and involvement.

c. The willingness of the MKHS staff to be advisors to the clubs on campus is a strength.

d. Varsity sports programs are open to student athletes in all grade levels with the exception of football (age requirement of 15 years).

e. The student publications are informational to the school and community.

3. The areas of improvement are:

a. Increase attendance and participation at ASB sponsored activities by the school community.

b. Promote more programs designed to increase school unity and spirit among all ethnic groups is needed.

c. Develop in the community an awareness of the sports activities at MKHS.

d. Update the computer equipment.

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F. Prioritizing:

1. Among the strengths listed in B-E above, the greatest strengths are

a. Counselors, other support staff, and teachers direct efforts toward making the student's high school experience challenging and successful.

b. There is a sequential guidance system for monitoring student progress toward graduation and post-secondary goals.

c. Title I programs in English and math create bridges, not barriers to the core curriculum.

d. A wide variety of support services are available to special needs students.

e. The career education staff has implemented a 7-12 grade matrix of career awareness that provides students with information for making school/career path decisions.

f. Staff development programs have enhanced teaching skills, encouraging the use of strategies that promote success for all students.

2. Among the areas for improvement listed in B-E above, the greatest priority areas for improvement are:

a. District, site, and curricular departments need to develop alternative courses to meet graduation requirements.

b. Technology skill development for all students needs to be an instructional priority.

c. Increase counselor's visibility with the 9th graders to assist them in their transition to high school while utilizing a newly designed 4-year plan form that better addresses the needs of students.

d. The administration and staff need to explore strategies that allow students from groups that are underrepresented in college to enroll in and find success in a-f requirements.

INTEGRATED SKILLS MATRIX

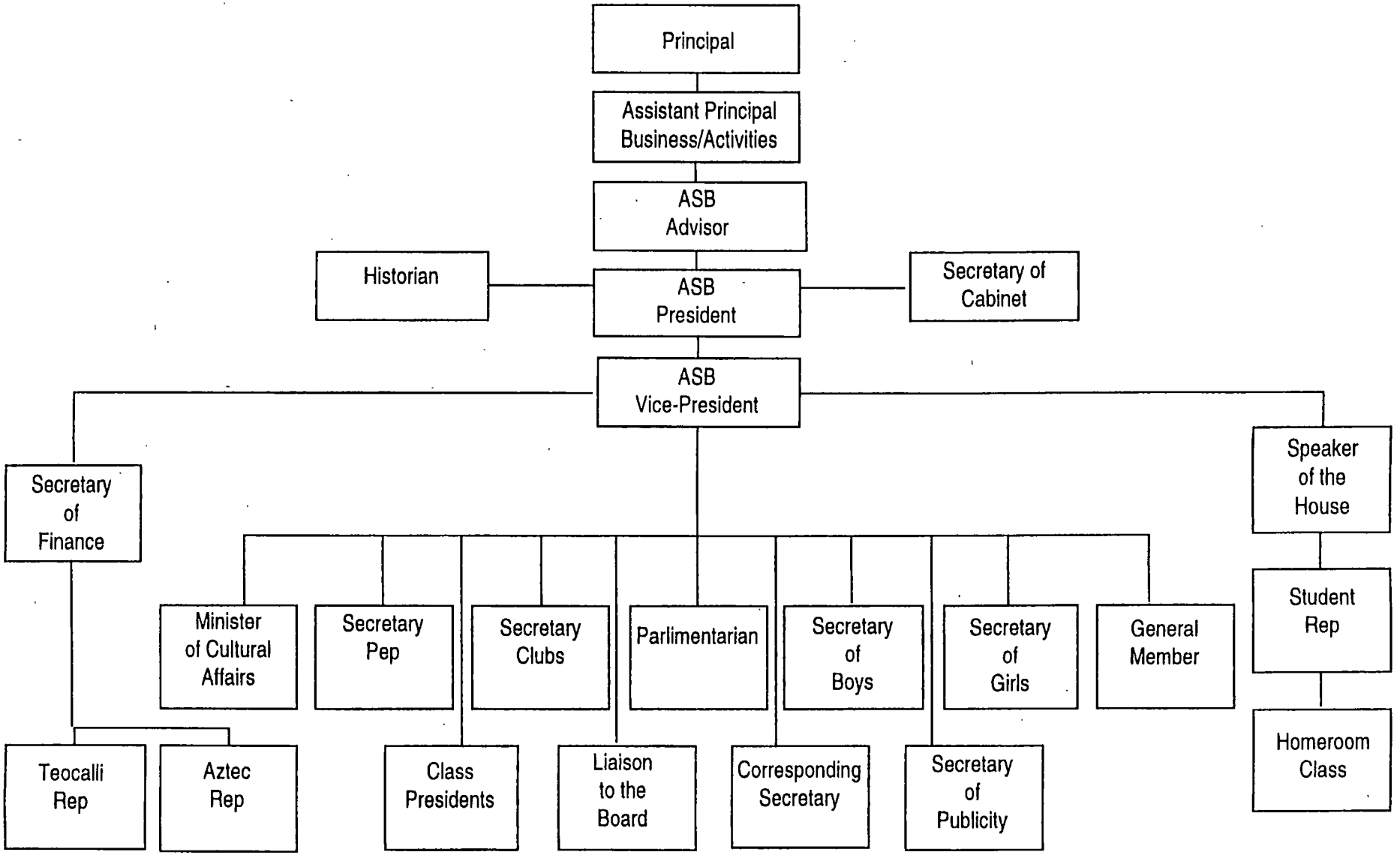
Listening	Peer share Controlled notetaking Listening for meaning	Interpret and respond to verbal messages and other cues Summarize and paraphrase		
Reading	Identify and comprehend main and subordinate ideas in a written work. Utilize table of contents, preface, introductions, titles and sub-titles, index, glossary, appendix, and bibliography	Define unfamiliar words by decoding, using contextual clues, or by using a dictionary. Locate, understand, and interpret written information in prose, poetry, and workplace documents.	Recognize different purposes and methods of writing Identify author's point of view and tone Skimming/scanning techniques	Separating one's personal opinions and assumptions from a writers.
Writing	Generate Ideas Compose topic sentences Develop paragraphs with examples and Reasons Use correct sentence Structure/Parts of Speech Autobiographical Incident Essay Observational Writing	Logical Sequence of Paragraphs Transition sentences Use literal/figurative/appropriate language Interpretive Essay Evaluation Essay	Audience,Tone, and Style Documentation and Appropriate Use of Evidence Instances to Support Generalizations Report of Information Technical writing	Comprehensive Review Proofreading/revision for both form and substance Reflective Essay Controversial Issue Essay Preparing written instructions/workplace manuals
Calculating	Cost comparison Estimation Measurement Algebra I	Spatial Math Concepts Geometry	Algebra II Trigonometry/Pre-Calculus	Taxes, Personal finances Pre-Calculus Calculus

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INTEGRATED SKILLS MATRIX

Speaking	Responding to questions 3-minute speeches	Classroom Presentations Cooperative Learning group interaction		Large Group Presentations Oral Exams
Thinking Critically	Defining the Problem Evaluating Information Comparing Questions at Issue Expanding Key Concepts	Exploring Points of View Analyzing Consequences Formulating Hypotheses Evaluating Conclusions	Developing Inferences Identifying the Problem Synthesizing	Analyzing Propaganda Case Studies Constructing Metaphors
Technology/ Information Access	Basic Keyboarding/Word Processing Proper Treatment of Equipment Ethics	Database Applications/ Projects Timeline Software	Spreadsheet Applications, Graphs and Charts Graphics/manipulations of images Select appropriate technology Apply technology to task Internet Access	Presentation Skills/Presentation Technology Laserdiscs, Videotapes, Videocameras, Photo CD, CD-ROM, Modems, Fax machines Internet Information Searches
Learning	Study skills Learning Styles and recognizing personal learning style	Notetaking Outlining		

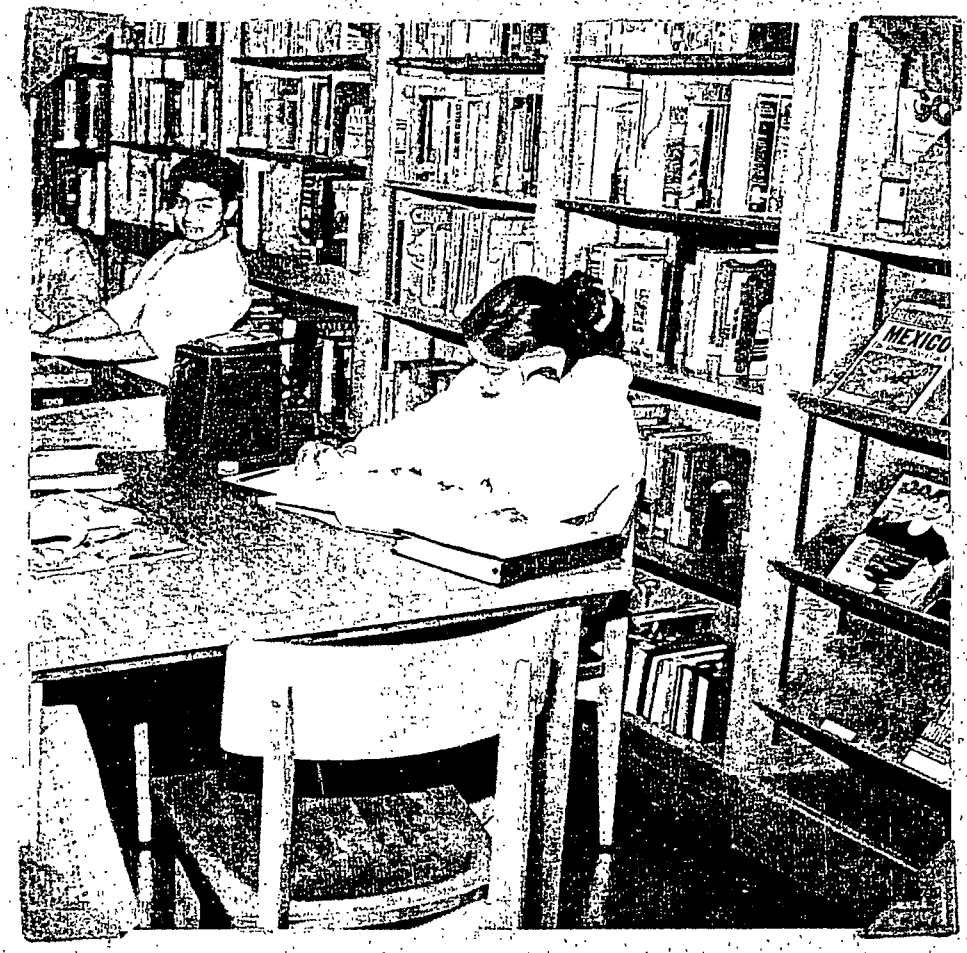
MARK KEPPEL HIGH SCHOOL
Student Governance Flowchart



RESOURCE COMMITTEE REPORT

RESOURCE COMMITTEE REPORT

RESOURCE COMMITTEE REPORT



WASC 30367

RESOURCE COMMITTEE

Michael Green
Chairperson

Anthony Ortega
Assistant Principal Business and Activities
Co-Chairperson

Rudy Chavez
Principal

Chuck Barbara
Operations Supervisor

Brad Walsh
Industrial Technology

Scott Mangrum
Social Science

Patsy Springer
Librarian

Chuck Simmons
School Plant Foreman

Kathie Garyson
High School Office Manager II

Patrick Lee
Adrianna Rodriguez
Students

ALHAMBRA SCHOOL DISTRICT

NOTES

MARK KEPPEL HIGH SCHOOL
Resource Committee Report

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. That the coaches and administration consider developing the logistics and funding of a comprehensive disaster plan.

and

2. That the district and school administration develop the logistics and funding of a comprehensive disaster plan.

The district and site have developed a comprehensive disaster plan. Twice each school year and early in each summer session, an evacuation drill is held. A simulation is run once a year. Physical Education facilities become emergency areas for grouping students and for setting up a first aid area for injuries. Water and first aid supplies are stored on campus. Procedures are in place for parents to pick up their children.

In addition, the district and site have developed crisis plans to meet most known emergency situations. Staff involvement procedures for stage one, two, and three alerts are known, and a communication system has been set up.

We have a nurse on campus. All coaches are required to maintain first aid/CPR certification. CPR/first aid classes are offered by the district for any staff person wishing to be certified in or knowledgeable of these procedures.

3. That the district develop and implement a detailed plan to address the repair, maintenance, replacement, and upgrading of equipment needs of Mark Keppel High School.

Maintenance and Operations has a 5-year plan which addresses repair, maintenance, and upgrading of facilities. These are shared with the schools. There also exists a Landscaping and Lighting assessment which has contributed to some repair and maintenance items.

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Maintenance, repair, replacement, and upgrading of equipment is done as budget allows. There is an annual prioritization of maintenance needs and outstanding work orders.

4. That the district develop and adopt a job description for department chair.

The district has developed and adopted a job description for department chair. This is distributed to individuals who apply for the department head's position. These are also issued to department chairs in notebook form.

5. That the district review the need for the use of substitutes for custodial employees to ensure that health and safety standards are maintained.

The review of the need for the use of substitutes for custodial employees has been conducted and is on-going but is restricted by financial constraints. The district employs several permanent substitute custodians and many more on-call substitutes. Use of permanent substitutes is prioritized by the district with elementary school needs met first. This decision is based on the fact that elementary schools are allotted one custodian.

6. That the administration seek ways to assign permanent work areas to itinerant support personnel.

The speech therapist works out of the Communications Department office. The GATE Counselor works out of an office in B-10 and the Vital Volunteer Coordinator has an office in the Industrial Technology area. The adaptive P.E. teacher works in the Physical Education area and uses their facilities.

7. That the administration improve the health office to provide greater privacy in that area.

To provide greater privacy and efficiency, the receptionist/ secretary's office entrance is now in an inner hallway. The nurse's office now has a private entrance.

NOTES

8. That efforts be made to disseminate information in all appropriate languages regarding the variety of extra curricular activities available to all students.

Most official information sent home is available in Spanish, Chinese, and Vietnamese to any parent or student requesting it. Outside commercial vendors (rings, cap and gowns, photography) are required to mail all information in all four languages. We provide the translation for them.

B. Addressing the Staff criterion:

1. A summary of how the school compares to the themes/ ideas of this criterion.

Mark Keppel has a very well qualified and experienced staff. Seventy percent of all classroom teachers have master's degrees or higher. The average teaching experience of the staff exceeds 15 years. Ninety percent have been with the district more than 10 years, gaining invaluable experience with our multiculturally rich student population. Ninety-five percent have clear or life credentials. All teachers have received training in instructional strategies and almost 50 percent have voluntarily undertaken language development training after school or during the summer. Professional development, through conferences and seminars, is encouraged and supported. The school's principals are highly experienced and involved in many professional organizations, including leadership roles at both the local and state levels.

The classified staff is equally experienced. All of the clerical staff have in excess of ten years experience in their field. The average length of service to the district is 15 to 20 years, with most of the staff spending the majority of their district service at Mark Keppel. Various classified staff have developed or piloted clerical systems/procedures that have benefited the site and/or the district. Our data entry operator established the district's student data procedures for all district high schools along with the system

of student tags. Another clerical staff member was involved in developing systems and procedures at a district learning lab that later grew into an independent high school and the Valley Adult Center. The Records Clerk has systematically organized and color-coded student records dating from 1940 to the present. The Business and Activities office secretary piloted a program for on-line warehouse supply orders which is now in use at all three high schools. The campus supervisors maintain a safe and orderly campus. Greatly improved and safer traffic flow has resulted from their plan for blocking off Aztec Court during critical traffic hours. The administration's dedication to a safe campus is reflected in the fact that campus supervisors are the only classified group which have not experienced staff cutbacks. Due to a restricted district budget with resulting reduction in classified staffing positions or hours, clerical and custodial staff are challenged to meet the requirements of the school and district.

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Openings for certificated staff are promoted through flyers sent to local schools and colleges and advertisements. To ensure quality new hires, a district screening process is in place in addition to on-site interview committees. Qualified bilingual candidates are actively recruited. Due to declining enrollments and larger class sizes, most new teachers are not offered probationary status. As a result, some enthusiastic young teachers have been lost to other districts. District-wide classified cutbacks within the past few years have caused new openings to be filled from a list of experienced classified staff before the positions are offered to others in the district to the public.

One member of the maintenance staff holds a general contractor's license. The maintenance staff has thorough knowledge of the infrastructure of the school and is capable of making necessary repairs given the availability of replacement parts and materials. Satisfaction with the custodial services provided by our regular custodial staff varies. Concerns about specific areas of campus should be more actively addressed by the evaluation process.

Certificated staff is evaluated every other year as required by law. Permanent classified staff members are required by contract to be evaluated not less than once every two years, newer employees at their third and sixth months. A comprehensive form is

provided. Each year the principal receives a list of the staff members to be evaluated. The names are assigned to administrators or supervisory employees for evaluation. Some evaluations of classified staff are conducted regularly while others are not.

NOTES

Mark Keppel is a very active campus with many student organizations and athletic teams. Both classified and certificated staff devote many hours working with these groups in order to offer students co-curricular and extra-curricular experiences. Staff members dedicated to performing their jobs to the best of their abilities sometimes feel unrecognized and unappreciated by co-workers; but in reality, the staff is more of a team than some realize. Many graduates return to work at Mark Keppel. Alumni occupy positions as administrators, teachers, clerical staff, and night security guards. Loyalty to school and students results in an extremely low voluntary transfer rate.

Many efforts are undertaken to promote team spirit among classified and certificated staff. Staff members and students are invited to serve on school and district committees. The Associated Student Body holds an annual "Staff Appreciation Day" which consists of a luncheon provided by the ASB to honor the contributions of the entire school staff. By student design, staff members names and pictures are placed alphabetically in the school yearbook. All staff members are provided Aztec key chains, pins, and other school logo items to promote team spirit. Staff members are encouraged to wear school colors on Fridays as a show of solidarity. Mark Keppel polo shirts, sweat shirts, sweaters, and other items are for sale in the student store.

Two staff lounges are available for the use of all staff members. Los Angeles County ROP classes are offered free of charge to all staff members. Other adults pay $40 per class to enroll in these classes. In October of each new school year, an after school party is held to introduce and welcome new staff members. An end of the year barbecue, at which Aztec awards are presented to both classified and certificated staff, is sponsored by the administration. An end of the year luncheon, sponsored by departments on a rotating basis, is held at a local restaurant. All staff members are invited, and school offices are closed so all staff members can attend. A Christmas breakfast is held for all staff members. Both

classified and certificated staff participate in varsity vs. staff basketball games, softball games, tennis matches, and other social activities.

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The administration has supported, in presentations before the Board of Education, the opinions of the staff and students. The decision to close the campus was unsuccessfully appealed to the Board; however, the decision to ban the wearing of hats was successfully modified to allow for an official Mark Keppel hat. Increased food selections and outside food vendors on campus have been the result of student requests and administrative action.

2. The major strengths of the school are:

a. The certificated and classified have extensive experience, capabilities, and dedication to students' curricular and co-curricular needs.

b. The administration supports staff professional development activities.

3. The major areas for improvement are:

a. In order to improve custodial services, the district and site administration need to initiate efforts to reduce absenteeism, clarify and detail individual work assignments, and provide closer supervision.

b. To reward excellent effort, offer constructive criticism where needed, improve productivity, and insure feelings of team spirit, the administration needs to assure that all classified staff receive regular evaluations as required by contract.

c. The site administration needs to urge the district to reconsider its policy of not offering probationary status to qualified new certificated staff.

C. Addressing the Library criterion:

1. A summary of how the school compares to the themes/key ideas of this criterion:

The library offers a sequential program of library skills instruction beginning with library visits by every 9th grade English and

speech class. During September and October each year, freshman English classes tour the library and are presented with a narrated slide presentation introducing the library and its services. Speech students receive in-depth instruction in the use of the *Reader's Guide to Periodical Literature* and electronic indices and ample opportunity to practice this valuable research skill throughout the semester. In addition to print indexing for the majority of periodicals needed for high school research, the library has kept pace with the rapidly expanding field of electronic resources. Several CD-ROM workstations are available giving students microfiche and print citations. *Reader's Guide Abstracts* on CD-ROM is available with numerous full-text articles. The library also subscribes to *Proquest*, which provides a monthly CD-ROM index to periodicals. A majority of the articles are available in full text on microfiche. *Proquest* is a relatively new and expensive service which is highly regarded in the field. Ninth graders are introduced to all electronic library resources, including CD-ROM encyclopedias, as they research speech topics. Introducing these important skills at this early stage is the result of the commitment and cooperation of the librarian and the speech teachers.

Tenth, eleventh, and twelfth grade students in Computer Literacy/Applications classes are taught on-line searching and information retrieval. The librarian purchased and provided a computer lab with a site license for the telecommunications program, *SearchWare*. Students are taught to create search strategies for searching DIALOG databases and to transmit the search via modem. Students are assigned a comprehensive research project on computer history requiring them to make full use of the library's resources, both electronic and print. Students are also encouraged to use on-line searching both at the library's station and in the computer lab to complete research projects in other classes spanning the curriculum. This joint venture program between the library and the computer applications classes won a national second place award for "Excellence in On-line Education", sponsored by DIALOG Information Services, now a part of Knight-Ridder Corporation. The librarian and the computer literacy teacher were invited to make a presentation at the 1994 Multimedia/On-line Conference in San Francisco. The poster session entitled, "Hands Across the Curriculum", was well

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received. The visuals used in the presentation are on display in the library.

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A proposal has been submitted to the curriculum committee to infuse the teaching of the use of library catalogs and reference sources into the classes of two departments of the school. The plan is to follow the successful methods used in regard to the periodical indices The primary objective is to teach information skills throughout the curriculum. The proposal received a very favorable response and the planning is ongoing. Currently, prior to a class visiting the library, the librarian requests copies of the assignment and prepares a presentation demonstrating the use of the library catalog and reference sources relating to the assignment.

In addition to the formal instruction in the use of various types of library materials and equipment, one-on-one instruction is always available upon request or when the library staff observes a student requiring assistance. The librarian is in the library and circulating throughout the rooms during planned class visits and is always available during other periods as needed. The library staff is also alert to the information needs of students before school and during lunch.

The librarian conducts informal inservice training for staff on an on-going basis. Copies of articles, books, audio-visual materials, and notes to teachers are placed in mailboxes or personally delivered. Schoolwide inservice days have been held in the library, featuring library resources. The librarian is an active member of the curriculum and technology committees and assists in researching and obtaining preview materials for use by each committee. The librarian works with individual teachers to coordinate media resources with individually assigned projects. Two annotated, audio-visual materials catalogs have been compiled to assist teachers. The first catalog was compiled in 1989 using an Apple IIe computer. In 1995, a second annotated catalog of all video and laserdisc materials was compiled. The catalogs are available in each department and in the library. All library materials, both print and non-print, are fully cataloged. Each department and the library also have copies of the district audio-visual catalog. The library staff will call local libraries and video

stores to assist teachers in locating materials. The librarian will assist teachers in selecting various media from the library catalogs appropriate for their particular learning objectives. Research assistance is also available to teachers in several ways. Teachers can obtain personal assistance in the library; they can request CD-ROM equipped computers on carts, when available, for classroom us; and they can take advantage of the on-line search capabilities of a library telecommunications workstation. All faculty research requests are given top priority and an answer is obtained as quickly as the request allows. These information and/or materials requests include the use of on- and off-campus sources.

NOTES

In addition to the formal library skills training provided all 9th graders and computer applications classes, every effort is made to make individual students and classes of students aware of library resources. When individual classes schedule time in the library, the librarian prepares a selection of suitable sources and frequently a resource sheet to go with her presentation. When students request information on a particular subject they are directed to appropriate sources. Students demonstrating little or no knowledge of research procedures are personally assisted by the librarian, library technician, or trained library/media students. The library is especially interested in assisting students growth in areas of their personal interests and abilities. The library staff is pleased to recommend books and magazines for students personal/recreational reading. The library subscribes to and is given many special interest magazines popular with high school students. Automobiles, photography, fashion, computers, sports, and magazines covering many other areas are available to students for recreational reading.

Resource handouts prepared for class presentations list the phone numbers of local librarians to assist students and staff locate relevant information sources outside of school. The librarian visits local libraries regularly to familiarize herself with reference materials and periodicals available. For the broadest possible access to outside sources, the librarian promotes schoolwide access to on-line resources. Through DIALOG alone, students and staff can retrieve full-text articles from newspapers all across the country along with magazine articles and citations to many

other sources. Students have had limited access to this service for many years, and fuller access within past three years. Access to the broader, and less well-organized, Internet became available for students September 1995. A trained, mentor student is available to assist students with Internet research.

NOTES

To help parents realize the importance of assisting their children understand the benefits of reading, listening, and viewing for pleasure as well as for information gathering, the librarian encourages the PTSA to hold a meeting in the library each year. Non-curriculum specific materials were displayed and pointed out at the PTSA's November 1995 meeting in the library. Parent and community volunteers are welcomed in the school library, and the library is open and materials are on display during the Festival of Learning in the spring.

The library provides assistance and recommends books, periodicals, and audio-visual materials such as laserdiscs and CDs and videos for individual and classroom use. The resources of the library limit production of materials to those which can be created on the library's computers and the creation of transparencies. The school district maintains an audio/visual/media center at Baldwin School which is available to Mark Keppel staff. Production of a variety of instructional materials is possible at this site.

A cadre of student and staff, given the name AZTECHS, has been established to assist anyone requiring technical assistance with hardware or software related problems. The librarian supervises the AZTECHS, who will answer questions and assist with the production of any materials involving word processing, desktop publishing, spreadsheets, graphics or other software available throughout the school. Assistance is available for both IBM compatible and Macintosh platforms. Those who need assistance contact the librarian who directs their requests to an AZTECH member. The librarian also maintains and modifies the schedule of classes using the Writing Across the Curriculum computer lab.

The library media specialist places a high priority on having current reference materials, periodicals, and on-line resources available for students and staff. Many years ago the librarian undertook to convert an old, dedicated, single-use reference

computer into a CD-ROM workstation. With a borrowed 20 mg. hard disk drive and some technical assistance, this machine was converted to run both the *Infotrac* CD-ROM's and a CD-ROM encyclopedia. Additional memory for this machine was purchased with money generated by the library's photocopy service. This machine is still in use and has been supplemented by several other CD-ROM reference workstations including the very current Proquest service, all with monthly updates. DIALOG databases, available on-line in the library and in a computer lab, are updated daily. A majority of students and staff surveyed have indicated a need for longer library hours of operation and increased staffing to meet their needs.

NOTES

2. The major strengths of the school are:

a. The librarian and other staff provide students with an award-winning program for instruction in the use of on-line information search and retrieval, expanding student access to sources beyond the physical walls of the school library.

b. The dedication and creativity of the library staff provide students with the latest on-site information technologies, including CD-ROM and laserdisc hardware and software.

c. The library staff's efforts through class presentations, handouts, and available technology teach students to become independent users of information.

d. The library staff's participation in the development and training of a cadre of volunteers known as AZTECHS supports staff use of technology in their curriculum.

e. The library staff exhibits complete and total support for classroom teachers' emphasis throughout the curriculum on life-long learning through the use of libraries.

3. The major areas for improvement are:

a. The district and site administration need to provide the means by which library hours of operation are extended to include at least one hour before and one hour after the school day to better serve the educational needs of students and staff.

b. The district and site administration need to locate additional library space to satisfy the needs of students and staff

in the information age.

c. The district and site administration need to provide an automated system for materials checkout and inventory procedures in order to free the library staff to work with the students.

d. The district and site administration need to network the library's CD-ROM workstations, telecommunications workstations, and stand-alone computers with the various computer labs throughout the school in order to provide reciprocal access to available information.

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D. Addressing the School Plant criterion:

1. A summary of how the school compares to the themes/ ideas of this criterion.

The school's main buildings are 55 years old with walls, ceilings, and floors constructed from reinforced concrete. The main buildings are structurally safe, and the site is recognized as a community disaster relief location. Students and staff consider the campus a safe and pleasant place to be. In 1995 the school board decided to close the campus, requiring all students to remain on campus at lunch. Campus supervisors, administrators, and teacher volunteers patrol the halls and the grounds to maintain order. The campus supervisors developed and implemented a before and after school traffic flow plan designed to improve the safety of students and staff.

Retrofitting an older, concrete building for adequate air conditioning has proven problematic over the years. Noise from the roof-mounted units, uneven performance throughout the school, and soot from the classroom vents are continuing concerns. A recent service contract with Honeywell Corporation to maintain the air conditioning units along with a maintenance program to service the filters should improve the situation. New roof mounted units have been installed on the music buildings.

The roof of the main building is in very good condition. A persistent leak exists above the library which the committee believes has been located and is reparable by on-site staff. Leaks have also been reported in several bungalows. The boilers are carefully maintained and serviced every year.

Mark Keppel has centrally located guidance, administrative, and health offices. Each counselor, administrator, the nurse and the psychologist has a private office for consultation with parents, students and staff. A separate, large auditorium is used for school assemblies and performing arts presentations. There are seven formal computer labs throughout the school and many other classrooms with clusters of computer workstations. The library/ media center is centrally located, and its many assets have been addressed in section C. An attractive student cafeteria with adjoining faculty cafeteria exists. The district's food services division, working with the administration, has contracted with private companies to provide a variety of choices for students and staff. This process is ongoing, with additional vendors under consideration.

NOTES

The campus is a major asset to the community and is used extensively on weekends by youth football, basketball, and soccer. Mark Keppel is the only high school in the district with an on-campus, lighted athletic stadium, including football field, track, and spectator bleachers. A baseball field, softball field, tennis courts, outdoor basketball courts, two gymnasiums, locker rooms, weight rooms, and a mirrored, performing arts studio, make up a recreation complex occupying more than half the site. A new hardwood gym floor has been installed. A local property tax assessment for lighting and landscaping at community schools is paying for new parking lot lights. This will greatly improve the security of students, staff, and the community, while attending evening events. The auto shop area is a dark and isolated area where evening classes are held. It should be considered for security lighting in the future.

Within the past few years, the staff was involved in developing plans for remodeling the main buildings and constructing a new multi-story building on site. These plans addressed most of the limitations of the facilities currently being expressed by students, parents, and staff, including: inadequate student restroom facilities and drinking fountains, the inability of the aging physical plant to support advancing technology, lack of a lift mechanism to improve access to the second floor for deliveries and the physically challenged. Funding for this project has not yet been obtained.

WASC 30381

The many assets of the campus are greatly handicapped by extensive deferred maintenance including: missing soap dispensers in student restrooms, auditorium seating, auditorium ventilation, stage curtains/rigging, wiring throughout the school, non-working drinking fountains, buckled asphalt, unsafe carpets in bungalows, and lack of protective covers on fluorescent lights throughout the school. When repair requests are made, on-site maintenance staff respond in a reasonable period of time to evaluate the problem. When they can make repairs, the job is completed quickly. When additional parts are needed, or for some other reason the job must be referred to the district, a cost survey is performed and presented to the site administration. If there are no site funds available the work order is placed in a file of cost surveys to await funding.

NOTES

All janitorial and grounds services are conducted by on-site staff. Satisfaction with these services varies throughout the school. Due to industrial accidents and illness, absenteeism appears to be high. Substitutes are not always available for these positions. Ten custodial staff members are assigned to the school, but it is not unusual to have only half that number report for work. When this occurs, staff is reassigned as needed to perform minimal duties.

2. The major strengths of the school are:

a. The physical plant is structurally safe for staff and students due to its solid construction.

b. The administration and staff provide a secure facility as a result of an organized and efficient plan for campus supervision.

c. The number of computers and the level of technology available to students and staff are adequate given the limitations of the existing physical plant.

3. The major areas for improvement are:

a. The district needs to complete deferred and routine maintenance throughout the campus in order to provide a safe, clean, and healthy learning environment for students.

b. The district and site administration need to consider methods for increasing student access to drinking fountains and

restroom facilities including possible portable restrooms to accommodate the number of students and to limit disruptions to the instructional process.

NOTES

E. Addressing the Finance Criterion:

1. A summary of how the school compares to the themes/key ideas of this criterion.

Department budgets are submitted to department chairs at Instructional Council meetings, and departments are advised of their remaining balances on a monthly basis. The district-mandated instructional supply budget cuts of 1995/96 were not allocated as a percentage of each department's budget; instead, the needs of each department were taken into consideration. While the amount of funds allocated to individual departments is adequate to meet basic supply needs, the majority of teachers spend $100 or more of their own money for specific or special needs of their programs. While the staff expresses overall confidence in the departmental budget process, it is largely determined by the administration and presented to department chairs, other supervisors, and office managers.

There are insufficient funds for advanced technology and other equipment needs, including maintenance, repairs, and upgrades. Cutbacks in classified staff have overburdened clerical, custodial, and maintenance staff. Several teachers allow students to complete projects for the benefit of the school, including construction, food preparation, and clerical support. Teachers lend tools and equipment to maintenance staff. Lack of state funding for a remodelling proposal has resulted in many problems associated with the physical plant. Inadequate funding has resulted in the inability to make many needed repairs and upgrades to the physical plant.

Provisions are made in the school site budget for many co-curricular activities and athletics. This includes salaries, stipends, transportation, safety equipment for the athletes, and substitute coverage. The Associated Student Body generates additional income from the sale of student body cards, gate receipts at sporting events, and commissions negotiated with

on-campus vendors. ASB budgeted amounts do not completely satisfy the needs of the co-curricular program. Many student organizations require extensive fundraising activities throughout the year to meet their needs. All fundraising activity is coordinated and scheduled through the Activities Office. Profits from fund raising activities are deposited with the student bank. If a loss occurs during fundraising, the loss is also reported to the bank, the organization's account is debited, and the expense is covered by the ASB until repaid. For many student organizations, fundraising activities provide their total support. The majority express concern over lack of regular account statements, errors on statements, or other irregularities in their dealings with the student bank.

NOTES

In spring 1995, student ID cards were ordered with bar codes. The Assistant Principal of Business and Activities previewed software and hardware for point of sale transaction accounting in student stores. Observation of the system at another local high school, along with a recent presentation for staff and district data personnel at Mark Keppel, has resulted in plans to purchase the service. This new point of sale system should be implemented in the spring of 1996 and will represent the beginning of automated student transactions throughout the school.

The lack of financial support from the state for remodeling and new construction has resulted in Mark Keppel being the only comprehensive high school in the district not to be refurbished. This has created a morale issue for some staff and has also impacted some instructional programs.

Budgetary procedures exist on site which allow the administration, department chairs, and supervisory staff to work together to effectively implement the school's programs and services. The resource committee finds the procedures used to develop the school site budgets are appropriate to the task.

2. The major strengths of the school are:

a. The school continues to be fiscally sound, and it operates within the constraints of its budgets.

b. The staff contributes personal time and money to

support student organizations and a quality instructional program, shares tools and equipment with maintenance staff, and allows student construction and technology projects as cost-saving measures.

NOTES

3. The major areas of improvement are:

a. The district needs to reinstate classified staff positions and hours eliminated or reduced, including additional clerical support for the activities office, to assist with the obligation of managing an extensive general budget and associated programs.

b. Student banking procedures and services need to be revised to improve accuracy, efficiency, and customer confidence while better meeting the needs of students and staff.

F. Prioritizing

1. Among the strengths listed in B-E above, the greatest strengths are:

a. The certificated and classified staff are experienced, capable, and dedicated to students' curricular and co-curricular needs.

b. The library staff is dedicated and creative in providing students with the latest on-site information technologies, including CD-ROM and laserdisc hardware and software.

c. The administration and staff provide a secure facility as a result of an organized and efficient plan for campus supervision.

d. The staff contributes personal time and money to support student organizations and a quality instructional program, share tools and equipment with maintenance staff, and allow student construction and technology projects as cost-saving measures.

2. Among the areas for improvement listed in B-E above, the greatest priority areas for improvement are:

a. The district and site administration need to consider methods for increasing student access to drinking fountains and

restroom facilities, including possible portable restrooms, to accommodate the number of students and to limit disruptions to the instructional process.

b. The district needs to complete deferred and routine maintenance throughout the campus in order to provide a safe, clean, and healthy learning environment for students.

c. The district needs to reinstate classified staff positions and hours eliminated or reduced, including additional clerical support for the activities office to assist with the obligation of managing an extensive general budget and associated programs.

d. In order to improve custodial services, the district and site administration need to initiate efforts to reduce absenteeism, clarify an detail individual work assignments, and provide closer supervision.

NOTES

STUDENT COMMITTEE REPORT

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STUDENT COMMITTEE

Dennis Mielke
Chairperson

Russell Lee-Sung
Co-Chairperson

Ha Linh Piechota
Counselor

Candace Quach
ASB President

Maria Tostado
ASB Officer

Thomas Ankele

Rose Aguilar

Quan Do

Rudin Escobar

Jenny Mawyin

Frank Estrada

Jason Han

Eugene Ho

Hoi-Wai Irene Ho

Robyn Kuroki

Jason Lim

Armand Marquez

Mike Mo

Lawrence Tam

Sammy Tang

Tac Ming Mantra Young

ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL
Student Committee Report

NOTES

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. That the faculty make a renewed effort to emphasize how classes relate to each other and to the students' education as a whole.

The Principal mandates that all teachers discuss the value and purpose of their subject area as it relates to the student's education as a whole. The Principal distributes a check-off form of responsibilities teachers are to meet within the first few weeks of school. How classes are related to the students' overall education is one item on the form. These forms are completed and returned to the Principal's office. The Student Questionnaire reveals that more than 65 percent of students agree that they have the opportunity to practice and improve reading, writing, speaking, and listening skills in each of their classes. Over 50 percent feel that they have opportunities to improve and practice problem solving, calculating, and study skills.

Restructuring efforts are also moving toward the development of "career paths" where students will know the sequence of required courses to meet their post-secondary goals. Two of these "paths" have already been developed: Engineering and Technology and Office Administration. Others will be designed for the career majors of Health and Environmental Studies, Arts and Communications, and Human and Social Services. Teachers in the Tech Prep component of our career paths integrate instruction so students can see the interdependence of one content area to another. There is interdisciplinary integration in the areas of history and English, English and business, social science and business, and math and science.

2. That the Counseling Department be consistently responsive to student needs.

NOTES

The Counseling Department has initiated the Key Counselor concept. Each day a designated counselor is available before school, during lunch and after school to help students and parents. Students can make appointments to meet with their counselors who summon them as soon as possible. They continue to meet with all 10th grade students to evaluate their progress in school and to provide guidance in identifying graduation goals. Counselors have made use of the Advisory period (School year 1994-95) to provide additional counseling services to students. Junior and senior graduation check-ups occur to monitor student progress toward graduation, including those in the STARS program.

3. That the District consider increased student restroom facilities at Mark Keppel High School.

Architectural plans were developed for new construction. Included in the plan are additional restroom facilities for students. Unfortunately, Mark Keppel did not make the list of schools to receive state school remodeling/construction funds. Present district budget constraints do not allow for construction at the site.

B. Instruction

1. A brief overall narrative appraisal.

On the student questionnaire given in May 1995, approximately two-thirds of the responding students rated the overall quality of instruction in all departments good or excellent. Students stated that their courses are good or excellent. Students are divided in their opinions about the level of interest and challenge of their assignments. Teachers assign reasonable amounts of homework, and most students work one hour or more each school day on homework. The instructional materials and teachers' constructive criticism are both considered helpful to the students. The majority of students are able to take additional courses that will help them prepare for college or the career of their choice. The Student Committee stated that large class size negatively affects learning. They also stated that interaction with teachers is limited

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because of overcrowding. The committee concluded that teachers need to return graded papers before assigning the next related assignment or before testing students on subject matter.

NOTES

2. The school's major strengths in Instruction:

a. Students rate instruction good to excellent.

b. Students are able to take additional courses that will help them prepare for college or the career of their choice.

3. The highest priority needs for improvement in Instruction:

a. Teachers need to return graded papers before assigning the next related assignment or before testing students on subject matter.

b. The number of students per class should be reduced to enhance instruction.

C. Integrated Skills

1. A brief overall narrative appraisal of the school's Integrated Skills:

The student questionnaire indicates that students have opportunities to practice and improve the integrated skills of reading, writing, speaking, listening. Teachers should provide more opportunities for practicing the higher order thinking skills of problem solving, calculating, and studying.

2. The school's major strengths in Integrated Skills:

a. The majority of students are given opportunities to practice and improve the integrated skills of reading, writing, speaking, listening.

3. The highest priority needs for improvement in Integrated Skills:

a. Teachers should provide students more opportunities to practice and improve the higher order thinking skills: problem solving, calculating, and studying.

D. Student Paths and Student Services

NOTES

1. A brief overall narrative appraisal of the school's Student Paths and Student Services:

The student questionnaire responses indicate that most students are progressing in paths that lead to post-secondary goals, and that students are generally satisfied with their course of studies. Students find difficulty in taking elective courses beyond the requirements for graduation and/or college admission. Students' opinions are divided about the assistance they receive in course selection and post-secondary planning. Relatively few students feel free to talk with an adult staff member about personal problems. The Student Committee commented that staff are not always helpful in guiding students in choosing post-secondary education plans, and that this may be due to students' lack of initiative in seeking guidance and students' uncertainty about their future goals. The student committee members are also aware that a variety of student services that support the academic program is provided by MKHS to students. Although these services are available, some students may need more information about these services. Some students are frustrated that elective offerings are limited. Some students are unable to take advanced courses because of class scheduling conflicts.

2. The school's major strengths in Student Paths and Student Services:

a. The majority of students are satisfied that the path of courses they are taking is preparing them for post-secondary plans, including education and employment.

b. Students are provided a wide range of services in support of their academic programs.

3. The highest priority needs for improvement in Student Paths and Student Services:

a. Efforts should be made to increase elective offerings.

b. Efforts should be made to enable students to take more elective courses beyond the requirements for graduation and/or college admission.

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E. Library and Co-curricular Program

NOTES

1. A brief overall narrative appraisal of the school's Library and Co-Curricular Program:

The student questionnaire responses reflect that the Library/ Media Center is an excellent resource in support of the academic program. Co-curricular activities are important to staff and students. The majority of students agree that the ASB (student government) is an integral part of the school. Many students find the school assemblies both interesting and worthwhile. The majority of the students are involved in one or more co-curricular teams, clubs, and activities. The Committee stated that the Library Media/Center staff is extremely knowledgeable and helpful to students, and that the Library Media/Center is well-utilized by students and faculty; however, the Library Media/Center would be used more if its hours were extended, members were added to the library staff, and more reference computers were available.

2. The school's major strengths in Library and Co-Curricular Program:

a. The library is an excellent resource center, and the library staff is supportive and skilled.

b. Students believe that co-curricular activities and assemblies are important, worthwhile, and interesting, and that ASB (Student Government) is an integral part of the school.

c. The majority of students surveyed participate in one or more co-curricular activities or clubs.

3. The highest priority needs for improvement:

a. Efforts should be made to improve students' access to the Library Media/Center by extending the library hours, adding members to the library staff, and making more reference computers available.

F. The School as a Whole

WASC 30394

1. A brief overall narrative appraisal of the school as a whole:

The student questionnaire results reflect a positive overall rating of the school of good to excellent. Education is important to students. Students are divided in their opinion about the campus being a clean and pleasant place to be. Nearly half of the students responded that the staff do not treat students with dignity and respect. Members of the Student Committee made several observations about the school as a whole. Students remarked that the quality of the academic program is high. The students of the committee recall specific incidents of disrespect by some adult staff, but stated that these incidents of disrespect are rare. They also commented that MKHS promotes academic and personal growth. Students believe that discipline policies are inconsistently applied in their classes. Students feel that although the campus is generally clean, some areas need cleaning and/or renovation. Students voiced dissatisfaction with the board-mandated closed campus which took effect this year. Although the students recognize that efforts have been made to distribute lunches more efficiently and to increase food choices, they are frustrated by the quality and variety of cafeteria food, the overcrowded lunch court, and the long lunch lines. Furthermore, they are concerned that the effects of the closed campus may pose a greater potential for discipline problems on campus. The student restrooms are wholly inadequate for a school of this size.

NOTES

2. The school's major strengths:

a. Staff and students are serious about their academic efforts and understand the importance of a good education.

b. The quality of the academic program is high.

c. Graduates are well prepared for post-secondary achievement.

3. The highest priority needs for improvement:

a. Efforts should be made to keep all areas of the campus clean.

b. Classroom discipline policies should be consistently applied in all classes.

c. Efforts should be made to add restrooms to the school plant.

STUDENT QUESTIONNAIRE RESPONSES

Total Number of Surveys: 1,704	
Freshmen:	350
Sophomores:	441
Juniors:	438
Seniors:	475

1. Sex:

	male	female
Freshmen:	47	50
Sophomore:	50	49
Junior:	54	44
Senior:	49	50
All:	**50**	**48**

2. How much homework are you usually given each day this semester?

	less than one hour	1-2 hours	2-3 hours	more than 3 hours	I don't get homework
Freshmen:	17	41	26	13	03
Sophomore:	19	40	21	17	02
Junior:	12	37	28	20	03
Senior:	17	38	21	19	05
All:	**16**	**39**	**24**	**17**	**03**

3. How much homework do you actually do each day this semester?

	less than one hour	1-2 hours	2-3 hours	more than 3 hours	I don't do homework
Freshmen:	22	38	21	13	04
Sophomore:	25	39	18	13	05
Junior:	21	36	23	15	05
Senior:	24	37	16	13	09
All:	**23**	**38**	**20**	**13**	**06**

4. How has the number of hours of homework you have this semester been affected by the modified schedule?

	no change	increased	decreased
Freshmen:	34	34	26
Sophomore:	33	34	26
Junior:	36	33	23
Senior:	32	28	30
All:	**34**	**32**	**26**

	I don't do homework.	I don't get homework.
Freshmen:	02	02
Sophomore:	04	03
Junior:	04	04
Senior:	03	07
All:	**03**	**04**

All department ratings results are expressed in percentages of those enrolled in the class only.

	Excellent	Good	Fair	Poor	Not Taking
5. ESL/Bilingual					
Freshmen:	30	47	08	02	64
Sophomore:	29	45	17	09	65
Junior:	21	37	32	08	72
Senior:	24	47	20	13	78
All:	**26**	**44**	**19**	**08**	**70**
6. Business					
Freshmen:	26	39	21	06	72
Sophomore:	25	38	25	07	65
Junior:	32	34	23	07	61
Senior:	38	41	16	03	41
All:	**30**	**38**	**21**	**05**	**60**
7. English					
Freshmen:	24	47	21	08	18
Sophomore:	20	40	28	10	13
Junior:	15	44	25	07	08
Senior:	22	44	24	05	05
All:	**20**	**44**	**25**	**08**	**11**
8. Fine Arts (Art, Drama, Music, Photo, etc.)					
Freshmen:	36	30	26	07	52
Sophomore:	41	38	11	06	52
Junior:	36	36	25	09	55
Senior:	30	48	20	05	46
All:	**36**	**38**	**21**	**07**	**51**
9. Languages (Chinese, French, Spanish)					
Freshmen:	27	40	26	07	30
Sophomore:	34	37	10	08	33
Junior:	21	41	27	09	37
Senior:	31	42	19	07	48
All:	**28**	**40**	**21**	**08**	**37**
10. Health					
Freshmen:	30	41	25	04	26
Sophomore:	39	32	21	03	50
Junior:	33	40	22	07	51
Senior:	30	45	22	05	52
All:	**33**	**40**	**23**	**05**	**45**

	Excellent	Good	Fair	Poor	Not Taking
11. History, Government, Economics					
Freshmen:	29	39	33	03	76
Sophomore:	27	36	29	14	23
Junior:	25	39	28	10	18
Senior:	17	40	34	10	17
All:	**25**	**39**	**31**	**09**	**34**
12. Consumer Family Living					
Freshmen:	35	37	23	04	78
Sophomore:	42	25	21	04	73
Junior:	22	44	23	08	73
Senior:	25	43	18	11	70
All:	**31**	**37**	**21**	**07**	**57**
13. Industrial Technology					
Freshmen:	34	33	29	05	57
Sophomore:	41	24	20	06	67
Junior:	35	28	21	11	64
Senior:	27	38	23	03	64
All:	**34**	**31**	**23**	**06**	**63**
14. Mathematics					
Freshmen:	27	35	25	14	04
Sophomore:	27	32	26	13	04
Junior:	23	38	30	11	03
Senior:	29	38	23	08	23
All:	**27**	**36**	**26**	**12**	**09**
15. Physical Education					
Freshmen:	38	39	20	05	08
Sophomore:	48	31	15	04	11
Junior:	42	35	17	07	07
Senior:	41	38	15	06	45
All:	**42**	**36**	**17**	**06**	**22**
16. Science					
Freshmen:	25	44	25	07	53
Sophomore:	24	43	23	23	21
Junior:	18	42	30	11	26
Senior:	25	41	23	11	40
All:	**23**	**43**	**25**	**13**	**35**
17. Special Education					
Freshmen:	34	27	18	17	77
Sophomore:	31	25	15	21	74
Junior:	27	31	28	09	76
Senior:	28	34	23	08	79
All:	**30**	**29**	**21**	**14**	**77**

18. Speech/Communications

	Excellent	Good	Fair	Poor	Not Taking
Freshmen:	24	38	37	04	28
Sophomore:	28	31	28	09	56
Junior:	17	45	17	12	55
Senior:	17	51	25	06	55
All:	**22**	**41**	**27**	**08**	**49**

19. ROP

Freshmen:	Students must be 16 years of age or a junior in high school to be eligible for ROP classes.				
Sophomore:					
Junior:	35	32	20	09	61
Senior:	34	41	18	08	65
All:	**35**	**37**	**19**	**09**	**63**

20. The assignments I have to do at school are interesting and challenging.

	Agree	Disagree	Don't Know
Freshmen:	36	35	28
Sophomore:	35	30	31
Junior:	41	36	24
Senior:	37	29	31
All:	**37**	**32**	**29**

21. The students in my classes are well behaved.

Freshmen:	32	38	31
Sophomore:	33	39	29
Junior:	44	35	20
Senior:	40	36	22
All:	**37**	**37**	**26**

22. The instructional materials used in my classes (textbooks, workbooks, etc.) are useful tools for helping me understand the course content being taught.

Freshmen:	60	21	17
Sophomore:	60	21	16
Junior:	64	20	14
Senior:	64	21	13
All:	**62**	**21**	**15**

23. In addition to my regular classes of English/language arts, math, history/social studies, science, and fine arts, I am able to take additional classes that will help me prepare for college and/or a career of my choice.

Freshmen:	53	18	25
Sophomore:	50	26	21
Junior:	57	24	17
Senior:	58	23	17
All:	**55**	**23**	**20**

	Agree	Disagree	Don't Know

24. I think that the discipline policy is fair and consistently applied.

Freshmen:	36	24	37
Sophomore:	36	32	30
Junior:	33	34	31
Senior:	38	31	29
All:	**36**	**30**	**32**

25. My teachers usually return my papers corrected within a short time.

Freshmen:	44	35	20
Sophomore:	34	47	17
Junior:	38	45	15
Senior:	42	43	06
All:	**40**	**43**	**15**

26. When you put all your classes together, how many essays or compositions are you usually assigned to write each week?

	0-1	2	3	4	5 or more
Freshmen:	31	17	07	12	32
Sophomore:	32	26	21	09	10
Junior:	38	26	21	08	08
Senior:	44	28	14	05	08
All:	**36**	**24**	**16**	**09**	**15**

27. When my essays or compositions are returned, the comments are constructive, helpful, and the grading is fair.

	Constructive & fairly graded	Constructive/not fairly graded	Not constructive/grading is fair
Freshmen:	12	13	04
Sophomore:	41	13	10
Junior:	40	15	13
Senior:	46	11	12
All:	**35**	**13**	**10**

	Not constructive nor fairly graded	No opinion
Freshmen:	27	67
Sophomore:	08	26
Junior:	05	26
Senior:	05	25
All:	**11**	**36**

As I am learning new ideas in my classes, I also have the opportunity to practice and improve the following skills:

	Agree	Disagree	Don't Know
28. Reading			
Freshmen:	Data not available due to scoring error.		
Sophomore:	62	19	14
Junior:	68	17	11
Senior:	71	15	11
All:	**67**	**17**	**12**
29. Writing (short paragraphs, essays, letters, etc.)			
Freshmen:	Data not available due to scoring error.		
Sophomore:	63	19	14
Junior:	66	19	13
Senior:	72	15	11
All:	**67**	**18**	**12**
30. Speaking and listening			
Freshmen:	Data not available due to scoring error.		
Sophomore:	63	18	15
Junior:	63	21	14
Senior:	72	13	13
All:	**66**	**17**	**14**
31. Problem solving and creative thinking skills			
Freshmen:	47	24	25
Sophomore:	53	22	25
Junior:	57	22	21
Senior:	54	21	23
All:	**53**	**22**	**24**
32. Arithmetic and calculating skills			
Freshmen:	45	19	32
Sophomore:	47	23	27
Junior:	55	20	23
Senior:	56	19	23
All:	**51**	**20**	**26**
33. Study and "how to learn" skills			
Freshmen:	46	22	28
Sophomore:	43	27	26
Junior:	47	27	23
Senior:	45	28	25
All:	**45**	**26**	**26**

	Agree	Disagree	Don't Know

34. I have helped to develop and participate in a four-year path of courses that will prepare me for college and/or a career.

Freshmen:	48	18	30
Sophomore:	47	21	28
Junior:	55	19	22
Senior:	55	20	22
All:	**51**	**20**	**26**

35. I am satisfied with the path of courses I am taking.

Freshmen:	51	28	18
Sophomore:	45	30	20
Junior:	54	27	15
Senior:	53	29	15
All:	**51**	**29**	**17**

36. There is room in my program to take the elective courses I want.

Freshmen:	31	40	26
Sophomore:	35	39	20
Junior:	43	38	15
Senior:	47	33	17
All:	**39**	**38**	**20**

37. I would most like these kinds of courses to be offered in summer school:

	required courses	elective courses	new courses	no opinion
Freshmen:	37	18	18	25
Sophomore:	37	19	23	17
Junior:	36	22	21	20
Senior:	35	19	16	28
All:	**36**	**20**	**20**	**23**

38. The orientation I received when I entered Mark Keppel helped me become familiar with the campus, select the courses that are best for me, and become familiar with the staff.

	Agree	Disagree	Don't Know
Freshmen:	40	27	28
Sophomore:	34	29	31
Junior:	38	36	23
Senior:	36	32	28
All:	**37**	**31**	**28**

39. I get adequate advice about class selection and enough time to make decisions before I enroll.

Freshmen:	38	28	29
Sophomore:	43	31	21
Junior:	45	32	20
Senior:	41	36	18
All:	**42**	**32**	**22**

	Agree	Disagree	Don't Know

40. The school staff has helped me choose the right classes.

Freshmen:	35	39	22
Sophomore:	39	38	19
Junior:	43	38	15
Senior:	42	37	17
All:	**40**	**38**	**18**

41. The school staff has helped me choose a college or career.

Freshmen:	27	48	27
Sophomore:	27	55	18
Junior:	26	53	20
Senior:	27	55	18
All:	**27**	**53**	**21**

42. I feel free to talk with an adult at this school about a personal problem.

Freshmen:	28	43	25
Sophomore:	24	45	27
Junior:	28	53	16
Senior:	33	46	18
All:	**28**	**47**	**22**

43. The adult with whom I have talked with about a personal problem was a:

	Teacher	Counselor	Administrator	Coach	Nurse
Freshmen:	36	32	07	11	05
Sophomore:	31	32	10	12	04
Junior:	37	23	08	12	05
Senior:	52	24	07	07	02
All:	**39**	**28**	**08**	**11**	**04**

44. If I have a health problem, I can get help quickly from a school staff person.

	Agree	Disagree	Don't Know
Freshmen:	36	23	39
Sophomore:	44	27	29
Junior:	45	21	32
Senior:	43	23	31
All:	**42**	**24**	**33**

45. The school library/media center helps me expand the classroom learning and get additional information in a wide variety of subjects.

Freshmen:	54	17	20
Sophomore:	46	21	21
Junior:	53	21	20
Senior:	57	23	15
All:	**53**	**21**	**19**

46. The library/media center could best be improved with:

	More books and printed material	More computer access	Increased staff
Freshmen:	27	26	06
Sophomore:	22	28	10
Junior:	25	26	10
Senior:	27	30	15
All:	**25**	**28**	**10**

	More instruction in how to use the library/media center	Increased hours library is open
Freshmen:	05	36
Sophomore:	09	37
Junior:	10	32
Senior:	08	27
All:	**08**	**33**

47. The ASB (student government) is an important part of this school.

	Agree	Disagree	Don't Know
Freshmen:	55	17	20
Junior:	51	22	23
Senior:	49	24	24
All:	**50**	**22**	**24**

48. I participate in after-school sports activities, special interest groups, and/or clubs.

Freshmen:	51	29	14
Sophomore:	47	26	18
Junior:	51	31	14
Senior:	50	32	16
All:	**50**	**30**	**16**

49. How many clubs to you belong to at this school?

	None	1-3	More than 3
Freshmen:	45	39	12
Sophomore:	41	37	17
Junior:	43	39	15
Senior:	43	39	15
All:	**43**	**39**	**15**

50. The school assemblies are interesting and worthwhile.

	Agree	Disagree	Don't Know
Freshmen:	48	25	22
Sophomore:	49	24	18
Junior:	57	21	18
Senior:	48	27	20
All:	**51**	**24**	**20**

	Agree	Disagree	Don't Know

51. The quality of the food served at the school is acceptable.

Freshmen:	32	40	20
Sophomore:	29	48	19
Junior:	35	49	16
Senior:	29	51	16
All:	**31**	**47**	**18**

52. The school is a safe place to be.

Freshmen:	45	25	23
Sophomore:	39	28	22
Junior:	44	31	16
Senior:	46	28	21
All:	**44**	**28**	**21**

53. The school staff treats all students with respect and dignity.

Freshmen:	29	35	27
Sophomore:	25	46	19
Junior:	28	50	19
Senior:	31	45	22
All:	**28**	**44**	**22**

54. The school staff helps students with problems and concerns facing them, such as tobacco, drugs, and alcohol abuse.

Freshmen:	36	23	36
Sophomore:	29	31	38
Junior:	35	31	33
Senior:	34	27	35
All:	**34**	**28**	**36**

55. Help from school staff changed my attitude toward using drugs and alcohol.

Freshmen:	24	28	42
Sophomore:	23	34	40
Junior:	25	36	37
Senior:	24	29	41
All:	**24**	**32**	**40**

56. The school usually is a clean and pleasant place to be.

Freshmen:	37	34	21
Sophomore:	32	45	18
Junior:	35	47	15
Senior:	41	39	16
All:	**36**	**41**	**18**

57. Getting a good education is important to me.

	Agree	Disagree	Don't Know
Freshmen:	75	06	06
Sophomore:	69	10	08
Junior:	84	05	06
Senior:	80	07	08
All:	**77**	**07**	**07**

58. My plans after graduation include:

	Community college/technical school	Full-time work	4-year college
Freshmen:	15	09	52
Sophomore:	20	11	45
Junior:	27	06	51
Senior:	39	09	43
All:	**25**	**09**	**48**

	The military	No plans yet
Freshmen:	05	17
Sophomore:	03	20
Junior:	05	12
Senior:	02	06
All:	**04**	**14**

59. The school is doing a good job of preparing me for work and/or college.

	Agree	Disagree	Don't Know
Freshmen:	45	19	24
Sophomore:	36	31	21
Junior:	44	31	20
Senior:	43	29	23
All:	**42**	**28**	**22**

60. I would give Mark Keppel High School an overall rating of:

	Excellent	Good	Fair	Poor
Freshmen:	24	44	21	06
Sophomore:	20	42	25	08
Junior:	17	43	27	09
Senior:	20	44	25	07
All:	**20**	**43**	**25**	**08**

UNEXPURGATED COMMENTS:

Freshmen:
None

Sophomore:
I don't think closed campus will be effective for any safety outside school during lunch. School food isn't pleasant.

I think closed campus would be a really bad idea.

I believe that we should keep the block schedule next year. Teachers pile us with so much homework that we would not be able to do it all in one day. The students should have a fair chance to vote on this subject matter also since it affects us greatly. We should also have a fair vote on the issue of closed campus.

The clubs and stuff are fun and stress relieving but the teachers throw it away. We don't even get support from this administration in sports, activities, etc. I don't ask for too much: At least don't try to cancel some programs just because you don't like the coach or something. In my opinion, this school's administration and staff is corrupted.

I hate this kind of survey and think they are not worth doing.

Some counselors are not all that if a student wants to change his classes they must have thought long and hard about it so let them. It's their life. Teachers give too much homework. Only people who have no lives can finish it. Some questions on this questionnaire are half true. Like the one about interesting and challenging. It may be challenging, but not interesting.

Counselors forced me (to take) two classes I don't want, just because they got a "vacancy" spot. There is so much individuals and groups cutting in line at lunch that I almost got into a fight! KEEP FINE ARTS! KILL THE FENCE!

Did not like. I think it SUCKS!

Junior:
About staff helping, except the counselors, the deans, and guards are very prejiduce and threatning, and intimidating. All they want to do is bust people rather than work with them.

Please leave the same schedule for next year. I like it alot.

I think Mark Keppel High School could be improve if there are more classes for students to take. They should prepare income freshmen on why class you need to take for going to a 4-year college.

The administrations needs improvement. There isn't enough support from the administrations for school programs, such as some sports.

Do not like new schedule AT ALL!!! replace block with 1-6. "clases to long Boring"

They should modify the classes to 2 a day, 3 1/2 hours each aproximately. I think that would be better.

Some of the teachers do not teach at all. All they do in the class is talk about things that are not related to the subject. Some teachers do not even pass back a single homework. There is a teacher who bride her student into buying things from her to get extra credit and also threatened her student. The way the teachers are teaching are so unfair. Some teachers are really easy while

some are really hard. This will definitely affect our grades. My friend's history teacher is easy, while mine is so much harder. She could get and A easily while I had to work so hard to earn it.

I think this school is really SAD! Everything, but everything's cheap. Even all the teachers except Mrs. Kubal are lousy. So PLEASE CHANGE THIS SCHOOL FOR FUTURE STUDENTS SO THEY WON'T THINK THE SAME WAY I DO. BECAUSE THIS SCHOOL NEEDS TO BURN IN HELL RIGHT NOW!!

I think teachers should put more effort in their teaching so that the students will learn more and is more prepare for college. Teachers should be tested for their ability to teach and if they are familar with the subject that they are teaching. Also, each teacher should tell their students clearly what must be done (expected), what they will learn after taking their class, and the purpose of learning it so we won't be puzzled. I really think certain teachers are denying their job and wasting student's time.

Seniors:

I would like to thank all of my teachers this year. To decide what level any course for the students in my opinion, I think the school should see how well each individual can handle not based on how long they came here (speaking problems)

ASB should use their money for books instead of dance. Dances is an important part of high school, but most oftenly, many student starts to have bad influences after attending these late night dance. Anway problems such as violence fights between gangs may also occur after school dance. I think ASB need to do more in helping student learn than teaching them to dance and be worry free. Therefore, I found ASB useless.

I hate the cinco de mayo assembly. Asian bride.

This survey sucks! Once again, this survey sucks!

I found most ASB members unfair. Because of their conduct towards others four years in the school I have learned that people in ASB think of themselves as higher than others in the school. Also it would help if counselor could help students out more. Often it is very difficult to reach counselor. Counselor often ignore student who have been waiting for them. They would usually do their things more than they do counseling the students.

The school should rule everyone to wear uniform. It is more respetable and proper for schools and can identify students.

For #46 I think the library needs more room. Need more essays. Teachers need to be evaluated more often. OBJECTIVITY.

Student	Student F	Englisl	Se>	Tag	Tag :	Tag :	Tag 4	Grad	ID Numb	Committe	Titl	First Nan	Last Name
Aguilar	Rose		F	FEP	HSP	FLC		10	1063704	Student	Mrs.	Rose	Aguilar
Ankele	Thomas		M	IBL	FEP	HEN		11	100658	Student	Mr.	Arthur	Ankele
Do	Quan		M	IM	FEP	HVT	FLB	11	1057221	Student	Mr.	Qua	Do
Escobar	Rudin		M	IBL	LEP	HSP	RSP	11	1056053	Student	Mr.	Manuel	Escobar
Estrada	Frank		M	ENG	GT3	HEN	FLB	12	1050831	Program	Mr.	Frank	Estrada
Han	Jason		M	FEP	GT2	HEN		10	1061328	Student	Mr.	Sin	Han
Ho	Ho-Wai	Irene	F	LEP	HCN			11	1064179	Student	Ms.	Kwai	Tse
Ho	Eugene		M	FEP	GT3	HCN	FLC	12	828241	Student	Mr.	William	Ho
Janosevic	Kristina		F	FEP	HEN			11	1056131	Process	Mr.	Tom	Janosevic
Kuroki	Robyn		F	ENG	GT3	HEN		11	1000815	Student	Mr.	Eric	Kuroki
Lee	Patrick		M	FEP	HCN			12	828702	Resource	Mr.	Howard	Lee
Lim	Choy-Son	Jason	M	IM	LEP	HCN		12	1059362	Student	Mr.	David	Chang
Marquez	Armondo		M	ENG	HEN	FLB		11	1056211	Student	Mr.	Edward	Marquez
Mawyin	Jenny		F	IBL	ENG	FLB	HEN	12	1061066	Student	Mr.	Ray	Olague
Mo	Cuong	Mike	M	FEP	GT3	HCN	FLB	11	1056230	Student	Mr.	Kinh	Mo
Quach	Candace		F	FEP	HCN	FLB		12	1012332	Student	Mr.	Tai	Quach
Quach	Khanh		M	FEP	HBT	FLB		12	828409	Program	Mr.	Lam	Quach
Rodriguez	Adriana		F	ENG	HEN			12	1051081	Resource	Mr.	Daniel	Rodriguez
Stevens	Rickie		M	IBL	ENG	HEN	RSP	12	1028205	Program	Mr.	Frank	Stevens
Tam	Melissa		F	FEP	GT3	HCN		12	1051125	Process	Mr.	Kwong	Tam
Tam	Lawrence		M	FEP	GT2	HCN		11	1056344	Student	Mr.	Kwong	Tam
Tang	Sang	Sammy	F	FEP	HCN	FLB		10	1061591	Student	Mrs.	Sec	Thong
Tostado	Maria		F	IBL	ENG	HEN	FLB	12	829886	Student	Ms.	Lucia	Martinez
Young	Tak-Ming	Mantra	F	LEP	HCN	FLC		11	1067013	Student	Ms.	Tak-Wah	¥oung

FEP=54% IBL=1% IM=8% ENG=29% LEP=17% HSP=8% GATE=29% HCN=42% HEN=42% HVT=8% RO=8% FLC and FLB=50%

DEFINITIONS OF TAGS

TITLE I TAGS:

IB	Both Reading Comprehension/Math Application
IBL	Both Reading Comprehension/Math Application and Total Language
IL	Total Language
IM	Math Application-Been in USA more than 3 yrs.
IML	MathApplication/Total Language
IMC	Math Computation (Lep only) Been in USA less than 3 yrs.
IR	Reading Comprehension
IRL	Reading Comprehension/Total Language

DESIGNATION TAGS:

ENG	English Only
FEP	Fluent English Proficient
LEP	Limited English Proficient

GIFTED PROGRAM TAGS:

GT1	Intellectual
GT2	High Achievement
GT3	Specific Academic Ability (Math)
GT4	Situational Underrepresent Minority
GT5	Situational LEP Student

HOME LANGUAGE TAGS:

HCN	Chinese
HEN	English
HJP	Japanese
HSP	Spanish
HVT	Vietnamese

MIGRANT EDUCATION TAGS:

ME1	Interstate Agriculture
ME2	Intrastate Agriculture
ME3	Former Agriculture
ME4	Interstate Fish/Lumber
ME5	Intrastate Fish/Lumber
ME6	Former Fish/Lumber

RECLASSIFIED GRADE LEVEL TAG:

RCL	Reclassified from one grade level to another.

SPECIAL DAY CLASSES TAG:

DHH	Deaf and Hard of Hearing
RSP	Resource Specialist Program
SEC	Special Educational Class
WCS	Wheel Chair Student

MEAL TAGS:

FLB	Free Lunch
FLC	Reduced Lunch

REVISED 1/96

PARENT AND COMMUNITY REPORT

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WASC 30412

PARENT/COMMUNITY COMMITTEE

Claudia Bernard
Chairperson

Beatrice Magallon
School Community Coordinator

Ton Khuong
School Community Coordinator

Mr. and Mrs. Deryl Campbell
(Shanna)

Mr. and Mrs. Alan Kurimoto
(Evelyn)

Mr. and Mrs. Larry Lue
(Susan)

Dr. Robert S. Quan

Mr. and Mrs. Kwong Yiu Tam
(Doris)

The above named parents actively participated in the development of the report. Additional parents participated periodically.

ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL
Parent/Community Committee Report

NOTES

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. That the school staff and parents work together to implement a system that allows students and parents greater access to the counseling staff to facilitate student transfers from one path to another.

A major emphasis for ensuring student success is the 10th grade counseling program, which begins in the spring and continues through the summer. Its purpose is to involve parents and students in an evaluation of the teenager's status regarding progress, graduation, and career paths. At the end of May, students receive a printout of their program to keep parents aware. Receiving programs before school is out allows students time to see counselors for changes/problems. It also allows for earlier parent involvement. Counselors are available during summer to meet with parents.

Refrigerator magnets with the Mark Keppel logo and all important telephone numbers for the school have been mailed home to all parents. The parent newsletter lists phone numbers for contact with school offices. We are exploring the possibility of cable television notices on the local cable channel.

2. That the school administration, staff, and faculty improve timely and open communication between the school and parent.

The Principal meets with the PTSA at their meetings on a regular basis. The Assistant Principal of Instruction and Chapter I staff meet monthly with the School Advisory/Bilingual Advisory Committees. The Assistant Principal of Guidance holds an orientation meeting for all incoming 9th grade students and their

parents. Counselors invite parents to participate in the 10th grade counseling program. Teachers send progress reports home for students who are in jeopardy of failing. These notices are available in four languages and are mailed home to the parents of seniors. Teachers call parents to advise them of student performance or behavior. The Assistant Principal of Business and Activities hosts a senior parent information night the second semester of each year. Booster parents meet as needed with coaches/advisors. The Title I staff arrange parent information meetings. Bilingual staff are available to help our limited-proficient-parents during conferences and information meetings. There is a tenth grade evening meeting for all sophomore parents. Parents are encouraged to work as partners with the school, both in the education of their child and in helping the school to improve. The Vital Volunteer program helps to bring parents into the school.

NOTES

A parent newsletter is mailed home four times a year with translated summaries to keep parents apprised of school activities, instruction, reform efforts, and recognition of school programs, staff, and students.

The Festival of Learning (formerly Open House) is announced through the newsletter, and personal letters of invitation to attend are sent home with students with an expected R.S.V.P. Public meetings regarding redistricting have been held to provide parents with information and to allow parental input.

Good communication exists between the adult school program and the high school program during day and evening activities, such as evacuation drills, night performances, evening games, and classroom sharing.

B. Student Paths

1. A brief overall appraisal.

Students are encouraged to develop a 4-year plan of courses that prepare them for college and/or a career. Efforts are made to encourage parents to participate in plan choices. The 10th grade counseling program is an effective planning and progress-

checking activity in which parents are invited to participate. Opportunities exist for students to try new classes or change plans within their 4-year program. For the most part, student progress is monitored by teachers, counselors, administrators, and adjuvant personnel with timely and appropriate action to help the student succeed in the 4-year plan. Despite the best efforts, the counselor load is excessive. Counselors need more focused face-to-face time with students. The parents recommend investigating software that facilitates the counselors' paperwork (such as credit checks), thus freeing them for more student time.

NOTES

While Mark Keppel offers a wide variety of courses to help students meet graduation requirements and provides courses that meet student interests, parents feel that the school needs to increase its course offerings, such as German and Latin. Parents are concerned that some students may be prevented from enrolling in the appropriate classes for their course sequences and/or paths because the class(es) is "full" and no other section is offered. Of equal concern is how decisions are made for transferring students out of one class and placing them in another, especially when spaces in particular classes have been filled. Students' achievement in Advanced Placement classes, and their teachers' efforts, are recognized as excellent. It is recommended that more honors courses be offered. Parents support the "blurring" of tracks and would like to have more offerings for the academically "average" student. In order for the "average" student to have parity with honors and Advanced Placement students, teachers need to re-evaluate their curriculum to include more enriching and challenging activities. Parents also indicate that students need a place in the curriculum for honing their study skills and life skills. Parents on the committee suggested that the Advisory period might be re-considered for filling this need.

Articulation meetings have already begun with Ynez School and Brightwood School this year. Additionally, several departments have articulation agreements with post-high school institutions to facilitate the student's advancement after graduation.

Indications are that the average homework time of students is one hour. Committee members are concerned that teachers may be assigning volume of work rather than quality, and agree with

student survey results regarding the need for homework to be meaningful, interesting, and challenging.

NOTES

2. The school's major strengths in this area are:

a. Tenth grade counseling gives students an opportunity to evaluate their progress and involves parents.

b. Despite excessive loads, counselors are accessible to students who wish to review their paths and obtain advice on course selection and class changes; thus, students have the opportunity to try new classes or change plans within their 4-year program.

c. Student progress is monitored by teachers, counselors, administrators, and adjuvant personnel with mostly timely and appropriate action, such as regular progress reports to help the student succeed in the 4-year plan.

d. Students' achievement in Advanced Placement classes, and their teachers' efforts, are recognized as excellent.

3. The major areas for improvement in this area are:

a. Counselors need more focused face-to-face time with students.

b. The school needs to implement an automated system to replace the current manual processes in student files, thus freeing counselors for more student time.

c. Clear and timely communication with parents needs to be improved as well as establishing appropriate processes for addressing parental concerns with such issues as schedules, classes, and transfers.

d. "Average" students need more class offerings and enriching experiences within existing courses; additionally, students need alternate opportunities during the summer months to advance their student paths.

e. Students need to better develop their study skills and life skills.

C. Philosophy, Goals and Objectives/Culture of the School

1. A brief overall appraisal of the school's quality.

The philosophy, goals, and objectives of both the Alhambra School District and Mark Keppel High School are visible in the District's "mission statement" and in the school's "vision statement." Mark Keppel's vision and goal statement reflects a team approach involving all stakeholders in equipping the student with qualities, abilities, and skills for college, career, and contribution to the community. Both academic goals such as literacy, problemsolving, and communication are stressed, as well as social objectives including helping to develop self-confidence and respect for cultural diversity.

NOTES

In general, the school's culture is directed toward students' learning. Students are expected to be in class prepared to learn. Many administrators, faculty, and staff see as their responsibility the development of the students' intellectual, cultural, moral, and emotional character. The school's goals support providing an environment conducive to student learning.

Leadership in shaping the school's vision and promoting its values has been somewhat limited to administrators and school staff. Leadership needs to be extended to include parents and students in designing and implementing the school's vision and goals; in establishing, promoting and protecting the school's values; and in working together as partners with the community to improve the school.

Many students participate in co-curricular organizations and activities (50 percent of students surveyed). School spirit could be enhanced by developing strategies that would encourage more parent and staff participation in student-related activities.

Administrators, campus supervisors, teachers, counselors and other support staff cooperate to provide students with a safe and orderly environment. The school's code of conduct is clear and known to staff and, generally, to students. Surveyed staff and parents indicate that the school is a safe and pleasant place to be. However, less than 50 percent of the students felt that the school was safe and that discipline was fair and consistently applied.

The parent committee members observed through visits to the school and interviews with some staff and students many unsafe

conditions related to the safety and health of the students and staff, including but not limited to, missing or broken ceiling tiles, broken/exposed lighting and wires, uneven walking surfaces, and broken windows. Other concerns include appalling student bathroom facilities, water fountains, and insufficient classroom telephones and public telephones. Cleanliness and appearance continues to be a daily issue which all stakeholders need to participate in improving.

NOTES

Additionally, parents observed that there is a general sense of respect among students and staff, and parents were openly welcomed to visit classrooms and offices. However, some parents feel that respect between students and some staff could be improved and that some staff need to improve their relationship skills with students, parents and visitors on campus. Students have access to administrators, counselors, teachers, and other staff to obtain information, advice, and help. Administrators, faculty, and staff promote understanding in the school's diverse environment and actively strive to keep the welfare of all students as their primary goal.

Communication within and outside the school has improved, and continues to be an area for work. Parents perceive the degree of trust they have in the school to be equivalent with the degree of open communication they have with the school.

Redistricting plans impacted parents and students this school year. Most new parents feel these changes adversely affected them. Parent involvement with the school will be key to having parents and students accept that this is the best place for them. There is also the possibility of creating a "community school" since all students attending Mark Keppel will eventually be primarily from Monterey Park. A sequenced K-12 program is now also possible since we will be drawing from only Alhambra School District elementary schools rather than from various districts.

2. The school's major strengths in this area are:

a. A strong focus on the process of educating students in a fair, safe, and culturally diverse environment which produces well-rounded individuals.

b. Parents surveyed agree that cultural diversity as well as personal and academic concerns are handled with skill and caring, and that staff involves parents and community in exploring solutions to problems facing today's student.

c. A culture of education is predominant and visible at the school.

d. Many co-curricular opportunities are available to students for enrichment experiences.

e. The staff at all levels is committed to fair and appropriate handling of ethnic diversity and matters of discipline.

f. Teachers show care and concern for students and make the most of their available resources.

NOTES

3. The major areas for improvement in this area are:

a. While the goals and vision of the school are now reviewed regularly, future review should reflect input from all stakeholders, including students and parents.

b. District support of the school's goals, vis a vis the district's other high schools should be equitable.

c. The physical plant facilities need to be improved especially in those areas that deal with the health and safety of students as specifically noted in the appraisal.

d. There is a continuing need for clear and timely communication with parents, as well as appropriate processes for addressing parental concerns with such issues as schedules, classes, and transfers, all as evidence of the trust relationship between the school and parents.

e. Respect needs to continue to be a value that is practiced by all.

f. There needs to be more spirit and support for all school activities by students, parents, faculty/staff, and community.

D. Improvement Processes/Organization

1. A brief overall appraisal of the school's quality.

The school focuses intently on providing a high quality educational program. The administration and staff have developed an improvement process centered on unobstructed access to counseling, facilitating path changes, and more communication

between the school and parents. Information to parents and the community has improved since the previous WASC review, as seen in the newsletter and the Festival of Learning. The various councils on campus deal with the whole range of issues arising which impact students and their learning. A majority of parents give the school at least a "good" rating.

NOTES

Analysis of the school's organization shows clearly defined division of responsibility. The structure specifies the functions of the governing bodies, administration, staff, students and parents, the relationship among these groups and the limits of authority and responsibility.

2. The school's major strengths in this area are:

a. The administration provides many opportunities for professional growth.

b. The school has instituted new vehicles for parent and community involvement (newsletters and Festival of Learning) which have improved communication.

c. Administration, staff, and faculty work in concert to improve communication within and outside the school.

d. Parents agree that the school's organization is dedicated to the learning activities of students, preparing them for successful and productive lives after high school.

3. The major areas for improvement in this area are:

a. The Alhambra School District needs to provide a fair and equitable distribution of its resources to this school, especially to upgrading its physical plant to improve health and safety conditions.

b. Communication still needs to be improved between staff (the school and the district) and the students, parents, and the community.

c. Parents surveyed indicated a need for more open communication with the school. Suggestions included a "hotline" of activities and announcements and a master calendar of all activities, events, holidays, minimum days, testing, assemblies, etc. provided to parents.

d. In light of recent redistricting, there is a need to incorporate new parents into the school community.

PARENT/COMMUNITY QUESTIONNAIRE RESPONSES

Five surveys were given to each freshman, sophomore, and junior advisory teacher in June 1995 to be given to students to take home. In addition, surveys were handed out at Back to School Night (September 1995) and a parent advisory meeting (SAC BAC) in October 1995.

Total of all surveys returned: 213

1. My child is encouraged to develop and participate in a four-year plan of courses that helps him or her achieve the highest potential and prepare him or her to achieve his or her goals after high school.

   (a) Agree 88% (b) Disagree 8% (c) Don't know 4%

2. I think my child is satisfied with the path or plan of courses he or she is taking.

   (a) Agree 77% (b) Disagree 8% (c) Don't know 15%

3. Students and parents receive accurate, clear, and timely information from the school staff regarding choosing the right path or plan of courses.

   (a) Agree 60% (b) Disagree 20% (c) Don't know 20%

4. My child can make adjustments in the path of courses taken according to his or her needs.

   (a) Agree 74% (b) Disagree 09% (c) Don't know 17%

5. Parents and school staff work together to help students set a path or plan aimed toward the student's highest, most realistic goals.

   (a) Agree 57% (b) Disagree 16% (c) Don't know 24%

6. The school is safe, a good place to learn, and a pleasant place to be.

   (a) Agree 65% (b) Disagree 14% (c) Don't know 21%

7. The school's purpose and efforts are directed toward student learning.

   (a) Agree 80% (b) Disagree 06% (c) Don't know 12%

8. The assignments your child receives are interesting and challenging to him or her.

   (a) Agree 60% (b) Disagree 13% (c) Don't know 25%

9. The discipline policy is known, fair, and consistently applied.

   (a) Agree 61% (b) Disagree 11% (c) Don't know 26%

10. The school staff provides an opportunity for your child to extend his or her learning through participation in co-curricular activities (special interest groups, clubs, athletics) on a regular basis.

    (a) Agree 80% (b) Disagree 04% (c) Don't know 13%

11. The school staff deals effectively with cultural diversity and helps each student to feel that he or she is welcomed and valued.

    (a) Agree 61% (b) Disagree 09% (c) Don't know 27%

12. The school staff involves the parents and community members in exploring solutions to problems and concerns facing students in today's world.

(a) Agree 54% (b) Disagree 15% (c) Don't know 28%

13. There are opportunities to become involved in school improvement activities, including parent-teacher conferences, advisory meetings, PTA meetings, booster clubs, and volunteer work.

(a) Agree 72% (b) Disagree 07% (c) Don't know 16%

14. The goals and objectives of the school's improvement efforts focus on preparing your child to lead a successful and productive life after high school.

(a) Agree 79% (b) Disagree 05% (c) Don't know 14%

15. Open communication characterizes the interaction between the school staff, parents, and the community.

(a) Agree 62% (b) Disagree 11% (c) Don't know 24%

16. Taking everything into consideration, rate Mark Keppel High School.

(a) Excellent 22% (b) Good 52% (c) Fair 20% (d) Poor 03%

Comments:

Question #6: School safety is acceptable. It is an acceptable place to learn and acceptable place to be. My answer is both agree and disagree.

Needs definite improvements on question #3 and #5. Heavy emphasis must be taken into account that most parents are not properly informed with their children's school-social related activities that might affect students progress in the moral objectives of the school and society.

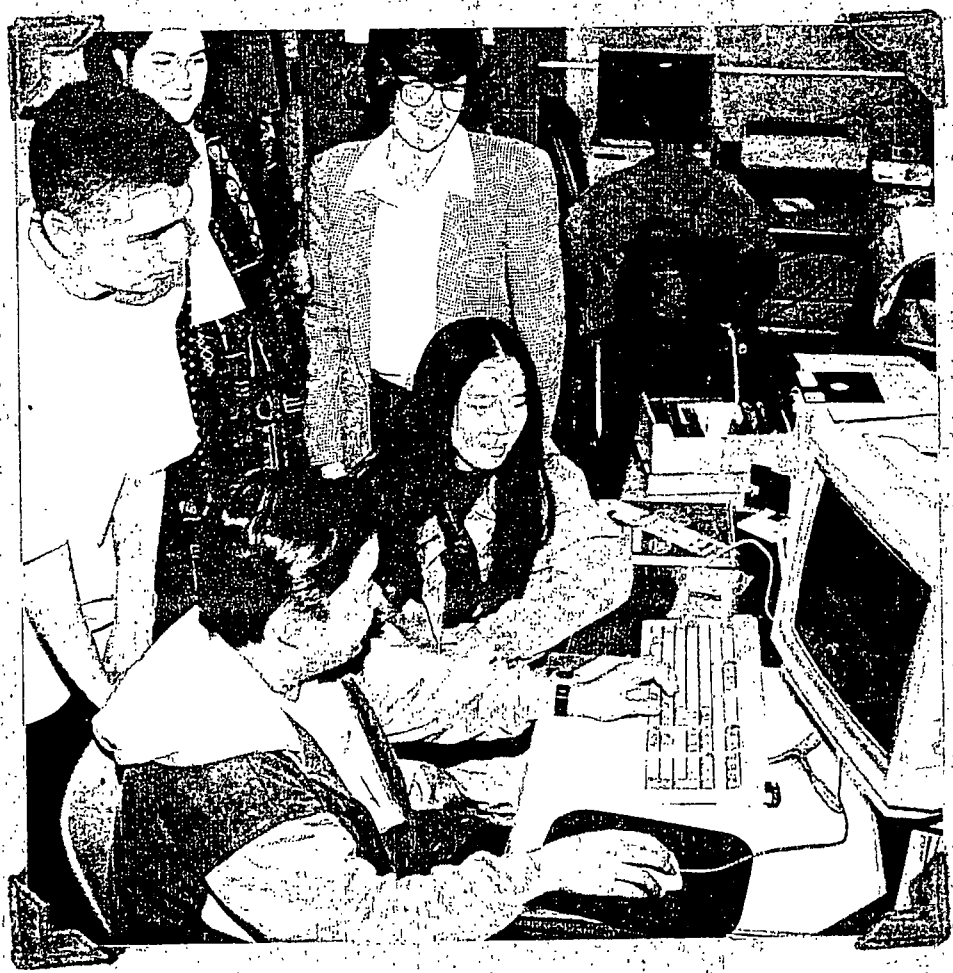
There are coaches who try to limit the student's activities outside their own sport (such as clubs and other sports). I am not pleased with some of the teachers who are teaching clubs with little or no instruction on their subject but tend to give the students massive amount of homework. The student advisory person was very helpful and informed on my child's plan.

BUSINESS EDUCATION DEPARTMENT

BUSINESS EDUCATION DEPARTMENT

WASC 30424

BUSINESS EDUCATION DEPARTMENT



WASC 30425

BUSINESS EDUCATION DEPARTMENT

Susan Sanchez
Department Chairperson

Gladys Baca

Cyndi Fillpot

Mike Green

Susan Merritt

Joyce Moyer

ALHAMBRA SCHOOL DISTRICT

NOTES

MARK KEPPEL HIGH SCHOOL
Business Education Department Report

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. That the district administration review the equipment replacement and repair policies to better meet the needs of students enrolled in the Business Education Department.

Until the district restructured its technology services department this year, a computer technician from the Office of Practical Arts and Vocational Education came once a week to repair equipment, install software, and offer advice on any computer problems. The system operators at the PAVE office answered teachers' questions by phone whenever needed. Emergency situations were always responded to immediately, either through advice over the phone or with on-site visits. One district computer repairman was available upon written request. Since the restructuring, repair and service for our Department has decreased. There is now at least a two-week turnaround for any district maintenance.

Room 244 was updated with 36 IBM compatible 486 computers, television monitor, teacher station, scanner, Novell network, and desktop publishing capabilities. This new lab is available to the Business Department for four periods a day, shared with ROP classes. The equipment in that room was transferred to create another complete computer lab (Sanyo). The Tandy 1000 machines were moved to another room to create a partial IBM compatible lab. There are 17 typewriters remaining in the entire department, removing the need for a typewriter repairman to come on a routine basis.

In addition, through the Adopt-A-School Program, California Federal Bank has purchased an additional printer for the Apple lab. Four Macintosh computers, a scanner, and Laserwriter printer were added to Room 242 through Perkins money. One Macintosh was added to Room 242 through a professional development grant received by the

teacher. Room 241 received 17 new 386 IBM-compatible computers through ROP equipment money.

NOTES

2. That the department and site administration implement regularly scheduled monthly meetings in order to promote effective communication on all levels.

Department meetings are held every other month. In addition, the Business Department has at least one representative on the School Improvement Committee, Technology Committee, IBM Grant Writing Committee, and Restructuring Committee. One teacher is the chair of the Resource Committee for WASC. The Department Chair is the WASC Coordinator and SB 1882 Coordinator. A teacher is the chairperson for the Advisory sub-committee. This interaction with other staff members serves to further inter-departmental communication. Teachers in the department have been actively involved in the restructuring effort of the school as a whole. We continue to work at better communication with academic departments.

3. That the department explore ways to administer the Employment Readiness Tests on a regular basis so that students will receive the appropriate certification.

Teachers administer the tests twice and give make-up tests at lunch. Students are allowed to attempt the test twice. New statewide assessment methods include portfolio assessment, on-demand performance, and scenarios. The Computerized Word Processing class is pilot-testing the C-TAP assessment materials this year; and since its inception, the Economics and Entrepreneurship class has taken the Golden State Exam in Economics.

We have streamlined the certificate process. An aide was provided by the Office of Practical Arts and Vocational Education three days a week for one semester during 1993 and 1994 to help with certificate verification. The Department Chair has been responsible for all clerical work associated with the program since that time.

4. That the department and site administration investigate ways to add a business teacher in order to accommodate increased student enrollment.

No new teacher has been added to the Department.

NOTES

Each year we are unable to accommodate all the students who request business classes, especially freshmen and sophomores.

B. The department's assessment of the evidence for student learning.

Student outcomes are measured in several ways in the Business Education Department. There are skill-based criteria which are established with input from advisory committees and monitored yearly. These districtwide standards were originally established from job market data and were agreed to by a committee of department chairs throughout the district. These standards are posted in each classroom and shared with students at the beginning of each semester. All students know specifically what they must do to succeed in each class.

Students in our Economics and Entrepreneurship class have taken the Golden State Exam for the last three years. The first year all who took the test received recognition. Last year 40 of 54 students enrolled elected to take the test, and 76 percent earned school recognition or above: 40 percent earned "school recognition," 23 percent earned "honors," and 13 percent earned "high honors." Of all Mark Keppel students who received high honors,100 percent were Economic and Entrepreneurship students.

Successful student outcomes are recognized primarily by the district's Certificate of Recognition. Students must complete six semesters of business classes with a "C" or better average, maintain satisfactory citizenship, and pass the State of California Employment Readiness test or pass Business Technology Core with a "C" or better. Listed below are the numbers of certificates awarded since the last self-study:

1990	6	1993	120
1991	76	1994	92
1992	83	1995	97

C. Addressing the WASC Curricular Program Criterion including the following themes:

1. A summary of how the Business Education Department compares to this criterion with all themes addressed:

NOTES

The overall curricular program--The Business Education Department at Mark Keppel High School has an excellent curricular program which is in alignment with the district adopted goals and objectives. We try to work in partnership with parents, students, and members of the community to educate students. All department members belong to the PTSA, participate in the Festival of Learning, and attend extra-curricular activities. All teachers are advisors to Future Business Leaders of America, and several have attended section, state, or national conferences. In addition, the Department Chair attends meetings of the East Los Angeles College Tech-Prep Advisory Committee.

We model respect for culture diversity by attending school and community Lunar New Year and Cinco de Mayo celebrations. We incorporate multi-cultural materials into our keyboarding, computer applications, and word processing curriculum. We provide a safe, nurturing environment in which all students can succeed. We set fair and enforceable standards of behavior in which the students assume the responsibility for their own actions. We help our students develop ethical attitudes and social responsibility. Community service performed by FBLA students is a regular part of club activities.

Ethics is taught in all computer classes. It is one of the four major themes in the literature class, Contemporary Themes; and ethical behavior while working with software, copyrighted materials, and on-line services is an important part of all curriculum. The business teachers maintain high ethical standards themselves and expect the same from their students.

Curriculum alignment--All courses of study match the state framework (working draft of 1994). In 1990, our Department was designated a "Program of Excellence." All teachers model professional behavior. Our teaching processes involve hands-on, modeling, group activities, peer tutoring, repetition, and real-world applications whenever possible. Evaluation of student learning is on-going, immediate feedback is provided, and chances are given to repeat or make-up missed or failed work. Our classes

are project oriented. Computer Literacy/Applications, Accounting 1/2, and Word Processing students keep portfolios. Business students are provided with real workplace experience by the administrative and clerical staff on campus. They work on an as-needed basis to prepare mail-outs; answer telephones; file, copy, and sort documents; work in the student bank; and word process or desktop publish throughout the school year.

NOTES

Curriculum development, evaluation, and revision--This is an ongoing process. We realize that the business world is constantly changing and advancing at a rapid pace. We subscribe to technology and business journals. We use relevant, timely printed information in our classes. The Department Head meets on a quarterly basis with the Coordinator of Practical and Vocational Education and the three other department heads in the district to update curriculum, revise courses of study, and share information about the changes in business education curriculum.

Course descriptions are revised and updated yearly and sent to the Office of Curriculum and Instruction for forwarding to the district office. Two new classes, Contemporary Themes in Literature A and Economics and Entrepreneurship, have been added to the curriculum and reflect the integration of academic and vocational education. An articulation agreement with East Los Angeles College in Office Administration has meant that the course of study for the designated classes have been evaluated and modified for standardization.

The organizational structure--The Business Education Department consists of six teachers. The majority have Masters Degrees. All are professional in their behavior to each other as well as to the students. We consider ourselves to be conscientious, dedicated, and leaders on campus. We are proud of our role in being at the forefront of change.

The Department Chair attends site meetings of various committees and communicates directly with the members through minutes of meetings and informational memos. We meet informally at lunch. Most important decisions that affect the department are made by a majority vote. We respect the opinions of each member and work hard at maintaining an excellent working relationship.

All members have been or are currently on schoolwide committees which are directly involved with the changes taking place on campus. We volunteer our time at lunch and after school for the Technology Committee, the Restructuring Committee, the Program Major Committee, the WASC Resource and Process Committees, Advisory Committee, and School Improvement Committee.

NOTES

We have an unwritten "open-door" policy in this department in which students as well as teachers feel free to use the equipment in our classrooms and call on us for help with business and technology related matters.

Instructional resources--We are very fortunate in our department to have received a new lab of 36 IBM compatible computers with the capability of running most state-of-the-art software. This department has received grants, awards, and donations which have helped with upgrading equipment and providing on-line resources. The combination of site and vocational education funding is adequate to meet our needs for instructional supplies. Support is provided to us for technology on an on-call and regularly scheduled basis. The wiring has been upgraded in two rooms to meet the demands of new hardware. We have been adopted by California Federal Bank, and Home Savings and Loan provides team-teaching and a scholarship to one of our students.

Adequacy and appropriateness physical facilities--Mark Keppel High School opened its doors in 1939. At that time wooden tables and manual typewriters were the norm. There are 17 typewriters left in our entire Department. Upgrading of the facilities has been necessary and on-going for the safety of the students and staff. Two rooms remain with wiring on the floor. There is a continual problem of dirt blown from air conditioning ducts covering computers, printers and furniture in the classrooms. The air conditioning is especially noisy in the rooms.

The infusion of career education--The Business Education Department works with the Career Center, Work Experience, and ROP to infuse career education throughout our program. A career component is part of each of our courses of study.

Speakers are invited whenever the chance arises.

NOTES

Former students who have now graduated with business degrees from college are becoming a new resource. They often express gratitude for the business foundation provided them here and express interest in continuing their connection with Mark Keppel High School in various ways. We are looking forward to new partnerships in the community as our certificate program graduates increasingly enter the workforce.

Articulation--We communicate with feeder schools through a brochure that describes our program, through ninth grade orientation, and regular meetings with department heads of other schools. We will soon have on-line communication with other schools in the district. We have classes which satisfy the Tech-Prep agreement with the community college, and we offer two classes which are accepted by the California university system.

2. The major strengths of the department are:

a. We have professional, dedicated, technologically proficient teachers who are enthusiastic and caring.

b. We have an articulated, integrated, sequenced program of studies which is monitored yearly.

c. We regularly utilize instructional strategies that meet the needs of all students in our heterogenous classes.

d. We provide a non-threatening, "safe" place to work for all students.

3. The major areas for improvement are:

a. We need better communication and program alignments between the Career Center, Work Experience, and ROP.

b. We need more time to learn and practice with new technology.

D. Comparing the departmental instructional program to the Vocational Education criterion.

1. A summary of how the department compares to this

criterion with all themes addressed:

NOTES

Curriculum & Instruction--One of the major strengths of the Business Education Department is its ability to serve all populations on this diverse campus. The nature of the subject matter allows for effective heterogenous grouping in each classroom. Our program sequence allows for non-college bound as well as college-bound students to complete courses that meet the requirements for entry directly to the workforce, technical or community college, state college or university. We teach our students to appreciate the value of work through lessons, modeling, and thematic units. They are given an opportunity to acquire the skills needed for lifelong learning. Software applications, keyboarding skills, job application tasks, and shorthand all give students skills for employment. In addition, we prepare students for lifelong learning through skills in information access, work ethic, critical thinking and problem solving.

However, due to the popularity of the department and subject matter, many students have difficulty accessing business education. Of 887 students enrolled last year, 64 percent were seniors. Our curriculum is seen to be valuable to all students. Our enrollment last year showed:

Total students enrolled:	887	(43% male	57% female)
Number of Certificates:	97	(28% male	72% female)

Overall enrollment:	20% Latino	77% Asian	3% other

Our curriculum is well planned. Through our professional development activities, we stay current on state and national trends in vocational education. In addition, our curriculum is integrated and coordinated with various academic disciplines. We see our primary role as being that of supporting the academic core. We offer a sequence of classes which meets the needs of the college bound as well as those wishing to obtain employment after high school. The number of certificates awarded to program sequence completers has increased. Six certificates were awarded in 1990. Last year, June 1995, there were 97 students who were awarded Certificates of Recognition. Because our classes are impacted and first priority for registration is given to seniors, most students

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are unable to complete courses in a planned sequence--taking three or four business classes in their senior year.

NOTES

Last year 64 percent of our department was seniors and of that percentage, 68 percent were enrolled in two or more business classes concurrently. Nevertheless, we are proud of the fact that our curriculum is developed to build on core knowledge and skills, emphasizes progressively difficult critical thinking and problem-solving, and applied learning skills. Whenever possible, we provide actual work environment situations for our students. The various offices on site rely on business students to produce flyers and brochures, type, file, answer telephones, staff the student store at lunchtime, and prepare mailouts.

Staff--All of the staff of the Business Department are outstanding professional role models for our students. In our survey, 86 percent of the students agreed that the teachers in the department present a professional appearance and 85 percent think that we like our job of teaching. We consider ourselves lifelong learners. We participate in and conduct professional development activities. In order to address all the needs of our students, various teachers attend professional growth activities and share the information gathered with the entire Department. In order to meet the needs of our students, we attend FBLA Leadership Conferences, Bilingual and LDS training seminars, and district and site multicultural workshops. We are also concerned with staying current with the state and national goals for business education. We subscribe to professional journals, attend LA County Office of Education meetings and state and national conferences of professional associations. Through informational memos and formal meetings, we share what we have learned at these meetings in an effort to help the entire department maintain its reputation for excellence.

Linkages--Through linkages with community colleges, business, and industry, we are able to maintain programs that are current, relevant, and based on standards acceptable to colleges and employers. The Department Chair attends the East Los Angeles Advisory Committee meetings and participates in the Industry Education Council's Medallion Award Program. We have the Career Awareness program sponsored by Home Savings and

Loan in one of our classes. The Fashion Institute of Design and Merchandising makes presentations to our students yearly. California Federal Bank has adopted our department and has provided valuable input. We have recently been chosen by Microsoft Corporation to be one of only three schools in the nation to receive a $10,000 seed donation of software and technical training.

NOTES

Our classes are open to all students. However, since there has been no new teacher added, and since a teacher in the department is partially funded through ROP, communication between all vocational areas is essential in program planning and arranging the master schedule to ensure that students are guaranteed the classes they need for program sequence completion. This would also ensure that students receive a solid foundation in business core classes. Students of diverse ethnic groups, of various learning abilities, age groups, language abilities, and career interests are enrolled. We set measurable standards, but we allow students to proceed at the pace which is attainable for their optimum work. We stress that each business student should do his or her personal best at all times. Through providing opportunities for active learning, enthusiasm from the teachers, and a hands-on approach, we feel that we meet the needs of all of our students.

Program Characteristics--The Business Education Department follows the goals and objectives of *Second to None, Business Education Framework*, and *NBEA Business Education Standards*. Our curriculum is aligned with the latest draft of state standards. Realizing that secondary education in California is in the process of realignment and restructuring, we also are continually evaluating and adapting our curriculum.

Our program sequence includes education in the designated skill areas for entry-level employment, job advancement, entrepreneurship, advanced education and training, and personal use. Our instruction also includes opportunities for our students to develop leadership skills. We have the third largest Future Business Leaders Club in the state of California. Each year we have section, state, and national competitors. We have consistently placed in the top five in national competition in shorthand. Our students and teachers are supported in these endeavors through funding by the office of Practical Arts and Vocational Education.

The Mark Keppel ASB also supports us financially in our competitions. Our students learn to be team leaders and team members. They learn how to reach consensus, how to speak in front of large groups, and how to plan and implement meetings. FBLA officers and committee chairs learn to make decisions and take responsibility for the decisions they make. They are provided with community-based learning experiences and opportunities through service projects undertaken by FBLA.

NOTES

The Business Education staff is highly trained and takes advantage of the professional development opportunities which enable them to improve their strategies to deliver appropriate business curriculum to students. A review of teachers' resumes shows that each teacher has the appropriate preparation and credential to teach in this department. We have attended seminars on Instructional Strategies, Authentic Assessment, Learning Styles, Tactics for Thinking, Assessing Language Issues in Vocational Education (Project ALIVE) and Technology Plus. We are members of professional organizations and attend LA County Office of Education workshops, Computer Using Educators Conference, CBEA, WBEA, and NBEA conferences, workshops by the UCLA Literature Project, Writers Workshop, and the UCLA Chancellor's Conference to keep abreast of the latest developments in the academic and vocational curriculum. The PAVE office and the Office of Instruction are generous with their monetary support in helping us stay current in new curriculum.

The resources provided meet our minimum needs. Cramped conditions exist in some rooms. Air conditioning in some rooms emits dirty air, and the wiring in three rooms needs to be upgraded for safety. Plastic light covers in all rooms are a safety hazard in the event of earthquakes. Monitors to the computers are not strapped down and are hazardous in event of earthquake also. Three rooms have equipment that is at least 10-15 years old. The Sanyo lab has computers that are no longer manufactured; it is increasingly difficult to maintain the computers in proper condition.

Our business education curriculum and overall program quality are reviewed periodically by the community, business and industry, students, parents, and the district staff. The department itself

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carries on yearly evaluations for program refinement. We have a signed articulation agreement with a community college but not with any other postsecondary agency. Since almost 42 percent of our students indicated that they plan to attend community college upon graduation, this articulation agreement helps students achieve an advantage in completion of units. Even though we do not meet with parents and students together to help students articulate their plans for the future, we do encourage parents to attend Back to School Night and the Festival of Learning to review the quality work produced by our students.

NOTES

There are many opportunities provided in our department and through activities of the Career Center for students to learn about various occupations. The Career Center tests students to determine their aptitudes and interests. Even though we are not informed of the results of these tests, nor are we included in any career counseling offered to students, the teachers in the department exhibit interest in students' career planning and offer valuable and knowledgeable input. Since 92 percent of the students consider our teachers to be sincere and trustworthy, we feel that we have an obligation to be well informed about the career/college guidance that we offer our students. In our department survey, Business Management, Business Administration, Computer Information Systems, Accounting, and International Business were the top five career choices for our students. Students can establish a firm foundation to make knowledgeable and meaningful choices about their future careers here. When we begin the program major cluster facet (Business and International Studies) of restructuring on this campus, the business students will be able to broaden this pre-career foundation and increase their chances for success in later life.

Students, parents, counselors, and the community are made aware of the opportunities available in the department through a brochure which is placed in all registration packets. This brochure needs to be updated to reflect the new emphasis on tech-prep and business administration college programs. We advertise our individual classes with flyers, and this year we will create a display in the main hall showcase before registration. All classes meet the practical arts and vocational education requirement for graduation. Most satisfy the computer requirement. In addition,

graduation credit for one year of math can be achieved through completion of accounting. Contemporary Themes satisfies a fourth-year English requirement for college-prep students. Economics and Entrepreneurship meets one-year of social science requirement. However, since students also need one semester of government, some are finding it difficult to enroll in our department without being able to take the government class in summer school.

NOTES

Our department takes pride in its staff and students. We know that maintaining high standards is hard work. We continually evaluate our effectiveness in the classroom, our instructional strategies, our promotional activities, our FBLA club, job market data, and subject matter. We know as an all elective department that we depend upon our reputation for excellence in maintaining enrollment. We have established ourselves as leaders and professionals, and this is mirrored in all aspects of the Business Education program.

2. The major strengths of the department are:

a. The Business Education Department has developed a reputation of quality programs that attract a large student enrollment in the 11th and 12th grades when students have a choice of classes.

b. The business programs nurture an active FBLA club where members are enthusiastic, demonstrate leadership skills, successfully compete, and which are a source of pride to self, department and school.

c. The teachers in the department are willing to devote unpaid time during lunch and on weekends for FBLA.

d. There is on-going evaluation of the business program and curriculum.

e. Technology for personal use is available for all levels of students.

f. We attempt to maintain a department with state-of-the art equipment.

3. The major areas for improvement are:

a. We need more parent and community outreach.

b. We need to find a way to allow more freshmen to explore the business career area without removing the opportunities for seniors that are now available to them.

c. We need instructional aides in the SDAIE classes.

d. We need to find a way to add more classes for the non-college bound without eliminating the opportunities available to our college-bound students.

NOTES

E. Comparing the departmental instructional program to the Instructional Practices/Integrated Skills criteria:

Teacher Expertise and Instructional Strategies--Learning in the Business Education Department is on-going for both teachers and students. The teachers are highly trained and stay current in the subject matter through professional development activities and higher education. Each teacher's resume reflects this fact. The department budget funds subscriptions to business/technology magazines. The teachers use personal funds to subscribe to technology, business, and educational newspapers and journals. In addition, the librarian photocopies timely and relevant materials to share with our teachers. All teachers have attended the Instructional Strategies workshop given by the district. Two teachers have been invited to sit on and have participated in state and district curriculum writing committees as experts. One teacher reviewed the draft of the National Standards for Business Education (Communications). The Department Chair was a trainer for Project ALIVE. One teacher was awarded second place in national competition for "Excellence in On-Line Education."

The design of lessons of the department emphasizes cooperative and collaborative learning: Teamwork is a goal of the Department staff and its wish for the students. Students in the advanced classes are required to participate in small and large group presentations. Students practice verbal, written, and interpersonal communication. Students do career research, advocate for their position on ethical issues, present economic concepts, assume the persona of entrepreneurs and/or historical figures in computer science. Students write business plans, engage in simulated business activities, and learn and practice technology skills. Our department has been cited in the national publication, *The High School*, for excellence in integration of academic and

vocational education.

NOTES

Lessons are designed to embrace students of all learning styles. All teachers are evaluated by the administration every other year and must produce five-step lesson plans. In addition, various teachers in the department have improved their teaching expertise by attending workshops in critical thinking, Socratic questioning, UCLA Literature Project workshops, authentic assessment, and second language development. An overwhelming majority of students indicated in our survey that our teachers use a variety of teaching methods (80%) and that students in our classes help each other learn (84%). Teachers in the department have presented staff development workshops in cooperative learning, on-line research, and vocational education for the limited English proficient (Project ALIVE.) The teachers in this department are a valuable resource for the school site, the district, and the state.

The pace, depth, and focus of the curriculum is continually monitored for relevance. We annually survey our students. We stay in close contact with counselors. The results of a counselor survey conducted by this department shows that all counselors agree that our program meets the needs of our student population, that we work with them to ensure student success. The number of failures in this department are very low. By working closely with ESL and RSP teachers, RSP aides, and through telephone contact with parents, all students who attend regularly and participate experience success. The Career Awareness Program, the Business Student of the Month, FBLA competitions, and our certificate program provide incentives to and reward for completion of the business program.

Practice in verbal and written communication is an integral part of all business curriculum. In addition to production work in skills classes, students write and speak about the process of their production work. They have chances to write for observation, reflection, and evaluation. Presentation skills are incorporated into our advanced classes. The caring, nurturing environment allows students to participate freely and take part actively in learning. The Business Education Department has clearly defined expectations for students' behavior and academic proficiency. The policies are posted in each room and reviewed with

the students each semester. Grading policies are evaluated periodically within the department and within the district. Our grading standards in several classes have been revised to meet the requirements of the articulation agreement with East Los Angeles College. Allowing for the limitations of the learning and physically disabled, we have a grading policy that assures that students are held to rigorous standards and are provided with prompt feedback. In a survey conducted of 663 students last year, 91 percent feel that the Business Department provides a successful working environment. In addition, 89 percent feel that the teachers are objective and fair, and 88 percent feel that the teachers show regard for the needs and personalities of individual students.

NOTES

We try very hard in this department to treat all students with respect and fairness. We are fortunate in that the nature of our curriculum lends itself to heterogeneous grouping. We are proud of the fact that in our classrooms the GATE, AP, LEP, RSP, and average students have the equal opportunity to succeed together. The students in turn respect the teachers in this department and reward us with their hard work and success. Two of our teachers have been selected "Most Appreciated Teacher" by a vote of the entire student body. The survey shows 86 percent agree or strongly agree that the teachers in the department gain the confidence and respect of the students.

Integrated Skills--Just as the classes in our program sequence progressively become more difficult and demanding of student individual achievement, so do the integrated skills as taught in the department. In our beginning keyboarding and applications classes, higher order thinking skills are not emphasized. Students do get chances to practice reading, writing, and learning skills through exercises in the text/workbooks used in the classes. During second semester, as students' keyboarding skills increase, they are given chances to compose at the computer, reflect, and write about firsthand information in a creative manner. Any listening, speaking, or reading skills are usually of an elementary nature. We do, however, incorporate the library skills, and information access skills in the application classes and in the Business Technology Core class. Calculating skills consist of the minimal, basic methods needed to figure margins and place word processed material properly on a page.

NOTES

As our classes become more advanced, students' opportunities for in depth practice of the integrated skills increase. Accounting and Economics and Entrepreneurship make extensive use of case studies, analysis of data, application of principles, and information access. Since Contemporary Themes is a college-prep English class, students have chances to write the major types of essays; engage in business writing with literature as a base; and listen, speak, and write in pairs, small groups, and to the class as a whole. They use the library for resources in writing a research paper. They make presentations and videos in this class as well as Economics and Entrepreneurship.

All courses of study reflect the integrated skills taught in each class. We plan to organize our teaching of the integrated skills into a progressive sequence which will be on file in the office and updated periodically.

2. The major strengths of the department are:

a. Various instructional strategies are used in the heterogeneous setting to address the learning styles of all students.

b. We have a good relationship with and the support of the counselors and Guidance Center Staff.

3. The major areas of improvement are:

a. Our foundation classes of keyboarding and Business Technology Core need to incorporate more of the academic core of freshman and sophomore core classes.

b. We need on-going and periodic communication with ROP, Work Experience, the Career Center and academic departments to ensure that students receive the full benefit of a carefully designed program sequence in Business Education.

F. Comparing the Departmental Instructional Program to the Special Needs criterion:

1. A summary of how the department compares to this criterion with all themes addressed:

Special needs students have equal access to all of our curriculum. Average students, limited-English-proficient students, students achieving at a level below their peers, gifted and talented, students receiving special education, and students who are members of ethnic groups underrepresented in colleges and universities have all been able to succeed in our curriculum and meet the requirements for receiving business certificates.

NOTES

We offer special needs students access to a curriculum which is well balanced and offers alternatives to English, mathematics, and social science graduation requirements. Contemporary Themes in Literature, Accounting, and Economics and Entrepreneurship all accept special needs students, and these students succeed. The heterogeneous grouping common to all business classes is also evident in these that meet the common core.

Even though we do not offer primary-language instruction, we do allow for students in our classes to pair with those who speak their own language. Since paraprofessionals are not available in our Keyboarding SDAIE classes, the teachers adjust assignments and practice instructional strategies that allow for comprehensible instruction. In addition, we feel that the project-orientation philosophy of our department offers interesting and challenging opportunities for GATE students to excel and for LEP students to practice social skills in speaking and listening. Those students with IEPs work in the mainstream classroom, or a modified curriculum is provided to them through the special education class. The teachers have participated in Chapter I meetings, PIT meetings, and each teacher fills out IEP forms when needed. With our close working relationship with the Guidance Center, and their assistance in helping us achieve the "one-on-one" computer access for all our classes, special needs students have opportunities to work at their own pace and achieve success.

Even though our curriculum is not coordinated with the regular instruction, we feel that our philosophy of providing for support for the academic core classes helps students become more successful in all of their classes. The computer literacy teacher has worked in collaboration with an ESL history instructor on library research using computers; he has worked with an English teacher on a poetry unit. Both he and the English teacher attended training

seminars in team teaching across disciplines. In addition, this teacher allows students to do work from core classes through the use of a proposal form which has been very successful in allowing students cross-curricular opportunities. We continue to remain receptive to the idea of coordinated instruction, and individual teachers accommodate the needs of students whenever possible in achieving completion of work for other classes.

NOTES

The nature of the curriculum allows for a variety of assessment modes appropriate to special needs students. Our basic rule for assessing student work is to look for improvement. We adjust the amount of production work required, we pay personal attention to student needs, we encourage them with gentle reminders, we do on-going assessment in the classroom (such as assessing student work from computer monitors). It is often difficult, with districtwide requirements for skill assessment, to adjust the requirements for an individual to be successful and still pass the class. What we can do is limited in flexibility (timed writing scores, production assessment). We can, however, be flexible in techniques used to attain these ends, realizing that a certain skill level is needed for employment.

We have at times allowed selected students to take the Employment Readiness Test in their primary language, read to them by a trusted peer who is fluent in the particular language. Knowing that a solid command of English is important for success in the work world, we encourage students to take as much English as possible, including shorthand. We plan to include Business English again as part of our course offerings to enable our non-native English speakers more access to the English language necessary for the business world. LEP students are encouraged to enroll in shorthand. One teacher is proficient in Spanish; two teachers are enrolled in Spanish language classes to meet the requirements for the LDS certificate.

We feel that all of our curriculum supplements the quality of special needs' students core learning. Knowing this to be the case, the teachers search out what is being taught in other classes; and whenever possible, we adapt curriculum from core classes to the technology skills needed in business education. The knowledge of the use of technology enables students to add to their skills

which make them more successful in all classes.

NOTES

The lessons for all students are the same. The standards required to skill level attainment are posted and known to all students. We have no class levels, but recognize that because of special needs, many students don't cover as much material and do not go into as much depth as those students without special needs. Critical thinking and creativity are encouraged as supplementary activities in keyboarding classes for those students who are ready for a challenge after completing work early. Research opportunities in the library, spreadsheet applications, and English grammar instruction help students use information and ideas from several content areas. We give opportunities in our advanced classes for all students to reason, reflect, use judgment, problem solve, and make effective decisions, knowing that these are the skills employers want for effective job performance.

In skills acquisition classes, special needs students are given opportunities to be successful and achieve their highest potential. In addition, our FBLA club has offered students opportunities to develop and practice leadership skills. Students of all ability levels participate in the decision-making process of our club as equals. They demonstrate a growing self-confidence and ability to be leaders the longer they participate as FBLA members.

Throughout this department there is evidence of success in the work of students of all ability levels and needs. We are proud of the quality of work our students produce and display it whenever possible. We share what our students have produced while using a variety of materials and activities at Back to School Night and Festival of Learning. Visitors to this school have evidence of the pride we take in our students and their work. Students who are LEP, who are average, and who achieve at lower levels can grow, learn, and succeed in the working environment provided by the Business Education Department. Since disruptive behavior is at a minimum and a large majority of our students feel that we provide a safe working environment, the students themselves are motivated to exert self-discipline. We rarely have the need to refer students to the dean, deal with disruptive behavior, or hear derogatory language from our students.

All of the teachers support academic success for special needs students. We understand the varying needs of our students and try as often as possible to provide positive opportunities for them to be successful. Because of our support of their endeavors in the classroom as well as for their outside, extra-curricular activities, students view us as thoroughly dedicated to their success. We work with the RSP teachers as needed. We share information with each other about our students. Some teachers call parents of special needs students to express their concerns as needed. We send progress reports and some of our class assignments require communication with the parents, such as letters composed by students which must be signed at home and returned. We are interested in their personal development. We remember our few freshmen and sophomore students and try to maintain contact with them through our club activities on campus in order to keep their enrollment when they become seniors. We model effective interpersonal skills with our students, and they base their own behavior with their peers on what they observe in us. We want all students on this campus, whether they be special needs students or not, to feel that "Business is the Place to Be."

NOTES

2. The major strengths of the department are:

a. All categories of special needs students have equal access to business education curriculum.

b. We have a good working relationship and on-going communication with those responsible for special needs students.

c. Our FBLA club offers leadership training for special needs students.

3. The major areas for improvement are:

a. We need an instructional aide in the in SDAIE classes.

b. We need to target freshman and sophomore RSP students for a program sequence for business education so that more of them can receive certificates upon graduation.

G. Initiating an Action Plan:

1. Among the strengths listed in C-F above, the greatest strengths are:

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a. We have developed a reputation of quality programs that attract a large student enrollment in the 11th and 12th grades.

b. The business programs nurture an active FBLA club where members are enthusiastic, demonstrate leadership skills, successfully compete, and whose members are a source of pride to self, department, and school.

c. All categories of special needs students have equal access to business education curriculum.

d. We have professional, dedicated, technologically proficient teachers who are enthusiastic and caring.

e. We provide a non-threatening, "safe" place to work for all students.

2. Among the areas for improvement listed in C-F above, the greatest priority areas for improvement (2-4) are:

a. We need to find a way to allow more freshmen to explore the business career area without removing the current opportunities available to seniors.

b. We need to target freshman and sophomore RSP students for a program sequence for business education so that more of them can receive certificates upon graduation.

c. We need better communication and program alignment between the Business Education Department, The Career Center, Work Experience, and ROP.

3. A step-by-step Action Plan for addressing each of these priority areas for improvement.

We need to find a way to allow more freshmen to explore the business career area without removing the current opportunities available to seniors.

We need to target freshman and sophomore RSP students for a program sequence for business education so that more of them can receive certificates upon graduation.

We need better communication and program alignment between the Business Education Department, The Career Center, Work Experience, and ROP.

NOTES

b. Activities that will address the areas of concern, including persons responsible, appropriate timelines, and ways to assess progress:

NOTES

1) In the spring of 1996, after registration is completed from the feeder schools, the Department Chair or designee will meet with the Guidance and Career Center staff and RSP teachers to obtain information and results of 7th & 8th grade job career interests surveys that indicate business as a possible career choice.

2) Department Chair or designee will compile a data-base listing of all targeted incoming freshmen students including RSP freshmen, to be shared with counseling/career staff.

3) The word processing teacher and class will compose letters of invitation to be sent to students and parents of the incoming freshmen.

4) The graphics and design and computer applications teachers and classes will design flyers and an informational brochure to be sent to designated freshmen in March and an invitation to parents to Festival of Learning in April.

5) During the summer of 1996 the FBLA advisors will meet with the FBLA officers to establish the criteria/job description for new officer position of Freshman Liaison.

6) Beginning in October 1996 all department teachers will participate in the Business Education "Subject of the Month" and will highlight their particular area and have an "open house" one day a week for that month; freshmen will be targeted, bulletin notices will announce.

7) All department teachers and FBLA officers will meet in the summer of 1996 to plan a "Company Picnic" to be held in the gym area with food, games, and informational materials about the Business Education Department.

8) All teachers, FBLA members, and any interested MKHS staff members will participate in the "First Annual Company Picnic" to be held the last week of September of school year 1996-97.

9) This will become an annual event for the Business Education Department.

10) The word processing teacher and class will send follow-up letters to all sophomores, including the RSP students, before registration for the 1997-98 school year.

RESULTS OF SURVEY--Business Education

Expressed in percentages.
663 Surveys given April, 1995

		strongly agree	agree	no opinion	disagree	strongly disagree
		5	**4**	**3**	**2**	**1**
1	Explains directions fully:	62	31	5	2	.5
2.	Gains confidence & respect:	55	31	11	2	.5
3.	Regard for needs/personalities:	56	33	9	2	1
4.	Knowledgeable about subject matter:	68	25	6	1	1
5.	Makes assignments clear:	59	32	7	2	.3
6.	Professional appearance	57	29	13	1	.5
7.	Objective and fair	58	31	9	1	1
8.	Good teaching techniques	55	35	8	1	.5
9.	Interested and enthusiastic	57	30	10	2	1
10.	Grading is fair	60	28	9	2	1
11.	Does **not** show favoritism	49	26	19	5	2
12.	Can handle problem students	40	37	19	3	1
13.	Has a sense of humor	50	33	15	2	1
14.	Successful working environment	52	39	8	1	.3
15.	Sincere and trustworthy	66	26	6	1	1
16.	Likes teaching	63	22	13	1	1
17.	Students know what to do and learn	50	36	11	2	1
18.	Expect to be successful	40	34	24	1	.5
19.	Make-up work missed or failed	53	32	10	2	2
20.	Knowledge can be applied elsewhere	54	35	10	1	1
21.	Attention balanced, timely, fair	52	36	9	3	1
22.	Help each other learn	46	38	13	2	.5
23.	Variety of teaching methods	54	27	14	4	1

24. Is business your chosen career? Yes: 67 No: 31 Maybe: 3

25. Major field of interest:
    1. Business Managment
    2. Business Administration
    3. Accounting and Computer Information Systems (Tie)
    5. International Business

26. Plans after high school:

1.	Junior College	42
2.	State College	25
3.	University	26
4.	Work	05
5.	Trade School	02

27. Number of business classes:
    1. 37
    2. 24
    3. 18
    4. 16
    5. 06
    6. .1

28. Overall Department Grade: A=59 B=33 C=07 D=.6 F=.3

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CAREER EDUCATION DEPARTMENT

WASC 30451

CAREER EDUCATION DEPARTMENT



WASC 30452

CAREER EDUCATION DEPARTMENT

Jim Valentino
Career Education Coordinator

Arlene Gibson
ROP Counselor

Roger Lindbeck
Work Experience Teacher

Laura Aguilar
Career EducationTechnician

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ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL
Career Education Department Report

NOTES

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Career Education program (as a department) and Career Center was not reviewed as a separate department or facility during the previous accreditation process. This will be the first time that the Career Education Department and Career Center will be reviewed as a separate entity. The last review only included the Regional Occupation Program (ROP) and Work Experience Education as segments of the entire career education program.

B. The department's assessment of the evidence for student learning through a review of the Student Outcomes section of the General Data and all additional appropriate student indicators of achievement and performance.

The Career Education program received exceptional reviews from students who have participated in ROP classes as well as students who have used the Career Center for general services. The student surveys for ROP indicated that 85 percent of the students were happy with the instruction, information, materials and content of the classes. They felt that the staff was knowledgeable and capable and that the materials presented were valuable and could be used in a possible future career.

The general survey proved to be even more complimentary than the ROP survey. Students (121) were selected at random from the student body and asked to respond to a survey. Sixty-eight percent (almost 7 out of 10 at random selections) felt that the Career Center was well staffed, well stocked with career information, convenient for use, and a valuable asset to the entire student body.

Overall, the student surveys strongly indicate that the students believe that the Career Center's services, career guidance information and staff provide them with positive, enjoyable, and worthwhile information.

C. Addressing the WASC Curricular Program Criterion including the following themes:

NOTES

1. A summary of how the Career Education Department compares to this criterion with all themes addressed.

The Career Education program at Mark Keppel complies with all school district goals, objectives, and graduation requirements. Courses offered through the Regional Occupational Program (R.O.P.) apply toward the ten unit graduation requirements for Practical Arts & Vocational Education. All entry level R.O.P. Computer Classes meet the proficiency computer requirements. The R.O.P. classes also meet the district course requirements that are aimed at career employment and work experience opportunities.

All of our R.O.P. and Work Experience classes offered during the regular school year and the summer Job Training Partnership Act Program (J.T.P.A.) are aligned with the frameworks for the State of California. All of the course descriptions, curriculum outlines, instructional objectives and evaluation techniques can be found in the County Informational Notebooks that are on file in the Career Center. Our Work Experience Program was developed by our Alhambra School District and is state approved.

The existing curriculum is reviewed by subject teachers, other faculty, students, community personnel (through linkage sites) as well as the county personnel. The use of county course surveys along with regular student input contributes to ongoing curriculum development, evaluation, and revision. The Career Coordinator works with teachers in the development, evaluation, and revision of their teaching techniques. All Career Center staff members and teachers are involved in ongoing professional development specific to their assignments.) (*Curriculum developed for the 7th and 8th grade feeder schools were prepared by the Career Education Coordinator and Work Experience teacher using models from the State Framework for Career Education and modified to focus on the middle school.)

The Career Center has a dual organizational structure as a resource department and an instructional department. The R.O.P.,

J.T.P.A. and Work Experience segments are the instructional segments, and the Career Center, the resource segment. This duality, along with the task dedicated Career Center personnel, makes our structure unique. We have a full-time administrator (Career Education Coordinator), a full-time secretary position, a full-time Work Experience Teacher (a regular credentialed high school teacher), two full-time technicians, a full-time R.O.P. Counselor who is split between two high schools, J.T.P.A. technician one day a week, and a part-time Outreach person who is supplied by a local college or university. We also have hired students to work before and after school as part of our Work Study Program. Our Career Center and its programs are also directly linked with the site administration, the Director of Practical Arts and Vocational Education, Los Angeles County ROP, Los Angeles County Counselor program, State of California Employment Development Department, El Monte Office, I.T.T. Technology Institute, the United States Army, Navy and Marines, and two other comprehensive high school Career Centers.

NOTES

The instructional resources for the Career Center and its related programs are all allocated and funded through the Practical Arts and Vocational Education Office. These funds are utilized to support and complement existing site and off-site facilities, R.O.P. classes, Work Experience Education classes, vocational classes, J.T.P.A. programs, and S.Y.E.T.P. programs. This funding is also aligned to financially support field trips, site visitations, and other activities that occur in our Business Education, Industrial Technology, and Consumer and Family Living Departments. These activities include updating computers and computer programs, Tech Prep implementation and linkage with East Los Angeles Jr. College, and support for V.I.C.A. It also supports the articulation that exists between the Consumer and Family Living Department and local junior colleges. In addition to all of the above, our Career Center provides instructional resources through the utilization of several computers, various audio-visual equipment, annual Federal, State and County publications, Career specific and college search specific software, special order career materials and texts, and teaching materials. These are utilized by staff trained in their use, and are available to students and other departments on a short-term check-out basis.

Our career education program at Keppel utilizes on-site classrooms in the Business Education Department, the Consumer Family Living Department, the Industrial Technology Department and the Career Center itself. From time to time we have used classrooms in other areas of the campus, but we try to utilize rooms in the departments that align with our vocational programs. We also use community sites when it is deemed to be feasible and viable. The Career Center is located in the middle of the campus and has easy access for our students. This is evident by the fact that for the last two years we have averaged over 2,000 student visitations per school month to the Career Center. This is calculated by the use of sign-in sheets and teacher roll sheets. The facility itself provides for student centered attention. All personnel can be seen and are immediately available. A small conference room exits for private counseling. It is used by the Vocational Specialist for counseling her students and as a meeting place for the pull out program of the deaf and hard of hearing teacher. The Career Center is user friendly for lecture classes up to 70 students and has a floor plan conducive to the needs of different teaching styles and meeting usage.

NOTES

The infusion of career education into our school curriculum is outlined in our Career Education Department 5-year Plan. A copy of that plan is included in this section. Following is a rundown of all the activities that we use to infuse career education into our school wide curriculum.

Assessment tools

COP II	7th & 8th grade	
CAPS	7th & 8th grade	
VIESA	9th grade	Required of all students
COPES	10th grade	Required of all students
A.S.V.A.B.	11th grade	Required of all students
Repeat any	12th grade	

Career Awareness Program (CAP)

A Home Savings & Loan representative in collaboration with Business Education Department classroom teacher teaches a banking class on campus to one of the Business Education classes. Students who successfully complete this class are given the opportunity to interview and obtain employment at a Home

Savings site in Southern California, and one student is awarded a $4,000 scholarship. Thirty-five students participate in the class.

NOTES

Career Center Presentations

Upon request any teacher can bring a class to the Career Center for an orientation and career presentation that is given by our Career Coordinator and our Career Center Technician. Presentations are also made available in the classroom per teacher request.

Career Conference

The Industrial Education Council (I.E.C.) sponsors an all morning Career Conference for all students in grades 10-12. It is held at a local theater complex and provides 35-40 career field presentations with speakers that students select according to their interests. We usually have between 350 and 400 students participate each year. All Career Center staff, in conjunction with the entire staffs of the two comprehensive high schools, participate in this event.

Career Speaker Presentations

Each month beginning with second semester, the Career Center focuses on one career field and schedules speakers each week to address careers that are available in that field. In addition, we use the business site of each speaker as a shadow site for students. We publicize our speakers through the daily bulletin, signs in the Career Center, school newspaper, Career Center Happenings (monthly Calendar) which is distributed to entire school staff, and special notices to classes who might have particular interest in the field. An average of 25-30 students attend each presentation.

Title I Students

Ninth, tenth, and eleventh grade B- and C-level English classes are brought into the Career Center for specific assignments. Our goal is simple, short, and to the point: Career education is life planning. With this in mind students are put through a mock ROP registration process. They create a personal profile and are assigned a career exploration assignment. They write personal statements or are instructed on how to fill out work and/or college applications. Interviewing skills are included according to grade level. They are required to use the GIS (Guidance Information System) and/or Occubriefs to gather information on a career of

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their choice. As part of their class we also make a presentation on the use of the Career Center, its resources, and career planning. Classes are invited to presentations (such as college and career speakers) and field trips for college and career awareness. Our goal is to enable the Title I student to meet personal goals and prepare for success in higher education and/or the work place. Title I students receive personal assistance with filling out paper work for college admissions, scholarships, financial aid, resume preparation, and employment applications.

NOTES

College Information Day

This event is held at San Gabriel High School. College-bound students are invited to attend the college fair in order to help them select or receive more information about specific colleges and universities. Transportation is provided for all interested students. Approximately 45 two-year and four-year colleges, trade schools and military participate. About 130 students signed up last year.

College Speaker Presentations

Individual college representatives are scheduled weekly to come and make presentations to interested students throughout the fall in the Career Center. Speakers are promoted through our communication systems. Students have the opportunity to hear representatives from over 30 colleges and vocational schools talk about admissions requirements, financial aide, and college life, enabling the students to make informed choices.

Hire A Student Day

At the end of the school year we sponsor an opportunity for juniors and seniors to gain interview experience and possibly gain employment. Personnel and/or Human Resource Directors from 35 to 40 local and regional businesses are invited on campus to interview and evaluate our students. The students are provided with pre-event seminars in interview procedures and given evaluation of their interviews so they can improve their skills. Eighty-five students participated in this activity last year. All Career Center personnel participate in this event.

J.T.P.A. (Job Training Partnership Act)

The JTPA program is targeted at low income families. Students

must be 16 to 21 years old and can earn up to $560. Only six to ten students participate in this program due to strict federal government regulations. However, these students do gain work skills and experience in the true world of work.

NOTES

Medallion Awards

This program is designed to recognize outstanding juniors and help them select a possible career field. Each year in May a medallion winner is selected. The most outstanding junior within each department is selected by the department members to receive this prestigious award. Each student receives a plaque and medallion and is honored at a career conference and dinner. We usually recognize between 12-15 students from each of seven high schools in the area.

R.O.P. Classes: (Regional Occupational Program)

Many hands-on job training classes are offered each semester free of charge for high school students. These classes teach marketable skills culminating in a Certificate of Achievement (stating student has attained the related skills and proficiencies which meet the standards of the LACROP) and credit towards high school graduation. One third of our sixteen and older students take at least one R.O.P. class before they graduate as indicated in the school wide survey given to 1,700 students in May 1995.

Shadow Day Opportunities

Our Shadow Day Program is operated in conjunction with our career speakers program. Students spend all or part of the school day with business people in the community. This opportunity provides students with first-hand information concerning career planning.

Student Portfolios

Our Career Center maintains a career portfolio containing all students' assessments and career related materials. Our Career Center technician oversees these portfolios and updates them on a regular basis. Students and parents have access to them and may use them to do research on occupations related to their interest. Portfolios are begun with the 7th and 8th graders.

Teacher/Student Aide Assignment Counselor

Student aides are assigned per faculty/staff request twice per year. Contracts are prepared between the student and the supervisor. Grades are assigned by the superior. Any assignment related concerns are handled through the Work Experience teacher. In school year 94-95 there were 219 assignments made.

NOTES

Work Experience Education

Work Experience Education classes are available for all students who qualify. Classes are made available during 'O' Period and '7th' Period. Continual contact is made with student and employer. Constant and on-going efforts are made to enlist new employers for students seeking jobs. Presentations are made throughout the community through service clubs, chambers of commerce, and P.T.S.A. Students are counseled regarding job related concerns. Parents are regularly apprised of job and school related concerns. Job opportunity boards are maintained on a regular basis to provide information on specific jobs available to the student population. Enrollment grows throughout the year and has approached 80 toward the end of the school year. Current efforts indicate substantially larger numbers for school year 95-96.

Work Permit Issuance

Regular and Work Experience work permits are issued on a daily basis through the Work Experience teacher. In the school year 94-95 there were 215 permits issued. That number will be increased during this school year. All staff are trained to prepare work permits.

The Career Education Center promotes its services, programs and classes through a variety of methods. The most effective methods include class presentations by Career Center staff, fliers, posters, program brochures, "Special Notices" to classrooms, school newspaper, Career Center Happenings (monthly calendar), and daily bulletin, as well as using display cases and setting up a table near the center of the campus. All of the above activities are designed to make students aware that the most important investment they can make is a self-investment and that it is so important for them to begin preparing themselves for their life after high school.

The articulation with our feeder schools is excellent. We have developed a career education curriculum that was designed especially for our 7th and 8th grade feeder schools. Our Career Coordinator and Work Experience Teacher spend two afternoons per week (all year long) inservicing teachers at the middle schools on the curriculum. After the inservice is complete, the career curriculum becomes an integral and mandatory part of the elective program at the middle school. We have four feeder schools that send students to Keppel, and they make up 95 percent of our freshmen class each year.

NOTES

The articulation with receiver schools occurs through our Tech Prep programs and will occur in all of our vocational education departments. At the moment it is occurring in our Industrial Technology Department and our Consumer Family Living Department.

The articulation with other district high schools occurs on a regular basis through the R.O.P. program as well as through the Career Coordinators. The Coordinators meet twice monthly to discuss classes and resolve any problems which may arise.

2. The major strengths of the Career Education Department are:

a. A large number of programs and activities are infused into the schoolwide curriculum.

b. The staff size in the Career Center allows the programs and activities to be infused into the schoolwide curriculum.

c. The development of and implementation of a mandatory 12-lesson career education program is in place for all of the feeder schools.

3. The major areas of improvement are:

a. There is a need to increase awareness of and utilize the student portfolio by the guidance staff, faculty, and student body.

b. Students need more time for individual computer instruction and research during on-going major facility use.

c. There is a need to integrate the vocational education departments into more of the Career Center activities.

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D. Comparing the departmental instructional program to the Career Education criterion.

NOTES

1. A summary of how the department compares to this criterion with all themes addressed:

The Career Education program offers many services, programs, classes and activities that are designed to assist and encourage students in making decisions related to their possible future careers. These processes help students become more aware of themselves, their career options, educational choices after high school and allow them to develop skills that can enhance their school to career transition.

The staff works as a unit to provide up-to-date career information and career guidance services to classes as well as individual students. The staff has responsibility for issuing work permits, providing job opportunities, supplying teacher aides, operating a complete work experience program as well as offering a complete ROP program. At the present time the Career Center is averaging 2,000 student visitations a month.

Curriculum: The courses that are offered in the ROP programs, work Experience Education program and vocational programs all have a curriculum that is supported by written course descriptions, outlines and objectives.

The curriculum for each area assist students with instruction that leads to occupational competencies that are consistent with district goals. The curriculum also helps students develop competencies (skills, knowledge, attitudes) that help them to enter the job (career) market, retain or upgrade existing skills into more advanced training which will lead to possible future careers. The development of "Paths" allows students (through the curriculum) to experience job, careers and personal goals. The implementation of a Tech Prep class along with career path sequences in Business Education, Consumer and Family Living and Industrial Technology also allow students to experience work while they are still in high school. Articulation and linkage with local community colleges is in place with future linkages and "paths" being developed.

The curriculum makes use of and includes teaching strategies that include "real-life" experiences, "hands-on" learning and problem-solving skills.

NOTES

The curriculum is also supported by current materials, computer software, career and college videos, and guest speakers who are experts in their fields.

Instruction: All courses offered through the career education program, ROP and Work Experience Education programs have written descriptions and are sequenced in order to include all important curricular areas and to reduce the repetition of competencies. Students may and can transfer between the same and/or similar courses and not be made to repeat a competency.

Courses are designed around activities that require students to be "involved" in what they are learning. These activities include participating in specific training skills, advanced training skills, upgrading and/or increasing existing skills as well as skills designed to enhance their employment opportunities.

Courses are supported by updated materials which include periodicals, computer programs, videos, speakers, books, pamphlets and carer research files. The courses are also supported by the ROP counselor, ROP technician, college/career technician, Work Experience Education teacher, JTPA technician, department secretary and career coordinator.

Staff: The Career Education Coordinator is not only responsible for the entire operation of all segments of the career education program, but is also responsible for being the liaison to the community. Currently the Coordinator is a member of the local Lions club, the economic development task force board for the City of Monterey Park, the Christmas in April board, the California Career Education Association, and the California Association for Vocational Administrators. He is also secretary for Industrial Education Council, and the co-advisor to the Leo's club on campus. Additionally, he submits weekly career education articles for three local newspapers. This past November the Career Coordinator presented at the CAVA conference and is scheduled to present at the CCEA conference in March of 1996.

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The instructors in the he ROP program all have at least five years of occupational (not teaching) experience in their area of expertise. Our Work Experience teacher has eight years of experience as a banker, 19 years of experience as a classroom teacher, and one and one half years of experience as a Work Experience teacher. Our ROP counselor has ten years of teaching experience, 20 years of experience as a grade school counselor and five years of experience as an ROP counselor. Our Career Center technician has nine years of experience as a scholarship monitor, two years of secretarial experience and two and a half years of experience as a Career Center technician. Our ROP technician has three years of experience and five years as a JTPA technician.

NOTES

All instructors are evaluated according to the district contract (every other year). All members of the staff are encouraged to participate in and take advantage of staff development opportunities, conferences, workshops and in-services.

Resources: The career education program is supported through a number of funding line items. Funding comes into the department and supports programs from "Perkins," ROP, Title I, JTPA, SYETP, and the district general fund.

The Career Center maintains a number of current resource materials. These include books, magazines, brochures, videos, filmstrips, computers, and software.

Career Center resources include information on over 20,000 careers and jobs. These materials/resources are made available to students who visit the Career Center individually as well as through Work Experience Education classes, ROP classes, Title I classes, Vocational classes, and class visits.

The information on post-secondary training includes catalogues on 2- and 4-year colleges, videos, reference books on trade schools and vocational schools, and brochures on the military. These are all available for student check-out. Information on over 5,000 colleges and careers can be found on the computerized Guidance Information Service (GIS). A computer program for SAT preparation is also available to students.

Job opportunities are made available to students who would like to work. An average of 30 to 40 hobs are posted on the job board outside the Career Education office. Over 200 students have received job referral introductions through the work experience teacher.

NOTES

The equipment is evaluated, expanded, and upgraded on a yearly basis. Each summer a budget of $14,000 to $16,000 is made available for this purpose. This money is also used to update all literature and computer software.

Guidance: Career guidance is a top priority in the career education program. At the 7th and 8th grade level, all students participate in a mandatory career awareness class. Students are required to complete the COPs II and CAPS career assessments and career investigations. The results of the assessments and career searches are placed in their portfolio.

At the 9th grade level each student is required to complete the VIESA. The information from this assessment is included in their cumulative record and is registered (through a database) at the guidance office. This information is then used by each grade level counselor to assist each student with possible future career plans. The database will begin this year with the freshmen. At the 10th grade level each student is required to take the COPES. The career information from this assessment is placed in the student portfolio and will be added to the database in the guidance office for counselor use.

At the 11th grade level each student is required to take the ASVAB. Again, the results are placed in the student's portfolio and will be added to the database in the guidance office.

At the 12th grade level, students are encouraged to re-take any previous assessment as well as participate in every career-related activity that is beneficial to them. By the time students reach their senior year, they should have the beginning of an understanding as to what their future career plans must include. The current senior class may not meet this criterion, however. This year's freshman class will be more career oriented (as seniors) than any previous senior class.

WASC 30466

In addition to the above, the ROP priority interest survey allows the ROP program to determine what types of classes should be offered. Student interest allows the program to meet more of the needs and desires of more students.

NOTES

A "college information day" is held every year at San Gabriel High School. Representatives from 50 two- and four-year colleges and vocational schools are made available to students. Last year over 400 students, including 130 from our campus, visited the college information day from the four high schools.

During the fall individual college representatives make presentations in the Career Center. The Career Center Technician arranges for colleges to make presentations.

During the spring, specific career speakers make presentations in the Career Center. The Career Center Technician arranges for career speakers to make their presentations. We coordinate the speakers with our Shadow Day program.

The career center staff, in conjunction with Alhambra and San Gabriel High Schools, developed and coordinated the first Industry Education Council's "Career Conference." This is held at the Edwards Theater in Alhambra. Students have the opportunity to listen to presentations on over 30 different career fields. About 200 students from each high school attend this conference.

A Medallion Awards Conference, similar to the Career Conference, but on a smaller scale, is conducted each year. Outstanding juniors from each department on campus are recognized at a special dinner and a special career conference.

A Hire-A-Student Day activity is scheduled for second semester and allows students to develop interview skills for possible employment. Several students are hired to work during the summer for this activity.

Evaluation and Planning: The staff has scheduled regular department meetings to make everyone aware of what is going on as well as discuss the effectiveness of programs, services and classes. A copy of the department report is sent to the district coordinator so

that the information can be shared with district administrators.

NOTES

A parent advisory group is operated by the Office of Instruction and reviews the services to the Title I students. In addition, the county monitors the Title I program and files an evaluation report on career information that is made available to Title I students. This is operated through the Special Projects Office.

The Career Education Department also utilizes labor market trends, student surveys, information from the county office, the I.E.C. and district vocational education advisory committees to assist in evaluating and/or modifying instruction and course offerings to better meet the needs of students.

2. The major strengths of the department are:

a. There are numerous classes, services and programs made available to students to assist them in making the transition from school to college or school to career.

b. There is increased articulation and interaction between the Career Center and Guidance Center.

c. There is articulation (through Work Experience Education, ROP and JTPA) with local businesses and organizations that allow students to participate in a number of career development activities.

d. Financial support is provided by PAVE, the district and the Title I program.

e. Basic skills are reinforced in courses that are offered in the ROP program, work experience program, and vocational education departments.

3. The major areas for improvement are:

a. More interaction with school departments that are outside the vocational education programs needs to be created.

b. Development of a mandatory career awareness program at the 9th grade level is needed.

c. A process needs to be developed that allows student feedback of career information to occur on a regular basis.

E. Comparing the departmental instructional program to the Instructional Practices/Integrated Skills criteria:

NOTES

1. A summary of how the department compares against this criterion with all themes addressed:

A wide variety of learning opportunities exist for students within the career education program. Audio-visual materials, computer applications, group and class discussions, team and individual presentations, along with lectures allow each student to master (through his or her own learning style) the expectations of each class they take.

The student expectations are discussed and listed at the beginning of each class and each student understands his or her commitment.

Periodic evaluations are given to the students to check on progress and for areas of improvement.

Students gain competencies in interpersonal skills, resource use, acquisition of information, understanding of various systems as well as the ability to work with a variety of technologies in a particular field of study.

Each career education and ROP instructor is a seasoned expert and has at least five years experience in his or her particular field.

2. The major strengths of the department are:

a. The inclusion and infusion of basic skills into each subject area relates to the student the importance of the integration between academics and vocational education.

b. Various and different teaching strategies allow all students to learn.

3. The major areas for improvement are:

a. Linkage between a completed ROP class and a work opportunity needs to become a focus of the Work Experience Education Program.

F. Comparing the Departmental Instructional Program to the Special Needs criterion.

NOTES

1. A summary of how the department compares to this criterion with all themes addressed.

The Career Center Technician's assignment is 50 percent funded by the Title I program. Therefore, this position has the responsibility for working with Title I and the special needs population.

The technician provides career research materials and career awareness materials to all of the Title I English classes in grades 9, 10, and 11. Expansion to grade 12 will be made next year.

The ROP classes are available to all Title I students as well as all special education students. Classes that are inaccessible to students (because of special needs) are rearranged so that they become accessible. The need for special equipment is provided by the district for special students who are taking ROP classes. Students are referred to the ROP program by the special education department.

2. The major strengths of the department are:

a. A good working relationship exists between the special education and career education departments.

b. All staff members are able to work with all special needs students.

3. The major areas for improvement are:

a. The Career Education Department needs to develop and implement a career orientation class that all special needs students would take as part of their overall curriculum.

G. Initiating an Action Plan:

1. Among the strengths listed in C-F above, the greatest strengths are:

a. There are a large number of opportunities that all students have to participate in programs and activities that are designed to assist them in making career decisions.

b. An extensive volume of materials exist in the career center to assist students with career decision-making processes.

2. Among the areas for improvement listed in C-F above, the greatest priority areas for improvement (2-4) are:

a. There needs to be better articulation between the assessment information that is kept in the Career Center and its use by the grade-level counselors in the Guidance Center.

b. A mandatory career awareness class needs to be developed for and implemented in the 9th grade level.

c. The Career Education Department needs to develop and implement a career orientation class that all special needs students would take as part of their "overall" curriculum.

3. A step-by-step Action Plan for addressing each of these priority areas for improvement.

a. There needs to be better articulation between the assessment information that is kept in the Career Center and its use by the grade-level counselors in the Guidance Center.

1) The freshman class of 1995-96 will have the assessment information added to a database that will be used by the counselors to give guidance toward a possible future career field.

2) As the 1995-96 class advances toward grade 12, the assessment information will be updated so that by the end of the junior year a complete history of assessment will be available to each counselor.

3) Before June 1999 a career major's curriculum will be implemented for all students.

b. A mandatory career awareness class needs to be developed for and implemented in the 9th grade level.

NOTES

1) Beginning in February 1996 the Career Education staff will develop curriculum for a career education class.

NOTES

2) By September 1996 the class curriculum will be complete and ready for implementation.

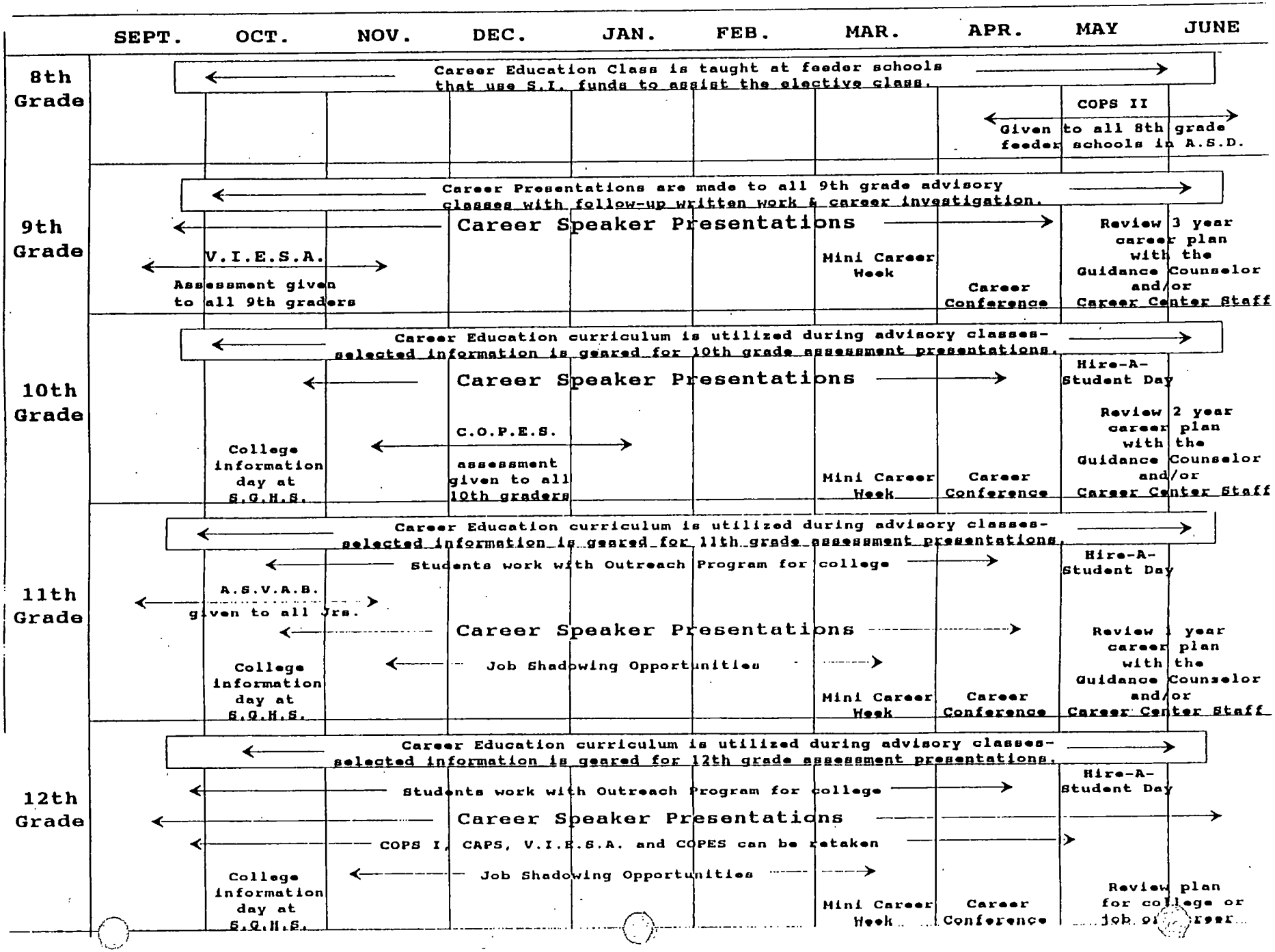
c. The Career Education Department needs to develop and implement a career orientation class that all special needs students would take as part of their "overall" curriculum.

1) During the 1996-97 school year a career awareness program will be developed and submitted to the special education department.

WASC 30472

Mark Keppel Career Center

5 Year Program



WASC 30473

CONSUMER AND FAMILY LIVING DEPARTMENT

CONSUMER AND FAMILY LIVING DEPARTMENT

WASC 30474

CONSUMER AND FAMILY LIVING DEPARTMENT



WASC 30475

CONSUMER FAMILY LIVING DEPARTMENT

Mary Anne Nesalhous
Department Chairperson

Monica Caballero
Teacher

WASC 30476

ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL
Consumer and Family Living Department Report

NOTES

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. That the department and site administration develop a communication system to ensure an effective working relationship.

The department has developed a monthly report form to communicate to the administration departmental issues and concerns, curriculum activities and projects, and professional activities. The form has been in use since September of 1991. The quarterly report completed by our department also has increased communication. A schoolwide quarterly report is now completed by each department and turned in to the Assistant Principal of Curriculum and Instruction.

2. That the district administration review the equipment replacement and repair policies to better meet the needs of students enrolled in consumer/family living courses.

An additional cooking range obtained during the 1991-1992 school year was purchased with funds from the school equipment account and cookbook funds in the school bank. Nine portable sewing machines were purchased to replace the old machines from school and department funds. One Macintosh computer has been purchased with Perkins money.

At present there is no district equipment replacement or repair policy.

B. The department's assessment of the evidence for student learning through a review of the Student Outcomes section of the General Data and all additional appropriate student indicators of achievement and performance.

The Consumer Family Living Department has established a certificate for program completers. A student that completes the Core (Introduction to Consumer Family Living) course and one year upper level course (Foods, Fashion or Marriage/Parenthood) will receive a Certificate of Proficiency at the end of their senior year. The department encourages program completers to continue their training through the ROP programs offered in the district: Child Care or Fashion Merchandising.

NOTES

Students are required to keep a notebook of class material. The students in Foods will have a well tested cookbook of recipes and nutrition information. The students in Marriage/Parenthood will have relationship and developmental information to apply for the future.

Fashion students develop a design portfolio second semester.

The results of a student survey regarding future educational goals given in June 1995 indicate that 27 percent of the senior CFL students plan on attending a 4- year college, and 61 percent of the senior CFL students plan on attending community colleges.

This information helped the CFL staff plan for the 1995-96 School year to include a larger career unit in each area.

C. Addressing the WASC Curricular Program Criterion including the following themes:

1. A summary of how the CFL Department compares to this criterion with all themes addressed:

The Consumer/Family Living Department teachers have a thorough knowledge of their subjects, keep abreast of new developments, enjoy and are enthusiastic about teaching high school students. Both teachers have master's degrees. Both teachers attend state inservices and workshops regularly to keep current on new developments in the field and to increase enthusiasm in their programs. Each year district staff days are arranged to include new curriculum approaches. One teacher is bilingual, and one has completed the LDS training. The Department receives continual support and encouragement toward efforts to improve instruction

from district-level administrators. The department appreciates the position of Assistant Principal of Instruction, who works to improve communications and accessibility. A district Consumer Family Living Advisory Committee has been established and meets two times each year to assist in the on-going evaluation of the department.

NOTES

On a District level, all Consumer Family Living courses are evaluated yearly and revised according to student needs and enrollment.

District staff days are directed at articulation with local high schools and colleges (i.e. East Los Angeles College, Pasadena City College, Cal Poly Pomona, Montebello, Rowland Heights.)

The department teachers explain and distribute class rules and course expectations at the beginning of each semester to all students (and as others arrive in the class). Students are introduced to weekly subject content through posted or written weekly calendars. Teachers have researched classroom materials to be current and up to date in presentation. (All materials are updated yearly).

A departmental brochure addressing the course offerings and course sequence has been developed and was distributed to all entering freshmen. The beginning core course, Introduction to Consumer Family Living, has been evaluated, renamed and revised to incorporate State Model Curriculum Standards. A career component for each department area covered has been included in the new curriculum.

Career opportunities are acknowledged in each specific department course offered. Guest speakers or video is the process along with the teacher's knowledge of careers. Each student who becomes a "course completer" will receive a district certificate at Senior Awards Night.

The clothing course was evaluated and completely revised to be renamed as Fashion. This course curriculum meets state model curriculum standards for instruction in fashion design and fashion careers. The department is excited about the new articulation with

Pasadena City College and the Fashion class. This articulated class will advance our students to the 1B level--eliminating the 1A required class. The articulation will take place during the 1996-1997 school year.

NOTES

Students are encouraged to research topics of personal interest. Teachers employ a complete learning cycle using a variety of teaching methods in their classrooms including: small group and teacher led discussions, laboratory experience, demonstrations, audio-visual resources, individual instruction, oral presentations, classroom assignments, dialogue, quizzes/tests, and guest speakers. Basic language skills and vocabulary development are continually stressed. Reading, writing, and computation are incorporated whenever appropriate.

The Consumer Family Living teachers see validity in the subject matter taught, and they prepare to present units with enthusiasm to encourage student interest and critical thinking. The department incorporated the Alhambra School District Mission Statement encouraging the development of ethical, moral and social responsibility skills into the department's goals. These skills are practiced on a daily basis in all classes. Students are encouraged to participate in all classes and are guaranteed a safe and respectful learning environment. Classroom activities motivate students to participate and to contribute to the learning process. Teachers are able to check for understanding and use a variety of methods and approaches to accomplish a task.

Students are encouraged to participate in all classes. Classroom activities motivate students to participate. Teachers are able to check for understanding and use a variety of methods and approaches to accomplish a task.

When students are presenting their feelings/thoughts, even though they may be contrary to one's own belief, respect must be given. Where appropriate, groups are used (2-4) to discuss material. These groups are self-/teacher selected. Teacher observes/questions and gives input as needed to assist groups to stay on task. Special needs students are accommodated as needed for student success. Students know the department goals and philosophy as well as teacher class rules the first week of school. Units are

presented in sequence and altered to meet current student needs/ interest as per curriculum guidelines.

NOTES

The self-esteem of each student is a priority and teachers work with students of all levels to encourage success and motivation. Students are given praise when improvement is shown, and teachers encourage those students that are having difficulty.

The department acknowledges that this is an old facility, and we understand that there are budget restrictions that prevent upgrading our department. This staff manages to function well with what we have available to us. Our students appreciate what is available to them.

2. The major strengths of the CFL Department are:

a. The teachers teach all abilities in each class and are largely successful.

b. The curriculum is adjusted to meet the needs of each student's uniqueness, as well as the needs of the class.

c. The department works together to support each other and to provide a cohesive program.

d. Curriculum is in a state of constant "update" to keep current and meet State Standards.

e. Basic skills are reinforced and taught.

f. There is on-going articulation and cooperation with other high schools in the district through a district CFL advisory committee, and district staff days that assist in input in curriculum.

3. The major areas for improvement are:

a. We need to initiate steps to include Tech Prep into this department.

b. We need to complete the state certification program.

c. We need to incorporate more computer use in each class.

D. Comparing the departmental instructional program to the Vocational Education criterion.

1. A summary of how the CFL Department compares to this criterion with all themes addressed:

NOTES

The consumer family living departments of the district evaluate and update all courses of studies. Each course has a career component that is kept current. A core course is offered for entering freshmen allowing an introduction to the seven major areas in the Consumer Family Living Department. Students at the 10 through 12 grade levels may choose to take courses in one of the sequential classes in a career path.

Students learn the relationship of school-to-work through the action of being on time, following through with responsibility, and overall respect for persons and materials. A unit on applying for part-time jobs including developing a resume and completing job applications is done in each subject area. Instruction in the tools necessary to obtain employment is taught in the employment unit.

The Consumer Family Living course completers include training through ROP in Child Care with students finishing with a certificate of competency. The Child Care area is articulated through East Los Angeles College allowing students to waive courses based on competencies met through ROP Child Care courses. The Consumer Family Living Fashion course has the ROP Fashion Merchandising course as a continuum. And as of 1996, the Fashion course will be articulated with the Fashion 1-A at Pasadena City College. All High School Consumer Family Living Course completers receive a certificate at the Senior Awards Night.

The district practical arts graduation requirement of 10 units can be met through taking the following courses: Introduction to C.F.L., Fashion 1-4, Foods 1/2, and Parenting. A district Consumer Family Living Advisory Committee meets twice a year. The members are from local businesses, community colleges as well as High School counselors and administrators. Members give input to assist in keeping the vocational instruction current.

Although there is not an existing F.H.A. organization on campus, students are encouraged to participate or join career specific

organizations: SCAEYC (Southern California Association for Education of Young Children); Fashion Design students are encouraged to attend fashion shows and presentations from major fashion centers- i.e.: Fashion Institute of Design and Merchandising, posters and flyers regarding career opportunities are displayed as they arrive on campus. In all Consumer Family Living classes, leadership and responsibility is part of the daily instruction. Students understand the importance of being a responsible class citizen.

NOTES

The Consumer Family Living Department depends upon guest speakers to reinforce career goal descriptions that were presented in class. The Consumer Family Living department instructors have a thorough knowledge of their subjects they teach, keep abreast of new developments, enjoy and are enthusiastic about teaching high school students. Both teachers are Home Economics college majors. Both have their master's degrees. Both teachers are members of NEA, CTA, and ATA. The Department Chair is a member of American Association of Family and Consumer Sciences and the California AFCS. (Past state and district officer) and is a certifier for the state of California. The second instructor has taken units towards the marriage and family counseling credential. Both teachers have attended inservices and workshops regularly to keep current on new developments in the field and to increase enthusiasm and interest in their programs.

The Consumer Family Living Department utilizes the ROP counselor and promotes ROP vocational classes. The Career Center is available and utilized during class periods or during non-class time.

Classrooms having special needs students are supported by the Special Education Department. i.e.: Adult aides in the classroom or by on-going communication with the teachers in the department. With the utilization of VEA funds, the CFL department has purchased one Macintosh computer and various programs that can be utilized in appropriate classrooms. Through the use of videos and A.V. materials, the C.F.L. students are given a pictorial of job site facilities. Guest speakers may also demonstrate job-site situations.

The district CFL Advisory Committee that meets two times a year represents our local business community and contributes current job site and job skill trends. Minutes are taken and kept on file at each school. Yearly the Consumer Family Living Department meets with the Guidance Department to explain course offerings and any changes that need to be addressed when students are enrolling for the next year. A department brochure has been developed, listing the course offerings and career paths that are available to students. The brochure was included in the entering Freshmen mail-out. A comprehensive Department display is presented during the Festival of Learning in the spring. This display is created by the CFL students.

NOTES

A Professional Development Grant (PDG) was awarded at the elementary level to develop a series of mini-CFL units. The district CFL teachers contributed information and materials toward the development of this curriculum. (This report is on file at the district office with the other PDG reports.)

Each spring the eighth graders from our feeder schools tour the school facilities and observe our department. All curriculum in the Consumer Family Living Department has been written with direct relationship to the Home Economics State Model Standards and Program Framework. The objectives that match the standards are identified with an * on the course of study. All CFL students were surveyed at the end of 1995 as to the effectiveness of a program and their (the students') career goals. (Results are available in the department.)

Although the facilities are old and not state of the art, the instructors continue to be motivated and keep materials, resources and curriculum up to date and teach to the student's needs. Instruction students receive is not hindered by the facilities.

District staff days afford time for subject-matter teachers to review and evaluate curriculum as well as develop new courses. Staff days also allow for articulation with other area high schools and colleges.

2. The major strengths of the CFL Department are:

a. A career component has been included in each curriculum.

b. Both teachers are Home Economics graduates and keep current in the changing careers available to their students.

c. Two of the CFL Department classes are articulated with local community colleges,

d. The CFL has an active advisory committee.

3. The major areas for improvement are:

a. Teachers will include current technology into the curriculum to increase students' access to computers.

b. There needs to be inclusion of units on "hands on" vocation experience, such as an internship at local businesses.

E. Comparing the departmental instructional program to the Instructional Practices/Integrated Skills criteria:

1. A summary of how the CFL Department compares against this criterion with all themes addressed:

The Consumer Family Living Department integrates skills by:

Reading: Beyond interpreting textbook material to extract supplemental information from magazines, newspaper, current literature and library materials.

Writing: The CFL students are required to write as a form of communication: to answer test questions, students must write their responses, in notebooks, written class assignments, self-expression. The written material is monitored and corrected for correct English.

Speaking: In all classes, students are encouraged to verbally express feelings, ask questions, share opinions and show respect for each other in a one-on-one, small group of total class situation.

Listening: Students are taught the value of developing good listening skills. Listening is a requirement to gain information through student/teacher presentations and interaction. Students learn the importance of learning to be an active listener.

NOTES

Thinking Critically: Students are instructed in basic decision-making skills and problem-solving skills which enable the student to make choices on a daily basis. Students are encouraged to think creatively.

NOTES

Calculating: Basic math skills are utilized in all areas: measuring and budgeting, clothing projects, nutritional values and dietary calculations.

Learning: Students are encourages to apply themselves to learn and then to apply what they learned to their academic and practical life.

There are district guidelines that have been established for all departments to integrate basic skills across the curriculum.

The Consumer Family Living Department has integrated these skills into their curriculum as courses are updated and developed. Evidence of these basic skills can be found in the students' notebooks.

Students are challenged to go beyond their basic learning level: to research material that is new to them or to discover more about an interesting topic. Teachers present material in a variety of approaches to encourage a higher level of thinking skills in the students.

Tests for understanding and retention as well as the ability to communicate the learned material are given and students receive instructor feedback.

The State Model Curriculum and Standards is written with basic skills emphasis in all area. The CFL Department has infused basic skills in all areas of the curriculum.

In the CFL classes, when students demonstrate a learning difficulty, there are several approaches that can be offered to that student: Cooperative learning in a group; peer helpers, one on one with the teacher or another student; out of school time can also be arranged with the teacher. In all CFL classes the learning abilities

and levels of the students are varied. Therefore, the instruction is modified to meet the various student needs.

NOTES

Questions asked and materials presented are given at different levels. Students are given time to think and respond. Students utilize the library to complete class assignments. The school librarian makes in-class presentations and brings appropriate materials to the classes.

Each teacher has had the opportunity to attend the district's Instructional Strategies Workshop. The district CFL staff development days have included conference attendance that have sections that train participants in integrating skills. Students know their progress on a daily basis. Evaluation and feedback may come orally by comments from the teacher or grade on written work. Projects, tests and notebooks are graded and returned on a regular basis. Warning notices and phone calls to parents regarding student progress are done as necessary.

2. The major strengths of the department are:

a. The CFL Department staff stress the integrated skills in all areas.

b. Students are taught in a variety of teaching strategies at all learning levels and feel safe to participate in classroom activities.

c. Students explore a variety of survival skills which prepare them to solve problems and learn on their own.

3. The major areas of improvement are:

a. With the loss of vocational funding, a way must be found to find funding for staff days and inservice days. (This has been a major resource for staff training in specific subject matter areas.)

b. We need to explore ways to work with an academic area to integrate curriculum.

F. Comparing the Departmental Instructional Program to the Special Needs criterion.

1. A summary of how the CFL Department compares to this criterion with all themes addressed.

NOTES

The Consumer Family Living Department curriculum has been developed to meet the needs of all students, and the staff accepts and works with all students, including any student with special needs.

One CFL instructor is bi-lingual, Spanish, and the other staff has completed the LDS training and wrote her master's thesis on teaching the ESL student.

The curriculum incorporates integrated skills in all areas. Students understand the relationship of science in foods and literature in parenting and fashion and history. All classes are taught in English, but through peer helpers or cooperative learning students understanding and participation is enhanced. All students are given the opportunity to participate and succeed in a safe and supportive environment.

Through the use of collaboration, with the support team of the specialist staff, the students receive extended instruction to reach successful completion of assignments. Project expectations are individualized according to student's ability levels. Assignments and grading are based on the individual and the quality of the project. Cooperative learning is part of the curriculum and groups are randomly selected so that ability groups are integrated.

Students receive individual support on a one-on-one basis by the teacher, peer tutor or teacher aide from the sheltered classroom. This special attention occurs with the majority of the students unaware of the situation. The special attention assists the Special Needs students to better comprehend the instructions given.

In the Consumer Family Living Department classes, basic skills, resource awareness and problem solving are the major emphasis for all students as well as the identified Special Needs students. (Special Needs students are identified on class rolls with an appropriate symbol. This department has found this very helpful.) In the Consumer Family Living Department all students are given the same assignment. Special needs students are challenged

to complete the assignment to the best of their ability and to be proud of their achievement.

NOTES

The Consumer Family Living curriculum is centered around basic problem solving techniques. Students are encouraged to ask questions and present opinions in a safe non-judgemental environment. The staff encourages students to use a wide variety of resources to obtain answers and complete projects, such as library, guest speakers and media.

Students are given choices and encouraged to make effective decisions, and the student is expected to take the responsibility for that choice. The Consumer Family Living staff goal for each student is to instill an attitude of being successful and working toward that goal of success--all students--from Gate to RSP.

The projects in the Consumer Family Living Department are sequential. The students complete an assignment/project and, after evaluation, they continue on to a more difficult task. The Consumer Family Living students are encouraged to complete their assignment/projects. Not only will students have completed project, but they will have pride and satisfaction in completing the task.

The Consumer Family Living Department finds the roll book symbol identification very helpful in articulating our programs with the appropriate special needs instructor. The staff makes contact with the specialist staff on campus as needed and necessary. Parent contact is an on going process of communication, such as phone home and written progress reports.

All students are treated with respect, and the CFL staff demonstrates this value towards all students. Our philosophy is to promote a safe learning environment and students are expected to respect each other. The CFL staff models tolerance to their students, and students are required to be tolerant of each other. The Consumer Family Living staff uses a multitude of learning strategies to instruct their students; if one strategy is ineffective, another strategy is employed. We do what is necessary to get instruction across to our students.

WASC 30489

Consumer Family Living class rules are presented at the beginning of each semester. A copy of the rules is in each student's notebook, and these rules are enforced for everyone. The CFL staff follows through with enforcement by individual student conferences use of specialist staff, counselors and Deans (where necessary) calls home and what is necessary to help the student become motivated and exert self discipline.

NOTES

Both Consumer Family Living teachers have attended a conference on at-risk students sponsored by the Institute for Affective Skill Development. Both members of the department attended the District offered/required Instructional Strategies workshop. One teacher is a T.E.S.A. instructor (Teacher Expectation and Student Achievement). The State Department of Education also offers yearly inservices that both instructors have attended. Staff interacts with students on daily basis often in a one-on-one situation. The staff is dedicated to foster the student's self-esteem for the student's personal success. The CFL staff wants all our students to feel successful no matter what level or ability they are placed in school.

2. The major strengths of the CFL Department in the area of special needs are:

a. Consumer Family Living Department teachers modify length and depth of assignments/projects for students with special needs.

b. Consumer Family Living teachers may extend time limits and provide cooperative assignments to help special needs students.

c. Project work is individualized to better meet student capability.

d. Basic skills and problem solving are emphasized throughout the curriculum.

e. The Consumer Family Living instructors are very accessible to special needs students.

f. The Consumer Family Living teachers make an effort to know all or our students and their special needs.

3. The major areas for improvement are:

a. Teachers need to continue communicating and gaining support regarding the philosophy of mainstreaming special needs students.

b. Classes with a high proportion of special needs students need to be smaller than district required number to assure student success.

NOTES

G. Initiating an Action Plan:

1. Among the strengths listed in C-F above, the greatest strengths are:

a. Consumer Family Living teachers are flexible and able to modify the approach to each objective to meet the individual student needs.

b. The Consumer Family Living Teachers teach to the department goal/vision of providing students with self-esteem and skills that will enhance their personal and professional lives.

2. Among the areas for improvement listed in C-F above, the greatest priority areas for improvement (2-4) are:

a. The Department will initiate a Tech Prep or Career Path Major program within course offerings.

b. The Department will identify areas in each course curriculum that can be enhanced through the use of computers.

c. The Department will investigate the process necessary to incorporate "School to Work in identified classes.

3. A step-by-step Action Plan for addressing each of these priority areas for improvement.

a. State the specific area for improvement.

The Department will initiate a Tech Prep or Career Path Major program within course offerings.

b. Indicate the activities that will address the areas of concern, including persons responsible, appropriate timelines, and ways to assess progress.

1) Between September 1996 and December 1997, the CFL staff will attend inservices and staff workshops, visit an existing program, and establish a cadre for a tech prep team on site.

NOTES

The Department will identify areas in each course curriculum that can be enhanced through the use of computers.

1) The CFL staff will investigate appropriate software between September 1996 and December 1997.

2) The Department Chair will locate sources of funding for software during school year 1996-1997.

3) The CFL Staff will purchase software during school year 1997-1998.

The Department will investigate the process necessary to incorporate "School to Work in identified classes.

1) Between January 1997 and December 1997 the CFL Staff will investigate community contacts.

2) Between January 1997 and December 1997 the Department Chair will work on a District/Businesses Insurance Policy.

3) Between January 1997 and 1998 the PAVE Office will develop a School to Work Handbook of Student and Business Staff.

ENGLISH DEPARTMENT

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WASC 30493

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WASC 30494

ENGLISH DEPARTMENT

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ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL
English Department Report

NOTES

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. That the department staff make a significant effort to standardize grading policies and expectations so that they are consistent for each course throughout the department.

The department continues to revise curriculum and methodology to reflect more uniform expectations. All teachers are required to communicate expectations to students concerning how grades are earned and what standards of performance are expected. Writing and Reading across the curriculum guidelines were created and implemented in 1994. A Grading Standards rubric to standardize grading policies in writing has been created to apply to all English classes. The teaching of writing has been standardized by the use of a common terminology and emphasis on the writing process. Curriculum re-evaluation and rewriting has been done at the ninth and tenth grade levels. Standardizing of expectations will continue as teachers meet by grade level to articulate and evaluate current objectives, curriculum, and methodology. English teachers have had or have given inservicing on such topics as learning styles, cooperative learning, and authentic assessment. By these means, teachers of various grade levels will come closer to sharing common expectations despite differences in teaching styles.

2. That the department and the ESL department continue to develop standardized criteria for mainstreaming ESL students into regular English classrooms.

A joint committee of three English teachers and three ESL teachers was formed in February of 1990 and met regularly at lunch time. The committee drafted guidelines for placement in English classes; the guidelines were then approved by the entire

English Department in June of 1991. In the spring of 1992, English composition/grammar and literature texts selected by the English department chair were provided to the ESL department.

NOTES

In 1995 the ESL department provided the English department with exit criteria for an Advanced ESL student as well as a review of current placement policies of students from ESL to English classes.

ESL and English department chairs along with selected department members from the three high schools had two meetings at the district level to discuss mutual concerns. From these meetings came a "profile" of an English student. Plans were made for 1995-96 to hold three articulation meetings of ESL and English teachers at each high school in addition to the district-wide meetings. Also, several designated ESL students will be tracked for performance/progress in their English classes for the 1995-96 school year.

3. That the District and administration provide adequate CAP writing test preparation for English teachers.

Two English teachers attended a CAP writing conference in January of 1990 and then shared materials from the conference with members of the English Department. In October of 1992, an inservice conducted by a representative of the UCLA Literature Project provided teachers of English, ESL, and foreign languages an opportunity to preview and practice materials and methods to be used in the updated CAP test. Prior to the administration of the new CAP test at MKHS in late April, English teachers giving the test to tenth graders had an opportunity to review the materials, and they were inserviced by the Guidance Department in the administration of the test. In addition, many of the materials and strategies introduced to the department in various inservices, and which we included in our teaching methods, are precisely those included on the CAP test.

Since CLAS is not being implemented this year, no preparation training has been provided.

4. That the English teachers consider alternative ways to meet as a department.

Since September of 1990 the English Department has met from 8 to 9 a.m. every other month on a rally schedule developed by the school to meet this need. Committees working on WASC action plans met at lunch time. Beginning in the fall of 1991, the English Department has also had four professional days (minimum day schedule) for English Department meetings, inservices, and other activities.

NOTES

B. The department's assessment of the evidence for student learning through a review of the Student Outcomes section of the General Data and all additional appropriate student indicators of achievement and performance.

The school-wide self-study student survey, the department student survey, SAT and California State University at Los Angeles (CSULA) reports, Advanced Placement results, and CTBS scores are used to identify areas of strength and improvement in student performance.

Sixty-four percent of all respondents to the school-wide student survey rated their English class as excellent or good. The school-wide student survey as well as the Department survey validated that students are receiving integrated skills instruction within the English curriculum. The Department was rated highest for providing students with opportunities to make up class assignments, writing helpful comments on written assignments, creating a positive classroom atmosphere, and having the confidence and respect of their students. Overall, based on the mean score of the first fifteen questions, the students gave the Department an approval rating of 72 percent. Some areas that could be improved upon are that assigned homework be seen by students as useful and that teachers be more organized.

SAT reports over a four-year period indicate that our students generally produce a mean score of 362–370. These lower than average scores may reflect the LEP/FEP status of our students, 95 percent of whom come from homes where a language other than English is spoken. Newspaper reports show that our school scores are comparable to those of schools with similar demographics. The California State University (CSU) annual summary report of freshmen's scores on the English Placement test demonstrates

that our graduates tend to do much better on the essay than on the reading/composing skills section.

NOTES

The number of students taking the Advanced Placement exam in English Literature and Composition has increased since 1986. The percentage of students with a 3 (pass) or higher has also increased, though there are yearly fluctuations. In the past three years, the number of students taking the AP exam has ranged from 23–31 and the pass rate from 70–89 percent.

CTBS tests are given to Title I students. Evaluation results show that Title I services are having a positive effect on student achievement. Many Title I students move into more challenging academic courses, although few of these students move into college prep courses. The same data show that the Department should consider what approaches need to be implemented to encourage student movement into classes that meet the University of California "a–f" requirements.

C. Addressing the WASC Curricular Program Criterion including the following themes:

1. A summary of how the English Department compares to this criterion with all themes addressed:

Overall curricular program--All English courses have district-approved, written course descriptions and objectives. The emphasis on integrated skills is consistent with the school and district goals. There is a need for more multicultural literature in English to foster awareness of and appreciation for cultural diversity; however, world literature, incorporated in various courses throughout the department, promotes a global cultural awareness and literacy. In addition to anthologies, novels such as *Bless Me, Ultima* and *Farewell to Manzanar*, various short stories, and poems are offered.

Although one classroom is equipped with laptop computers for students and several teachers have multimedia carts in their classrooms, most students do not regularly use computer technology in their English classes. The Macintosh Lab began in 1990 as an English department computer lab for writing and is now

available to the entire school on a sign-up basis for writing across the curriculum.

NOTES

Curriculum alignment--Instruction integrates activities in thinking, listening, speaking, reading, and writing. A literature-based program requires students to read (orally and/or silently) core works, extended works, and recreational/motivational works. Students are involved in the process of writing for various purposes and according to CLAS domains. Instructional strategies include questioning, role-playing, readers' theater, lecturing, cooperative learning, use of multimedia, and adaptations for students with special needs. Various assessment techniques are employed, such as double-entry journals, individual and group projects and presentations, and discussion, as well as oral and written tests. Several teachers are experimenting with portfolio assessment.

Curriculum development, evaluation, and revision--The English Department at Mark Keppel High School is committed to maintaining a high level of professionalism and employs various strategies to deliver and evaluate curriculum. Most teachers have or are pursuing graduate degrees. Six teachers have their LDS or bilingual certificates, which has aided in teaching LEP students. Title I teacher teams meet regularly to evaluate and modify curriculum and to continue the sharing of information among department members. District-wide standardization of many courses was accomplished prior to 1989. Since that time, any curricular review and changes have been made by grade level teachers. Teachers use the new ideas and strategies learned in workshops to improve their instruction in the classroom. Many teachers use cooperative groupings and strategies such as double-entry journals, quick writes, and mind/story maps to accommodate different learning styles. Alternative assessment is practiced throughout the department. Teachers communicate regularly with parents through progress and grade reports, conferences as needed or requested, Back to School Night, and our Festival of Learning (Open House). Administrators follow the Stull process to evaluate teachers. Students evaluated the English Department in the spring of 1995, rating the department within a range from average to excellent in all areas. In some classes, teachers request written evaluations from their students.

NOTES

The organizational structure--The Department Chair sits on Instructional Council and Curriculum Council to disseminate information and to present department and administration concerns to the appropriate groups.

Instructional resources--The English department curriculum is supported by appropriate resources. Adequate numbers of required texts are available for all courses. English classes have access to a computer writing lab on a sign-up basis. The school library houses excellent print and electronic resources for all students and staff to use in support of the instructional program, and the staff is eager to assist all students in locating and using these resources. Video equipment is usually available for use in the classrooms. Multimedia carts are available in several classrooms. Title I funds have provided the following supplementary support for at-risk English students: instructional assistants in the classroom, hourly team teachers, computer lab, computer and video equipment (laptop computers provided for tenth grade classes), copying machines, and materials (visual and audio resources). There has been SB 1882 funding for inservices, workshops, and conferences both within and outside the district.

Physical facilities--Most classrooms have inadequate heating and air conditioning systems and are in need of painting and minor repair. Some classroom windows have broken blinds or none, and some student desks need replacing. The increased maximum class size of 36 students overcrowds many classrooms; the additional desks congest some rooms and could present a hazard in an emergency evacuation.

Career education--The Career Education Department schedules orientations for Title I freshman, sophomores, and juniors through their English classes. The department is working with other departments to integrate cross-curricular disciplines in evolving technology preparation programs. Contemporary Themes in Literature, an academic English course offered to students oriented toward business careers, is also offered. Integrated skills such as listening, speaking, group discussions, cooperative learning, and writing skills are implemented in courses by department members on a regular basis; teachers often emphasize the importance and applicability of these skills in the workplace.

Articulation--Representatives from the English and ESL Departments of all three district high schools formed an Articulation Committee during the 1994-95 school year to write exit/entry skill level criteria for students' successful transitioning from ESL to English; this committee will continue to evaluate this transition process in meetings in the 1995-96 school year. Representatives from the MKHS English Department meet with representatives from the various district feeder schools and the Garvey School District in order to clarify expectations for incoming students. Department chairpersons of each high school must approve changes in course description. Mark Keppel High School hosted Touch the Future, a release-day workshop program at which district teachers presented a variety of topics.

NOTES

2. The major strengths of the English Department are:

a. English courses adhere to state, district, and site curricular goals.

b. Teachers employ a variety of instructional strategies to meet the needs of their students.

3. The major areas for improvement are:

a. The department needs to develop a workable plan for using computer technology.

b. Multicultural literature should be infused throughout the existing curriculum.

c. Grade-level articulation meetings need to be implemented on a regular basis.

D. Comparing the departmental instructional program to the English/Language Arts criterion

1. A summary of how the English Department compares to this criterion with all themes addressed:

The English curriculum is a comprehensive program based on core literature. Core literature is selected by curriculum planners and studied in depth by all students. Course outlines and book lists show that core literature includes essays, poems, short stories, novels, biographies, drama, folk tales, and speeches.

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Students are exposed to diverse cultural heritages through mythology, folk tales of various cultures, and world literature. A review of the core curriculum has stimulated discussion about the need for adding a wider variety of multicultural literature that reflects the diversity of our student population and that validates their experiences.

NOTES

The English curriculum is systematic and consistent with recommendations in Model Curriculum Standards. Instruction is carried out through systematic use of the integrated skills in all classes. The study of literature is integrated with listening, speaking, writing, and critical thinking activities. A focus on central human, ethical, cultural, and political issues raised by the literature challenges the students to achieve a greater understanding of these issues, relate those issues to their own lives, and clarify their own values.

Core literature is organized by level of difficulty so that students are progressively challenged according to their grade levels. The CLAS writing domains and integrated skills are also increasingly more difficult at each grade level. Students learn to write to the six CLAS domains, with emphasis on two domains at each grade level: 9th grade—autobiographical incident and reflective essay; 10th grade—controversial issue and observational essays; 11th grade—interpretation and evaluation; and 12th grade—review and practice of all six components.

The literature curriculum has three parts: a core list of works, an extended list of works, and a reading/motivational reading component. The core program consists of works of recognized literary merit selected by the standardization committee from each high school in the district when district-wide standardized courses of study for each grade and level were developed. These works are studied in depth by all students at MKHS. These works are experienced through close reading, reading aloud, and viewing video dramatizations. In addition, each course of study contains a list of extended, or supplemental, works which are studied as time permits. These works are often assigned individually or as group projects. They are related to core works whenever possible through theme, historical period, or authors. Finally, students are encouraged to engage in recreational or motivational reading,

either as required, as extra-credit projects, or on their own. A wide selection of books is readily available in the MKHS Library, and students are allowed a wide range of choices. Students not proficient in English experience content beyond reading. Supplementary video and audio adaptations support the reading experience for students not proficient in English.

NOTES

Evaluation of this aspect of the literature curriculum can be clearly documented with (1) copies of the courses of study, all of which clearly indicate core and extended literature lists; and (2) reading lists and evaluation instruments of many kinds (book report forms, reading logs, reading journals, etc.) developed and used by individual teachers in their classes.

An integrated program is one that requires response to literature through listening, speaking, reading, and writing, all of which emphasize higher-order thinking skills. These responses are all within the context of the study of central issues embodied in the core literature curriculum. The students learn the value of these four language processes as tools for acquiring and applying new ideas. The processes are integrated through direct instruction, cooperative activities, and independent activities.

Listening includes group discussion, class discussion of literature, listening to recordings of performances in various audio-visual media, listening to fellow students and teachers read from text, listening to lectures, and taking notes about literature.

Speaking includes oral readings of the literature, readers' theater, role playing, dramatizations, and discussion of the literature.

Reading is comprised of silent and oral reading of literature, analyzing passages, and responding to the reading through various types of journals, book reports, open mind, and other activities.

Writing necessitates writing in a various types of journals (double-entry, response, personal) and answering essay questions in response to core literature, researching and writing papers, responding to essay questions within specific CLAS domains, engaging in creative writing activities that go beyond the literature, or keeping a writing portfolio.

Students are encouraged to construct their own meanings to connect to their own life experiences. They move into-through-and-beyond by interacting with the works, exploring and asking questions, and applying the meaning of the works to their lives. Students at all levels are exposed to core and supplemental works in a variety of genres: short stories, poetry, novels, drama, and non-fiction.

NOTES

The process is effectively delivered by a sequence of instructional activities. Teachers introduce new concepts, and students provide background material (e.g. personal experience, contemporary events, etc.). Students are then connected to new material in a meaningful way by prewriting, research, discussion, and in-class presentations. Students are assigned activities for guided practice in critical thinking and analysis. They do group projects, write individual essays, and take teacher-designed tests to measure comprehension of works. Ultimately, students engage in personal observation, reflections, interpretations, and analysis on the meanings of the works that they can use or apply to their own lives and contemporary events.

In the MKHS English Department, instruction in the development of writing skills emphasizes writing as response to reading literature. Writing is an integral part of into-through-and-beyond literature-based activities and takes the form of such diverse assignments as double-entry journals, quick writes, essays, research papers, literary analyses, and other student writing. The department teaches that writing is a process of several discrete stages during which the writer focuses her/his efforts on specific thinking and writing skills. This instruction in the writing process emphasizes fluency and content over correctness and form. The stages of the writing process include prewriting, drafting, evaluating responses, revising, and editing. The department teaches students to identify and to adjust their writing to their potential audience(s), purpose, topic, or type of writing. In addition, students at each grade level learn to write to the six CLAS domains.

Students interact with teachers and peers in a variety of ways. In the classroom, students often work in pairs or groups and learn to cooperate with each other and practice their leadership skills.

Often group work leads to formal or informal presentations to the entire class through role playing, speeches, or oral presentations. Teachers monitor and direct both group and individual activities. Through these group presentations and projects, students learn strategies for synthesizing and integrating their reflections, or teachers model with samples what is expected of student groups, and students then are asked to summarize, interpret, analyze, or evaluate pieces of literature. From this process, students evolve from feelings of discomfort to feelings of comfort and confidence, based on their classroom participation or written evaluations. In addition, through teacher interaction with students, students are directed to examples of rich and powerful language. They are exposed to literary works which are congruent with their appropriate learning levels, and they are presented with vocabulary development activities. Teachers often use multi-media presentations to provide vivid examples of rich and powerful language.

NOTES

Evaluation in English classes occurs in several forms. Frequently, students assess themselves and each other in writing and speaking activities. These activities include read arounds, work folders, rewrites of essays, and oral presentations. Teachers may assess student progress in these activities by observation, reading student work, portfolio assessment, and by grade book recordings.

Feedback is regularly provided to students and parents. Students are made aware of their progress through test scores, peer critiques, individual conferences, and oral and written teacher comments. In addition, teachers provide recognition through various awards, such as the Medallion and Bank of America awards. Also, some teachers supply prizes and post student work. Feedback is also provided to parents through report cards, phone calls, conferences, and progress reports.

Teachers monitor the performance of special needs students by speaking with their Resource Specialist Program (RSP) counselors, when necessary. Teachers may also read students' Individualized Educational Programs (IEP) or attend IEP meetings with parents. In addition, teachers attend Title I Pupil Improvement Team (PIT) meetings with students, parents, and counselors. At these meetings teachers fill out the modification forms which

indicate the steps they will take to meet the needs of Title I students. Evaluation data from the annual Title I Component Review provide the department with data for instructional improvement. Since our last WASC review, the department annually has assessed itself on meeting previous recommendations.

NOTES

The library is an exemplary multi-media resource center housing a comprehensive collection of print and non-print materials. Students access information using traditional and electronic research methods and tools, and students are directed and assisted by a knowledgeable and helpful library staff. The library collection includes materials and equipment for viewing and listening to audio-visual media and for accessing resources from on-line services. The Macintosh computer writing lab is available for teachers and students to use for composing. The Macintosh lab is not staffed; individual teachers are responsible for scheduling and directing instruction in the center. Nearly two-thirds of the English teachers have taken classes to the Macintosh lab. The course offerings cover the range of students' needs and capacities from transitional ESL and Limited LEP to AP. The curriculum focuses on core literature in all course offerings: for students reading below grade level additional staff and resources are provided by Title I funds to make core literature comprehensible and to help make literature relevant and applicable to life situations.

The department meets every other month for one hour on a school-designated rally schedule. Additionally, there are two or three professional days and four minimum days per year for staff development or departmental issues and concerns. Primarily because of SB 1882 funding, teachers have attended many workshops and conferences on cooperative learning, learning styles, authentic assessment, critical thinking, and technology. The department continues to revise curriculum and methodology in order to reflect more consistent expectations of students and to develop a systematic program emphasizing progressive proficiency in reading, writing, listening, and speaking. For example, Title I and Honors/AP teachers meet to discuss student progress and to review specific curricular and instructional objectives, goals, or concerns. Clarifying of expectations continues as teachers meet by grade level to evaluate curriculum and methodology; however, formalized grade-level meetings need to occur

regularly for grade-level articulation and review, revision, and assessment of curriculum. The teaching of writing has been standardized by the use of common terminology and an emphasis on the writing process in all courses, allowing students to experience continuity at all grade levels. A grading rubric has been devised to standardize grading policies in writing and to apply to all classes as well. The department chair meets with administrators and other department chairs to discuss school-wide and departmental matters and has frequent articulation with the Assistant Principal of Curriculum and Instruction. Teachers adhere to courses of study and to the department's grading standards for writing.

NOTES

2. The major strengths of the English Department are:

a. The study of literature is integrated with listening, speaking, writing, and critical thinking activities.

b. The Department utilizes a variety of strategies to teach integrated skills.

c. The Department is sensitive to LEP students' unfamiliarity with the nuances of American idioms.

d. All students are exposed to the core literature.

3. The major areas for improvement are:

a. Teachers need to meet regularly for grade-level articulation and review, revision, and assessment of curriculum.

b. Multicultural literature needs to be infused throughout the curriculum.

E. Comparing the departmental instructional program to the Instructional Practices/Integrated Skills criteria:

1. A summary of how the Department compares against this criterion with all themes addressed:

Most teachers in the department prepare materials during the summer before teaching a new course or modify existing curriculum to include new strategies and practices. They share instructional materials and successful lesson plans on an informal basis, reinforcing each other's teaching skills. Four department teachers

are involved with training other teachers in our district and other districts through the Los Angeles County Office of Education Multi-cultural Institute, the California Literature Project, the Sacramento Office of Education Portfolio Field Trial, State Conferences for Achieving Schools in Compensatory Education, and the Literacy in Urban Schools Conferences.

NOTES

English teachers are enthusiastic about the curriculum. Most full-time English teachers teach classes which they have requested. They employ a variety of "into-through-and-beyond" strategies to engage the students' interests in the literature under study. The teachers model all aspects of the curriculum—composition, grammar analysis, usage application, literary analysis, speaking and listening skills—before and during student application.

Teachers prioritize learning time so that the most important parts of the course are given the most time. Through directed teaching and cooperative and collaborative learning groups, students are taught how to learn the subject matter and how to evaluate its importance. Students learn writing and higher-order thinking skills through writing models, writing rubrics, peer response and assessment as part of the writing process; they learn speaking skills as they analyze and evaluate literature for individual and group oral presentations or discussions and participate in peer-response writing groups.

Administration is very supportive of the department members' efforts to improve instruction by offering workshops and conference attendance opportunities throughout the school year and in the summer.

Students engage in learning that is characteristic of the discipline. With an initial emphasis on comprehension and communication, writing skills then progress to an understanding and application of advanced literary and stylistic elements. Teachers draw on students' prior knowledge and encourage them to synthesize it with new knowledge in order to form their own ideas. Students develop these ideas in writing assignments on various topics and for various purposes. Students are also encouraged to develop their ideas orally in role playing, in discussions, and in presentations.

Periodically, students explore selected topics in an in-depth manner as part of group and individual projects completed over a period of time.

NOTES

English teachers employ a wide variety of teaching strategies to involve students in a complete learning cycle. Methods by which students are prepared for new content include quickwrites or class discussions related to themes; background information presented by the teacher through audio-visual materials, handouts, or lecture; and student presentations on historical elements, mythological or Biblical allusions, or other information critical to the literature to be presented. Guided practice activities include strategies to accommodate auditory and kinesthetic as well as visual learners: role playing, open mind, Venn diagrams, double-entry journals, story maps, student-generated quizzes and essay topics, group and class discussion, pair sharing and group projects, quizzes, and presentations. Lessons culminate in activities to promote higher-level thinking skills of synthesis, analysis, and evaluation, and the application of learning to new situations. Writing assignments may require students to reflect on their own culture, apply the themes encountered in literature to different situations, re-write a scene, write a letter to a character from the literature, or analyze the author's use of various literary elements. Other culminating activities include book covers, posters, and student-written dramas.

Students have many opportunities to employ their strengths and interests in learning activities. Assignments vary widely and can consist of student presentations, essays, vocabulary, reader response journals, grammar exercises, and independent reading. Teaching methods are modified to adapt to student needs. Students engage in full class discussions, independent assignments, cooperative learning, and group/individual projects. Pace, depth, and focus are adjusted to keep students of every ability level engaged in learning common topics. For example, in the English Department Title I freshman and sophomore programs, students participate in an intensive exploration of core literature at a pace, depth, and focus modified to their needs. Also, since students with language difficulties comprise the majority of the student population, guided language activities, such as oral reading (groups or

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full class), creating visuals, story mapping, skits, and reader-response journals are used by teachers on a regular basis. Because standardized test scores tend to be lower in reading than in writing, teachers have expressed a desire to learn more techniques and strategies to improve reading scores on standardized tests.

NOTES

Teachers discuss the value of each course and their expectations for the students at the start of each semester. In addition, most teachers explain the value of individual assignments on a regular basis. According to the 1995 English Department survey, more than half of the responding students are satisfied with their English classes and feel successful and positive. Student achievement and self-esteem are validated by teachers in several ways. Teachers encourage students by posting students' work in classrooms and in the English Department hallway, by praising students, and by student presentations.

All English teachers at MKHS use classroom discussions as standard procedure in their classes. This is true for all grade levels and all ability levels. Discussions are used for a variety of purposes related to instruction. Teachers use oral discussions to help students review materials they are studying, to confirm that students have prepared for class, to check for understanding of facts, to review materials previously addressed, to stimulate student interest, and to help students recognize the central issues of the subject. Additionally, students are guided to analyze the materials in depth. Teachers use in-class discussions to foster learning by helping students become more comfortable in relating to one another as individuals.

Teachers adapt their style and manner of questioning to the varying ability levels of their students. Various strategies are employed to invite participation by all students. Small-group discussions maximize opportunities for participation by greater numbers of students. Teachers have various ways of encouraging and rewarding participating students: some keep records, record points, or give extra-credit. Some teachers have their students report, either orally or in writing, on the results and conclusions of their discussions. Teachers respond in helpful and informative ways to student responses or to ideas introduced by students.

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Teachers inform students of the grading policies and behavioral expectations for each class in compliance with the principal's direction, as indicated on a form which is returned to the principal. This information is communicated both orally and, in many classes, in the form of written expectations signed by students and parents and returned to teachers. The 1995 English Department student survey rates teachers as fair and clear in their grading standards. Students' progress is communicated in a variety of ways: warning notices midway through each grading quarter, teachers' comments on returned assignments and tests, discussions between students and teachers of information from scored standardized tests (Title I students), teacher/student conferences, student progress reports (requested by counselors or parents), and parent/teacher conferences. Some students have expressed the need to have feedback in a timely manner.

NOTES

In addition to their subject matter, English teachers teach the craft of learning as well as nurture their students in structured, supportive daily activities. They structure lessons that promote balanced, fair, and timely attention to the whole class, to individuals, and to small groups. They encourage learning by positive verbal support and by such non-verbal support as recognizing exemplary student work and displaying student work at all levels of achievement. English teachers teach with the belief that all of their students are capable of learning the subject matter. They consistently provide clarification of instructions clarification, and materials required for assignment in a timely manner, and, except for any disruptions caused by individual students, teachers minimize non-instructional events. Furthermore, English teachers structure their instructional time to maximize learning, with quickwrites and other warm-up and closure activities to coincide with class management responsibilities.

The Mark Keppel High School Vision and Goals Statement, which is posted in each classroom, encourages students to be active participants in a thinking, meaning-centered curriculum. There is a Course of Study for each English Department course offering which specifies materials to be covered, the order in which they are to be presented, and the skills to be developed. The skills of thinking, learning, listening, speaking, writing, and reading are addressed. The Department has a standardized rubric

for grading writing. All teachers follow the courses of study and use the essay grading rubric, thereby encouraging uniform expectations throughout the Department.

NOTES

The focus within the first two years of core courses in English at the lower and average levels of achievement is on the development of integrated skills. Teachers regularly employ a wide variety of teaching strategies such as brainstorming, reading of core works silently and aloud, responding orally and in writing to questions intended to either check for comprehension and appreciation of the literature or to stimulate critical thinking, listening to oral presentations by the instructor or fellow students, and taking notes. As a result, students receive the skills and content needed to succeed in more demanding curricula. The policy of the department is to promote students from the lower or average achievement level classes to higher achievement levels, based on student performance and teacher/counselor recommendations. Students in the higher level courses continue to strengthen the various integrated skills and excel. All college preparatory and AP courses are designed to meet the "a–f" requirements of the University of California and the California State University systems.

All students are expected to improve their thinking skills. Emphasis is placed on developing the higher level mental processes by teacher assignments that require students at all levels to use such skills as analysis, interpretation, evaluation, problem solving, application of principles, and creativity. In order to facilitate the acquisition of critical thinking skills, the teacher models the processes and uses instructional strategies, materials, and assessment instruments that reflect the emphasis on higher levels of thought. Schoolwide support for raising expectations for student thinking is present to some extent in the provision of materials, resources, and in-service opportunities. Because some parents are minimally involved in students' academic programs, they may have limited understanding of the department's commitment to raise students' critical thinking levels. Community support can be seen in the prestigious Bank of America and Medallion awards or in the several essay contests sponsored by community organizations such as the Optimist Club.

The criteria for evaluation focuses on the quality of written work rather than on the quantity. A majority of teachers in the English Department assign one to two major written assignments per week. In addition to objective, short-answer, and essay tests, students are encouraged to respond with their own ideas and opinions. This takes place in formal responses such as essays and projects, as well as in less structured assignments such as journal entries, free-writing, and oral presentations. While feedback is provided regarding the accuracy, completeness, and creativity reflected in the work, there is a concerted effort to diagnose specific problems and to identify areas for improvement.

NOTES

Feedback from teachers takes many forms. Most teachers in the Department use either grades or points as the primary means of assessing work. Feedback to written assignments includes written and oral comments; several teachers also employ informal methods for providing feedback, such as student surveys, individual conferences, and monitoring of cooperative group work; however, some students have expressed concern regarding timely feedback.

Students receive assistance in library and media use and learn how to access informational sources including electronic resources. The library's collection of books and research materials supports extension of students' interest in the curricular objectives of the school. The library is open before school and at lunch to allow independent study opportunities. The library staff offers support services for teachers to integrate library use in regular assignments.

The faculty has participated in a variety of inservices in order to enhance teaching skills. Training has focused on cooperative learning strategies, learning styles, authentic assessment, and technology. Many of these workshops have been conducted not only by consultants but also by district members or MKHS faculty. Mark Keppel High School hosted Touch the Future: a pupil-free day at which district teachers presented a variety of topics. A similar workshop was conducted by MKHS teachers for Mark Keppel Faculty only. Many MKHS English teachers have attended a variety of in-services, conferences, workshops or seminars such as California Literature Project, UCLA Writing

Project, Critical Thinking, Teaching Reading and Learning, A World of Difference, Tech Prep, Strengthening Workshops, Computer Using Educators, Restructuring, At-Risk Students, Achieving Schools Conference, and technology training. Additionally, most department members hold graduate degrees or are enrolled in graduate programs.

NOTES

2. The major strengths of the English Department are:

a. The English Department utilizes Mark Keppel's variety of electronic information sources to assist students in research assignments.

b. Teachers use a variety of instructional strategies that provide opportunities for all students to be involved in their learning.

3. The major areas for improvement are:

a. Some students have expressed the need to have feedback in a timely manner

b. There is a need for more teacher training in strategies to promote greater student success on standardized tests.

c. The Department needs to make more of an effort to communicate to parents its commitment to raising students' critical thinking skills.

F. Comparing the Departmental Instructional Program to the Special Needs criterion.

1. A summary of how the Department compares to this criterion with all themes addressed.

The Title I program is a structured program designed to deliver the core curriculum to a targeted group of students who are reading at least two grade equivalents below their grade level, as evidenced by scores on the most recently administered standardized test (in this case, the CTBS). The primary goal of the Title I program is to enable these students to read at grade level; there is also a concerted effort to develop all of the integrated skills so that students may be mainstreamed into regular English classes. In June of 1995, fifty per cent of the students in ninth grade Title I English classes were moved into more challenging classes.

The Title I program consists of a highly structured curriculum that is delivered in a systematic way. Students study the core literature, but instruction is modified to accommodate students who are reading below grade level. Instruction is enhanced by innovative teaching technique which include visual organizers, cooperative learning activities, and audio-visual presentations. Title I funds allow for a student-teacher ratio that is below the one established for other classes. Classes are limited to a maximum of 28 instead of 36 students. Ninth and tenth grade classes are staffed by a certificated teacher, an hourly teacher, and an instructional assistant to provide assistance and encouragement for students in note taking, test taking, individual and group projects, and other class activities. Laptop computers are periodically used in the sophomore Title I classes to promote writing skills.

NOTES

Students enrolled in the Title I program have access to a wide range of special services. This year a special program was instituted that is designed to monitor the attendance of Title I students. Attendance Action Teams, through the Office of Curriculum and Instruction, have provided systematic procedures for following up on students who are not succeeding due to habitual attendance problems. In addition to these services, students have access to the ninth and tenth grade Title I counselor, who is located in the Office of Curriculum and Instruction. Ninth and tenth grade Title I classes are scheduled into the Career Center each fall for research and assistance in career planning. An after school tutoring program conducted by teachers of English, social science, math, and science for Title I students and Students at Risk is in the planning stages for implementation in the spring of 1996. To provide continuity for students who have been in the ninth and tenth grade Title I program, modifications to the eleventh and twelfth grade Title I curriculum are planned.

The English Language Arts program attends to the needs of students from culturally, linguistically, and academically diverse backgrounds through a variety of instructional modes and teaching methods. English teachers implement a comprehensive, systematic, and developmental curriculum for all students, which is based on the model curriculum standards and which emphasizes literature-based thinking and writing skills. Because cooperative/collaborative learning, discussion, and critical reading

and writing occur in all classes, all students practice integrated skills and are introduced to study skills. All students move through the writing process at a pace and sequence suitable to their needs and abilities. Recent articulation meetings with the ESL department have clarified exit criteria for mainstreaming ESL students into English classes and for determining appropriate placement.

NOTES

Students are placed in the most appropriate environment suitable for their academic needs. The Department is sensitive to the need for students to experience academic success and self-esteem. For example, the freshman/sophomore Title I strand has a lower student-teacher ratio to provide a nurturing environment where students make meaning out of a challenging core curriculum. The curriculum also includes a four-year program coordinated with the Career Center, emphasizing career choices.

Beginning the Honors program in the 10th grade ensures more accurate placement, greater student access to the tenth through twelfth Honors/AP program, and an added year of academic maturity without the competitive stress of an Honors program. Entrance to the Honors program is based on student performance in class, the department guidelines for placement, and department-written tests appropriate to grade level. The Honors-level classes in English-Language Arts support and extend the material and skills of the college prep classes. The Honors-level curriculum is comprehensive, balanced, and appropriate for the needs of the high-achieving student; however, the department is aware that Hispanic students are underrepresented in college-prep, Honors, and Advanced Placement classes.

Generally students may move from one academic level to another if their performance indicates that they are no longer placed appropriately in their current classes. Guidance staff, Special Education personnel, Title I and GATE counselors, and Home School coordinators support the department in encouraging students' personal and academic success.

The school environment encourages academic success for special needs students. Roll sheets are labeled to identify special needs students, so that teachers can adapt their teaching styles and

materials to student needs. Students at Risk are required to attend PIT meetings with their parents, teachers, and counselors. At these meetings, Individual Learning Plans are prepared for students to maximize their opportunities for success. English teachers communicate with RSP teachers in planning for and assessing RSP students. A GATE coordinator monitors the needs of GATE students, registers them for AP tests, and keeps their parents apprised of their progress. Some teachers have completed LDS training so that they can better assist LEP students. Additionally, all teachers have attended workshops that have presented ideas for working with special needs students. To provide opportunities for success for all students, alternative assessment techniques such as open mind, mapping, journals, and oral responses are used.

NOTES

Title I students' schedules are coordinated to maximize participation and success in school. The Title I Counselor checks each student's schedule to make sure that each student has been placed in the proper classes. After the schedules have been made by the district counselors, the Title I Counselor and Home School Coordinators make sure that each student's placement reflects needs and abilities as measured by the most recent test scores. The Title I Counselor and Home School Coordinators come into freshmen English classes first semester to explain benefits offered by Title I services.

The Title I Counselor and Home School Coordinators facilitate the ease with which students move from one path to the next. Selected Students at Risk are taken to conferences, such as those held by the California Association of Directors of Activities that focus on self-esteem and motivation to help students as they make the transition to higher academic levels. Attendance is monitored on a daily basis by the Home School Coordinators.

Students develop the skills and knowledge necessary to make educated choices concerning their post-secondary education and/or career plans. In the Career Center, freshman English classes investigate post-secondary education and career-planning resources. Field trips to trade technical schools, community colleges, and universities help to familiarize the students with their options. Additionally, representatives from these institutions, business, and industry regularly speak to our students

Students feel comfortable using the Title I services for a wide range of concerns such as subsidized student meals, medical services, shelter, counseling. The Home School Coordinators, who speak several languages, are accessible during school hours. Newsletters in the students' native languages are sent home to inform parents of Title I services and activities.

NOTES

There are approximately 150 students currently enrolled in the GATE program at MKHS. The personnel practices on our campus ensure access to, and support success in core classes.

First, a special GATE counselor is available once a week primarily for students who are not enrolled in Honors or AP courses. A special roll-tagging system ensures that these students are recognized by their teachers as needing additional academic and co-curricular challenges and encouragement to move into Honors and Advanced Placement classes; furthermore, a comprehensive list of these students is being prepared for distribution to the faculty and staff for their support of this effort.

Second, the GATE counselor meets with students to discuss their post-secondary education and career plans and is available at their request. Through regular interaction with the program coordinator and the special counselor, students have ample opportunities to discuss core curriculum choices as well as various co-curricular choices they are considering. It is in these meetings that they will, for example, become aware the "a–f" requirements of the university systems. Finally, several current as well as proposed practices ensure that GATE students make regular use of the various services available to them.

Third, currently all GATE freshmen receive comprehensive orientation to these services; services for sophomore, junior, and senior levels are to be implemented in the near future.

Mark Keppel High School's counseling and personnel services, working in conjunction with categorical programs, provide special needs students with vital support in core classes, in general, and language arts (English) core classes in particular. The two principal providers of support for special needs students are the Special Education and Students Targeted and Reaching Success (STARS) programs.

RSP teachers meet at the end of each school year with each RSP student to select core and elective classes for the following year. This procedure is personalized and individualized, with great attention paid to English classes. English teachers either attend yearly IEP meetings or provide written input, and teachers confer informally with RSP teachers as needed. Since many RSP students are eligible for Title I support, care is taken to select Title I classes when appropriate. STARS students are identified at enrollment as needing special guidance, and every effort is made to meet with each STARS student prior to the selection of classes. Once student testing information has been gathered and analyzed, the STARS counselor—a designated counselor in the Guidance Center—mentors each student, providing a direct line of communication from the Assistant Principal for Guidance to the student. Whereas students are generally notified of guidance issues in group orientations and assemblies, STARS students receive this information personally from the mentor counselor. Again, special attention is paid to assisting the student in selecting the most appropriate English course and level.

NOTES

An IEP team is responsible for determining the degree to which each RSP-identified student is mainstreamed. Determination of placement of the RSP student in sheltered or mainstream classes is made after consultation with the school psychologist, a school site administrator, the school nurse, the deans, the guidance office counselor, and the RSP teacher/counselor. English teachers also provide input regarding appropriate student placement. This determination is reviewable at the request of the parents of an IEP student, RSP teacher, or at the direction of the IEP team. The STARS counselor/mentor works closely with the Special Education resource personnel to ensure appropriate placement of students into English classes and to see that they are provided with extra, personal notification of career-awareness and post-secondary-planning activities.

In addition to Special Education Special Day Classes, the Workability Program, and the Transitional Program Plan for post-secondary occupation preparation, RSP students in mainstream English classes are provided with a career-education component in each of their freshman and sophomore years and with access to mainstream vocational courses. .

Approximately one hundred MKHS students are identified as Special Education eligible or eligible for the assistance of the District Speech Pathologist. STARS serves approximately eighty-five students, the number subject to change with enrollment of STARS-eligible students.

NOTES

The policies of the school conform to the laws, regulations, and policies of both the federal and California governments and the local governing board in providing fair and equitable learning opportunities for all students. RSP teacher/counselors and the GATE coordinator inform teachers about the special needs of specific students. In addition, English teachers occasionally arrange with RSP teachers for students to return to RSP classes to modify student behavior, give students "time out," or work on class assignments with the RSP teacher. Teachers recognize the challenges faced by special needs students in mainstream classes and support the IEP process and the GATE program. Teachers communicate with the appropriate special needs students' support staff to maximize students' success.

2. The major strengths of the English Department are:

a. English teachers work closely with RSP teacher-counselors.

b. Ninth and tenth grade Title I students benefit from smaller classes and a team of two teachers and a instructional assistant per class.

c. Improvement of the selection process for the Honors program provides greater access and more accurate placement.

d. Attending a variety of workshops and inservices keep department members current in trends and goals of teaching English.

2. The major areas for improvement are:

a. Hispanic students are underrepresented in the college preparatory and honors programs.

b. The 11th and 12th grade Title I curriculum should be modified to provide continuity for students who have been in the ninth and tenth grade Title I program.

G. Initiating an Action Plan

NOTES

1. Among the strengths listed in C–F above, the greatest strengths are:

a. Teachers use a variety of instructional strategies to actively involve students in learning.

b. The study of core and supplementary literature is integrated with listening, speaking, writing, and critical thinking activities.

2. Among the areas for improvement listed in C–F above the greatest priority areas for improvement (2–4) are:

a. Multicultural literature should be infused throughout the existing curriculum.

b. Teachers need to meet regularly for grade level articulation and review, revision, and assessment of curriculum.

3. A step-by-step Action Plan for addressing each of these priority areas for improvement.

a. The English department will infuse multicultural literature into the curriculum:

1) On Feb. 26, 1996, the UCLA Literature Project will present "Exploring Options in Multicultural Literature" at a release-day inservice for all English teachers.

2) By April of 1996, English teachers will compile a list of books to be considered for adoption.

3) By June 1996, depending upon available funds, sample books will be purchased.

4) During the summer of 1996, each teacher will read books selected from the list.

5) Beginning in the fall semester of 1996, the department will meet for "book talks" to determine grade-level suitability.

6) In the spring semester, the English department chair will submit book orders.

NOTES

7) During the 1996–97 school year, English teachers will meet by grade level to plan strategies for teaching the adopted works.

8) By September of 1997, books will be incorporated into the curriculum.

b. Grade-level meetings will focus on establishing instructional continuity from ninth through twelfth grades.

1) Before June of 1995, the department chair will request release time or the use of designated pupil-free time for the purpose of holding grade-level meetings.

2) By October of 1996, the English Department will identify and prioritize curricular areas of concern.

3) During the fall semester of 1996, the English Department will begin a series of grade-level meetings to determine how to address the concerns.

4) Once these determinations have been made, the English Department will review and revise the goals and objectives of the courses of study.

ESL DEPARTMENT

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WASC 30525

ESL DEPARTMENT

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ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL
ESL Department Report

NOTES

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. That the ESL and English Department continue to develop a specific plan to assist in mainstreaming of students.

With the assistance of the English department chair, ESL teachers reviewed curricular texts and supplemental materials used in English classes in order to ascertain the level of difficulty of the materials and to prepare students to mainstream. An ESL mainstreaming policy was developed and shared with the English department. On-going communication with English teachers and counselors indicates that the policy has been successful. In districtwide meetings with ESL teachers, exit criteria for each level were adopted. We are currently working on developing assessment instruments that address the criteria. The English Department is aware of this process. It as well as the Guidance Center have received copies of the exit criteria.

2. That the Administration investigate a means by which time can be allocated for regular department meetings in order to continue to develop strategies and implement the curriculum.

Beginning in the fall of 1990, the administration has allocated time for one-hour department meetings every other month on a rally schedule. In addition, four minimum days per year are devoted to departmental inservices, curriculum planning and staff development. The department meets informally at lunch or after school when necessary. Beginning in 1991-92, two pupil-free days per year have been allocated for schoolwide and departmental services.

3. That the administration consider the creation of a bilingual special education class for learning disabled students.

There are not enough LEP special education students who all speak the same language to form a special day class. ESL and special education teachers continue to consult together as needed.

NOTES

B. The department's assessment of the evidence for student learning through a review of the Student Outcomes section of the General Data and all additional appropriate student indicators of achievement and performance.

A goal of the ESL department is to meet the achievement objectives established in the Comprehensive School Plan. The component review of students tested in 1994-95 shows that they nearly met some objectives and exceeded others.

Advanced ESL students scored at the 28.6 NCE in reading comprehension on the CTBS, falling short of the goal of 31st NCE, but scored at the 35.9 NCE on the total language section of the test, exceeding the goal of 32nd NCE. A pre/post writing sample showed a gain of .56 percent in scores, a statistically insignificant gain.

Test results show 74.3 percent of the Beginning ESL students scored above the goal of 70 percent correct on the Alhambra Modification of the CASAS Reading Comprehension B Test. 73.6 percent of Intermediate students surpassed the 70 percent correct goal on their reading test.

In recent years our department has questioned the results reported at the component review because of what we feel is inadequate collection of data. For example, the 1994-95 report was based only on eighteen 9th graders' CTBS scores, leaving out data about students in the other grades, who presumably spent more time in our program. The writing assessment results were based on only 50 writing samples, which is less than half the number of students enrolled in Advanced classes. One year the report was based on only 12 samples, when 150 were administered. In any case, the results show modest gains. The department also questions the use of the CASAS test because it does not reflect our curriculum, but we recognize that some kind of nationally normed test is necessary.

Another objective is that at least 10 percent of LEP students will be redesignated to FEP status. Last year, 61 of 918 LEP students at the school were redesignated, which was only 6.6 percent of the students. A survey two years ago showed that LEP students in mainstream classes had about a C- grade point average.

NOTES

Within the department there is no standardized testing, and evaluation and advancement of students depends on each teacher's assessment. When students first enter our district, they are given the LAS placement test, and we can refer students for retesting when necessary. We are looking forward to developing more authentic, uniform assessment standards for each level of instruction by working with a districtwide committee of ESL teachers this year.

C. Addressing the WASC Curricular Program Criterion including the following themes:

1. A summary of how the ESL department compares to this criterion with all themes addressed:

Mark Keppel has an effective ESL Department. A districtwide course of study devised by teachers in 1989 clearly spells out a 3-year curriculum that includes Beginning, Intermediate, and Advanced students, with an optional fourth year transitional class which we have not offered in the last two years.

When possible, the department offers the second semester curriculum of Beginning or Intermediate in the fall semester, followed in the spring by the first semester curriculum of the following course, in order to accommodate students who arrived after the start of the normal school year, who failed one semester of work, or who are ready to accelerate. In addition, an orientation class is offered either at Keppel or at a district center for students who arrive in the United States with poor competence in their native languages. Orientation students learn literacy and study skills to ensure their success upon entering the regular curriculum. Students may remain in the class for a few weeks or up to a year, depending upon their needs. When a student completes Advanced ESL, he is placed in a mainstream English class. At any

time during the year, a teacher may request that a student be moved to a different level in accordance with his needs.

NOTES

The ESL curriculum is designed to take students from non-English speaking status to native-like communicative competence in three years, with the goal of mainstreaming ESL students into the core curriculum successfully as soon as possible. Each level has goals and objectives as well as topics and skill areas. The curriculum includes sample lessons based on whole language approaches. In 1995 the district's teachers developed "exit criteria" for each level, based on the objectives in the courses of study, and are currently developing uniform assessment instruments. The course of study is broad enough that new strategies and materials can be used to implement it without major revisions. Each of the department's teachers have developed innovative and creative lessons to implement the curriculum. The district's Bilingual/ESL office, under the direction of the superintendent of secondary instruction, organizes curriculum revisions when necessary.

During the last six years, the department has selected textbooks and materials to use with the curriculum. Earlier efforts were to move away from grammar-based texts to literature-based texts, especially multi-cultural literature. Presently we are adopting textbooks which include integrated skills. New books for Beginning and Intermediate levels have been purchased, but books for the Advanced levels have not been adopted yet. EIA/LEP money at our site has supplied each classroom with a VCR, at least one computer, overhead projectors, a wealth of audio-visual materials and plentiful instructional supplies. District and federal funds provide instructional aides in most classes. Also available to the teachers are laser-disk players, CD-Roms, use of computer labs, and classroom and school libraries of video tapes. The classes are housed in spacious, well-equipped bungalows, which are about 12 years old. Because of deferred maintenance, some of the bungalows have sustained damage from leaky roofs. All have torn, dirty carpeting. The district's goal is to move all classes into main buildings, but this is not likely to occur for several years until our school receives badly needed state funding for construction.

In the ESL Department, the course of study is implemented

through activities and teaching strategies which involve all areas of language development, and which encourage self-esteem and multi-cultural understanding. The six teachers in the department all have either the Bilingual Certificate of Competence or the Language Development Specialist Certificate, and 120 years of teaching in the field. They continually participate in conferences and inservices to update their skills. These include Los Angeles County institutes, CATESOL conferences, UCLA writing and literature projects, and school-wide staff development on such topics as classroom technology, multiple intelligences, cooperative learning, and learning styles. Bilingual teacher's aides assist directly in the classrooms, while home-school coordinators and other personnel provide support services to the students.

NOTES

2. The major strengths of the department are:

a. The ESL department has a well-designed curriculum.
b. The ESL department has good instructional materials and resources.
c. The ESL department has highly trained, experienced teachers.
d. The ESL department receives excellent support from the administration and the district.

3. The major areas for improvement are:

a. The ESL department needs to continue to work on developing assessment instruments for the exit criteria.
b. The ESL department needs to adopt and acquire new texts for the Advanced level.

D. Comparing the departmental instructional program to the ESL criterion.

1. A summary of how the department compares to this criterion with all themes addressed:

The Beginning ESL classes concentrate on acquisition of basic vocabulary and language functions vital to survival in the school and community, and read and respond to simple folktales and non-fiction stories. Although the class titles of the Intermediate and

Advanced levels of instruction indicate a separation of skills, in practice all language skills areas are taught in every class. Teachers frequently teach vocabulary and concepts from many disciplines, especially social science, science and logic, and they incorporate art and music into their lessons.

NOTES

The Intermediate and Advanced students read, listen to, or watch videos of folktales, short stories, dramas and poetry drawn from the diverse cultures of the United States and the world, and respond to them through a wide variety of oral and written activities. Teachers also teach skills that will help the students be successful in other classes: dictionary, note-taking, research, interpreting charts and graphs and maps, measuring, library, newspaper, and study skills.

ESL students receive two hours of formal instruction in English daily, but also attend Specially Designed Academic Instruction classes in other subject areas taught by teachers who are trained in language development techniques.

ESL teachers use a variety of teaching methods, including direct instruction, whole language approaches to literature and writing, directed reading and thinking activities, readers' theater, dramatizations, cooperative learning, and pair work, to give the students the opportunity to practice their thinking, language, and social skills. Grammar and pronunciation are not taught in isolation, but in the context of some other activity. Use of the students' home languages is not a part of formal instruction, but when possible or necessary, bilingual aides and teachers help students, and bilingual dictionaries are available. Students are frequently encouraged to share information about their home countries and cultures and to share stories and folktales and customs. For example, at Halloween, Intermediate students share ghost stories from their countries or discuss their superstitions. Latin American students may explain the significance of October 12 or their Christmas customs. Some teachers give out red envelopes at the Lunar New Year. Students' important holidays are also acknowledged and observed by the school as a whole. For example, Cinco de Mayo, the Lunar New Year, and the Spring Festival are celebrated through assemblies and lunchtime activities.

An examination of the district's ESL curriculum reveals that reading and writing skills are taught sequentially, and it details which skills are to be taught in each class. Teachers generally introduce everything orally before it is read or written. To help students access literature, pre-reading and post-reading activities and techniques such as "into, through and beyond" are used. Teachers use many different graphic organizers to help students prepare to write. The district-wide exit criteria for each level also describe the skills students are expected to attain before moving to a higher level class.

NOTES

ESL students' native cultures and languages are representative of those of the student body as a whole, so they rarely feel isolated because of their backgrounds. ESL students can always hear their languages spoken on campus and can usually see students from their own ethnic groups involved in every school activity. School offices have signs in three languages. Most forms and communications sent home are in four languages. Many ESL students participate in music and performances at assemblies, and join a variety of clubs and sports. Parents are formally welcomed to the school twice a year. The home/school coordinators organize meetings for parents in their own languages. Translators can be provided for the major languages at parent/teacher conferences. Because LEP students constitute about half of the student body, all school staff are aware of their needs and are accustomed to dealing with them.

Students entering the ESL program are given the LAS placement test. They may be retested as necessary. Each teacher devises her own tests to determine students' mastery of the material taught. Students are usually evaluated in several ways, including oral participation in groups, formal speeches, single sentence, paragraph and composition-length written responses, journals, completion of assignments, multiple-choice, and completion of projects, frequently by means of holistic grading scales. Some teachers are exploring portfolio assessment. Currently district ESL teachers are developing more uniform assessment procedures specifically to determine a students' readiness to move to a higher level of instruction, but we hope that these will be based on benchmarks determined by the curriculum and that this will improve overall assessment by each teacher. Program effectiveness is measured

each year for the Special Projects component review with pre- and post-testing of the Alhambra modified CASAS test at the Beginning and Intermediate levels, and at the Advanced Level by the CTBS reading and language tests as well as by a district-wide writing assessment which is graded by district teachers using a holistic scale. The results of these tests are shared at yearly component reviews.

NOTES

In 1994-95 categorical funds provided instructional aides to all beginning ESL and most intermediate classrooms. Three ESL teachers took their classes to the MAC computer lab which is available to the whole school. Almost $6,000 dollars was spent to allow five ESL teachers to attend various inservice meetings, and $1000 were contributed to sending several LEP students to the Close-up New Americans program in Washington, D.C. Categorical funds also purchased supplemental books and instructional materials such as wall maps, computers, and audio-visual equipment. Until this year a Chapter VII grant financed a very successful after-school tutorial program for ESL students.

This year, the ESL department is working towards creating a media lab in an unused classroom, where computer games, word-processing programs and a listening center will be available to our students. We hope to use the technology we already own more effectively this way.

This year the district and teachers' union negotiated an agreement which raised our class-size maximum to 36 students, and most of our classes had 36 students in September. The department's instructional supplies budget from the district is relatively generous at $1,850. The school still manages to provide us with almost unlimited xeroxing support. The district now also recognizes its responsibility to pay for textbooks for our department, whereas previously all books were purchased from categorical funds. The district and EIA/LEP jointly finance a district Bilingual Resource office and its large number of personnel. The resource specialists are available to our campus upon our request.

Staff development for our entire faculty has been greatly enhanced by an SB 1882 grant which trained us in thinking skills and learning styles, cooperative learning techniques, technology, and

other strategies. This year the district is beginning an effort to train all teachers over a period of years in multicultural perspectives using the E Pluribus Unum program developed by Los Angeles county. A member of the ESL department is on the training team. The district regularly offers training in technology and Spanish and Cantonese after school. For two years training for the Language Development Specialist certificate was available to teachers through the district. Three members of the department have been active in the school's restructuring efforts, and three members have received several professional development grants to develop curriculum and use technology in the classroom. In addition, EIA/LEP funds sent teachers to more specialized training. Our department's training and experience are detailed in a chart available in the department office.

NOTES

2. The major strengths of the ESL department are:

a. The ESL teachers employ a wide variety of teaching strategies.

b. District and categorical funds provide good teaching materials, books, and technical support.

3. The major areas for improvement are:

a. Teachers need to continue to develop curriculum using integrated skills.

b. The ESL department should continue to develop a media lab.

E. Comparing the departmental instructional program to the Instructional Practices/Integrated Skills criteria:

1. A summary of how the department compares against this criterion with all themes addressed:

The teachers in the ESL department are so experienced and well-trained that they have developed a wide repertoire of teaching strategies from which they can select the most appropriate one for the topic they are teaching. However, extensive discussions with the department reveal that the teachers are not completely satisfied with their efforts and would like more training and

opportunity to better integrate skills acquisition with meaningful and appropriate content.

NOTES

The ESL exit criteria and the courses of study specify the listening, speaking, reading, writing and study skills that the students are expected to learn in each course. A survey of the department's teachers shows that all teachers address these skills throughout the year. Calculating skills arise from lessons at the beginning and intermediate levels where students learn to read and recognize numbers, tell time, measure, and calculate prices of things, but there are no formal guidelines for introducing these skills. Students also learn to interpret maps, charts and graphs of temperature and other data. Teachers employ a great many strategies to help students develop their thinking skills, but there is no organized or uniform approach to teaching thinking skills in the department. Rather, thinking skills become an integral part of each teacher's strategies for teaching a particular topic or story.

Because for several years our department has attempted to be more literature-based, lessons parallel the types of lessons one might expect to find in a regular English class, particularly at the intermediate and advanced levels. For example, a teacher may ask her students to look over the title and pictures in a story and predict what they think the story will be about. She may introduce the theme of the story and ask the students to do a "quick write" of a personal anecdote related to the theme. She may then proceed to read the story, using directed reading and thinking activities to help students identify the literary elements of the story and to check comprehension. The students may then break into small groups to discuss and analyze the setting or characters. Graphic organizers are frequently used at this point to help students organize their thoughts and to prepare to write. The students would respond to the story by going through the writing process of writing drafts, revising them for content and editing them for orthographic and grammatical correctness, and finally, students might "publish" the composition through "read around" groups or some other method of sharing.

A survey which is on file in the department office showed that all of the ESL teachers take their students to the library at least two or three times a year to learn how to use the reference section, the

card catalogue, the computer research facilities, and to locate books for specific assignments. All teachers claim to teach comprehension and interpretation skills, but expressed a desire to know more about teaching decoding skills. We are getting more students who are illiterate in their native languages, and we feel that some direct teaching of decoding and word attack skills is necessary, and would like to explore how and where these fit into our generally whole language approach.

NOTES

The same survey shows that writing is an integral part of our courses, but that teachers would like to learn new approaches to increase the frequency of students' writing and more effective ways to teach them. All teachers report that they teach speaking, listening, thinking and study skills, but that they would like the opportunity to develop a more unified approach to teaching these skills along with the other content of their classes.

2. The major strengths of the ESL department are:

a. Teachers employ a wide variety of strategies to implement the curriculum and teach the skills the students need.

b. The department has moved toward a multi-cultural literature-based curriculum.

3. The major areas of improvement are:

a. The teachers need to examine the methods, and the place in the curriculum, for teaching reading skills.

b. The departments needs to work towards a coordinated approach to integrating specific skills with course content.

F. Comparing the Departmental Instructional Program to the Special Needs criterion:

1. A summary of how the department compares to this criterion with all themes addressed:

By definition, all ESL students are special needs students with language development needs. The department attempts to address these needs through the means described in the previous section. Since students are placed in the various levels of

instruction based on their language skills, any given ESL class has a wide range of students, from those who had no education in their own languages to students who have almost completed high school in their own countries, and from students who have been identified and placed in special education programs to intellectually gifted students. We are continually challenged to meet the needs of all of these students. Our district does not have a program for identifying G.A.T.E. students at the secondary level, much less for ESL students. However, for the academically able and gifted students that individual teachers recognize in our classes, we allow them to accelerate through our program so that they can take mainstream classes as soon as possible, and we seek to place them in the A-F college requirement classes. While they are in our classes we try to provide them with qualitatively challenging assignments.

NOTES

Each year we have a few students who are from Special Day Classes or the Resource Specialist Program. They are placed with us because of their language needs, and we work with their special education teachers as needed. The special education teachers sometimes monitor their progress through reports and consultations. ESL teachers have expressed the desire for more information at the beginning of the year about these students' individual abilities. In addition, each year we have students who we feel should be tested for special education services. Such testing is very difficult to arrange, but is available in the students' home languages. The result is usually that the student is appropriately placed in our classes because there is no where else to place him; even though he might have been in the United States for eight years, he still belongs in a beginning ESL class because he has a language development problem. The department's teachers would like more training in how to deal with these students. One of our teachers is collaborating with a special education teacher to work together to teach a U.S. History SDAIE course.

2. The major strengths of the ESL department are:

a. The department has the flexibility to allow students to change to a different level of instruction when they show exceptional ability or need.

b. Teachers are open to working with the special education department.

NOTES

3. The major areas for improvement are:

a. The department needs more inservices in how to serve special education students.

b. The department would like better communication with special education students' teachers at the beginning of the year to better plan strategies for helping the students succeed in our classes.

G. Initiating an Action Plan:

1. Among the strengths listed in C-F above, the greatest strengths are:

a. The department has a stable, dedicated, experienced, qualified, and well-trained staff who are open to innovation and improvement in their field.

b. The department has a well-defined course of study and curriculum.

2. Among the areas for improvement listed in C-F above, the greatest priority areas for improvement (2-4) are:

a. The ESL department needs to continue to work with the district to develop appropriate and authentic assessment instruments, especially for each course's exit criteria.

b. The ESL department needs to have a more coordinated approach to incorporating integrated skills at all levels of instruction.

c. The ESL department needs to continue its efforts to create and update a media/technology center.

3. A step-by-step Action Plan for addressing each of these priority areas for improvement.

a. The district bilingual office will hold meetings in 1996 to develop assessment instruments and strategies which will be uniform throughout the district. The Mark Keppel ESL

department will attend and contribute to these meetings, and will meet together to continue development and implementation of these assessments during the 1996, 1997 and 1998 academic years.

b. The department chair will work with the Assistant Principal of Instruction to identify appropriate inservice opportunities for the department's teachers which address reading, writing, study and thinking skills, and how to develop these through our available texts and materials. The first inservices will take place in the 1996 school year.

c. The department chair will work with the site administrators and technology consultants to:

1) identify a space for a media center

2) install existing computers and media equipment in the space,

3) obtain appropriate software for the computers

4) buy a tape recorder for the listening center

5) set up a schedule for training the teachers in the best use of the equipment and software

6) set up a schedule for student use of the media center

7) research the best ways to update and maintain the technology equipment.

These efforts will begin in the 1995-96 school year.

NOTES

FOREIGN LANGUAGE DEPARTMENT

FOREIGN LANGUAGE DEPARTMENT

WASC 30541

FOREIGN LANGUAGE DEPARTMENT



WASC 30542

FOREIGN LANGUAGE DEPARTMENT

Jean McIntyre
Chairperson

Iris Breen

Hector Chavez

Agnes Chin

Gail MacCartney

Douglas McElhaney

Socorro Martinez

Marsha Tuttle

Darlene Vuicich

ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL
Foreign Language Department Report

NOTES

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. That the department continue its efforts to update challenge examinations to reflect communication skills.

This recommendation was implemented at the district level in 1991-92 and at the site level in 1992-93. Incoming LEP students to the District are interviewed in L1 (primary language) and tested at the Orientation Center and placed accordingly. MKHS students are interviewed in L1, tested, and placed appropriately. Upon completion of the next level, they are accorded credit by examination.

2. That the administration examine the feasibility of reinstating foreign language sections to provide for the needs of student requests.

The Foreign language sections were reinstated in September 1992.

3. That the administration seek ways to provide time for regular departmental meetings to ensure communication and staff development.

Department meetings are held for one hour every other month on a rally schedule. Departments receive staff development during four negotiated pupil free afternoons. Consideration should be given to using this time for teachers to meet with others teaching the same courses.

4. That the school budget reflect monetary support for appropriate textbooks, auxiliary learning materials and adequate storage space.

District financial concerns and restraints have allowed for some, but not all, needs to be met.

NOTES

5. That the administration continue its support for the advanced placement courses which have reflected growth and success for students in past years.

Advanced placement courses are currently offered in French language, Spanish language, and Spanish literature.

6. That the District give serious consideration to implementing and maintaining a Mandarin program that is an obvious need for the community at Mark Keppel High School.

In the 1992-93 school year there were eight sections of Mandarin taught. In the 1994-95 school year there were eleven sections being offered.

B. The department's assessment of the evidence for student learning through a review of the Student Outcomes section of the General Data and all additional appropriate student indicators of achievement and performance.

<u>Types of Indicators of Student Performance</u>

1. teacher tests
2. standardized tests
3. oral performances
4. written samples
5. communication activities
6. projects
7. AP scores
8. SAT II scores
9. SAT II pilot achievement test scores
10. Chinese Language Speech Contest
    (discontinued in '93 because of lack of funds)
11. college language placement scores
12. departmental grade distribution
13. video performances
14. audio portfolios—(one and two semester)
15. foreign language studies abroad

Methods of Gathering Information

NOTES

1. review test scores—both school and standardized
2. gather newspaper articles regarding program
3. observe team and individual work in the classroom
4. review of videos of student work
5. review of audio tapes of student work
6. review of student projects
7. observe classes
8. review school documents
9. examine regularly used instructional materials
10. review the resources and use of strategies and materials to address special needs students.

Within the last five years MKHS has been a pilot school for the SAT II Foreign Language Achievement Tests With Listening in Chinese, Japanese, Spanish and French. This year the English Language Placement Test was added. These tests are used to norm the nationwide tests. Our students have consistently placed at high levels. Advanced Placement exams are given in the fields of French Language, Spanish Language and Spanish Literature. The majority of the students have achieved a score of three or higher. We have advised our students to allow ETS to send their scores to interested institutions. Universities such as: Harvard, Columbia, Texas A&M, Loyola, Vanderbilt and Stanford have sent recruitment materials to our students.

This has had a very positive effect on their self-esteem and has engendered interest on the part of other students. Some students have attended these schools as well as the University of California and various other institutions.

Students going on to university consistently place in the third or fourth level of a foreign language by placement exam. In Chinese they usually place in second level. This is reflective of the character recognition and reproduction ability.

Students have been recognized by foreign institutions and countries. One student was awarded the Diploma Básico de Español

from la Universidad de Salamanca, Spain by presenting an examination in the language. Another student received second place in an essay contest sponsored by the Spanish Consulate, in conjunction with the University of Southern California. The Chinese students went to San Francisco twice for the Chinese Mandarin Speech contest returning with first and second place prizes each time.

NOTES

All teachers assess student performance based on an olio of standardized and teacher created tests, oral performances, written samples, various communication activities and projects. This variety of evaluation techniques ensures that students with a variety of learning modalities have an adequate opportunity to demonstrate their competence in the target language. Further demonstration of student achievement is evidenced by video performances, audio portfolios and reports of student interaction with native speakers while traveling in other countries.

When students expressed an interest in the production of a Spanish language literary magazine, one was encouraged and produced. This interest carried on for two years. The magazine contains poems and essays written by students as well as student artwork. The Chinese students share their interest in traditional dance, music and costumes with the school community through assemblies, dancing at Lunar Festival and the Festival of Learning in the Spring. Cinco de Mayo assembly and festival shares Mexican culture with the entire school.

In the student school-wide survey 68 percent of the students surveyed indicated that the language classes are excellent or good. Our students recognize the need for the languages we teach. They take language classes because they do and will need these languages in their daily lives.

C. Addressing the WASC Curricular Program Criterion including the following themes:

1. A summary of how the Foreign Language Department compares to this criterion with all themes addressed:

The entire foreign language program is student centered and focused on the acquisition of meaningful and useful communication in the target languages. The program fosters the development of student proficiency in the four language skills: comprehension, speaking, reading and writing. The multi-cultural and multi-ethnic nature of the community in which MKHS is situated and in which our students live, greatly enhances the realistic need for and the use of the languages we teach. Personal, social, professional and educational topics are major constituents of materials presented. These materials are relevant to the students' age and interest levels. Because of the multi-ethnic nature of the community, we constantly point out the necessity of a second or third language to the students. They are very well aware of this and consider it an obvious fact. The cultural characteristics of each language group of necessity form an integral part of this curriculum. The language program at MKHS is open to all students. This includes those who are receiving special education services, LEP and GATE students and those who have knowledge of the target language from outside of the school environment. We have a strong native language strand in both Mandarin Chinese and Spanish to accommodate the needs of those students who know the target language from outside of the school environment. The foreign language program at MKHS addresses both the district and the school goals.

NOTES

The language curriculum at MKHS is guided by a communication based approach and follows the California Framework at each level. Students are involved in meaningful and realistic activities which stress the ability to communicate in a variety of ways and situations. Student performance at each successive stage of proficiency is determined by ACTFL and/or the California Framework and other recognized foreign language organization guidelines. The communicative skills of comprehension, speaking, reading and writing are developed at each language level.

The Foreign Language Department addresses the need for articulation with feeder schools by meeting with the Bi-lingual department of the school district and continuing in the efforts to update the placement tests. Incoming students to the District are tested at the District Orientation Center, counseled and placed in the appropriate level. Students from the feeder schools are given the

District test at the home school and are then placed in language classes. Articulation with the receiver schools is addressed by the use of the Advanced Placement and SAT II with Listening exams. We are a pilot school for ETS in the SAT II with Listening exams. We also address the issue of articulation by the use of the Statement on Competencies in Languages Other Than English Expected of Entering Freshmen--phases I and II by the Academic Senates of the California Community Colleges, the California State University and the University of California. Our curriculum is aligned to match the California State Framework and the above mentioned competencies.

NOTES

The current California and District financial conditions have had a negative effect on the materials available to schools as a whole. This has made it difficult for us to get textbooks and supplemental materials for advanced classes. We do, however have many resources available to us. The MKHS library has many videos, films and printed materials. It has several computers and is on-line. Many technologies are available to teachers and students. The department has access to four TV/VCR combinations, one computer, 2 laser disc players, overhead projectors and tape recorders. Teachers in the department have provided much of their own material--videos, books, posters, maps, televisions, VCRs, computers and computer programs, slides, music, songs, musical instruments, costumes and international foods. Mrs. Vuicich was awarded a National Endowment for the Humanities fellowship through the University of Maryland for three summers sessions, two of which were in Beijing. She has been able to bring back invaluable resources which are unavailable in this country. Ms. MacCartney has been awarded two year-long Fullbright Fellowships to France--1991 and 1994. Under this program, she was replaced each year by a teacher from France which gave both students and teachers an opportunity to interact with an exchange teacher. Both programs have enriched the teachers as individuals and the program of the department as a whole. Ms. McIntyre has served as an AP reader in the field of Spanish for two years.

The building is over 50 years old. While the school administration has been replacing desks and chairs and some rooms are adequately furnished, there are some desks and chairs which are

still in need of repair or replacement. The class size and the use of the facilities for night school puts a strain on an old building.

NOTES

The Foreign Language Department has seven full-time and two part-time members. We have a department chair who is a member of both the Instructional and Curriculum Councils and who represents us at the meetings. The chair maintains excellent lines of communication between the administration and the members of the department.

The department functions as a committee of the whole in advising the chair of needs, concerns and other issues. Sub-committees based on language groups and levels meet to coordinate curriculum, share methodology, design testing materials and to discuss other concerns.

2. The major strengths of the Foreign Language Department are:

a. All the members of the department have either lived in or traveled in the countries where the language they teach is spoken.

b. All of the teachers in the department are members of professional organizations related to the teaching of foreign languages.

c. Department members keep current on latest methods and research in foreign language instruction and are willing to implement new ideas.

d. Department members share ideas and materials.

e. The department offers placement tests in all languages taught.

f. The department offers opportunities for native speakers to excel.

g. Spanish, Chinese and French clubs offer additional cultural activities and experience.

h. Chinese students participate and present in the community cultural activities such as traditional dances and other musical performances.

i. French classes make Saturday trips to museums.

3. The major areas for improvement are:

a. District placement tests need to be addressed in order to provide more accurate placement of students in the appropriate language class.

b. There is a need to continue the search for more appropriate materials for the Chinese classes and the advanced classes in the other languages.

NOTES

D. Comparing the departmental instructional program to the Foreign Language criterion.

1. A summary of how the department compares to this criterion with all themes addressed:

The entire foreign language program is focused on meaningful and useful communication in the target languages. Various language acquisition approaches are used. Natural approach and oral communication are emphasized from the beginning level. Instructors and students speak in the target languages to the maximum extent possible. Translation is conducted only when necessary. Textbooks and supplementary materials such as story books, magazines, newspapers, cassettes, videos, computer programs and laser disks are used to improve the students' reading, writing, speaking and listening abilities. These audio-visual aids involve the student directly in her or his own learning and provide relevance to the student. They're not just learning the target language in theory, they're learning it for practical use. Students write essays and letters to convey ideas and messages to other people. Each language is taught within the contemporary cultural context of countries where the language is spoken. Learning activities emphasize that each language is an expression of a particular culture. Learning the language itself teaches many of the cultural nuances. Students learn that many cultural universals exist but that cultures vary and are of equal value. In addition, cultural assemblies and festivals are held that increase student knowledge of the major language groups represented in the school. Each room is decorated with realia from the respective countries. Every attempt is made to make the classrooms lively. Textbooks and audio-visual aids also communicate customs and cultural values.

NOTES

The courses in foreign language are proficiency based. Specific proficiency levels are established and articulated for listening, speaking, writing and learning the culture of the target language. Students are involved in meaningful and realistic activities which stress the ability to communicate in a variety of ways and situations. Student performance at each successive stage of proficiency is determined by ACTFL and/or the California Framework and other recognized foreign language organization guidelines. Teachers incorporate these proficiency levels in their objectives for courses and lessons, and they regularly assess each student's proficiency in listening, speaking, reading, writing and the knowledge of the culture. Grading guidelines focus on the successful performance of communicative tasks over a sustained period of time. These guidelines are given to the students early in the semester so that they know how their performance will be evaluated.

Teachers talk together and meet formally. The department members discuss ways to improve the program. Teachers interact to coordinate department objectives and department tests and to ensure that sections of the same course cover units at approximately the same time. The Curriculum Council, of which the department chair is a member, meet on a regular basis to discuss curriculum as a whole and the particular role of the Foreign Language Department in the total school program. Teachers have been involved in foreign language training programs such as National Endowment for the Humanities Grants, Multi-ethnic Teacher Training Institute, Cooperative Learning Inservices, National Foreign Language Organization conferences and two Fullbright Scholarships, ESL training, CLAD/BCLAD and various workshops.

As far as district resources will allow, textbooks are reviewed and new adoptions are allowed every five to six years. This allows the department to remain current in constantly changing modern languages. Department budget is used to purchase supplemental materials. The community is a great resource in the acquisition of supplementary materials. The Chinese Consulate donated supplemental readers for our Chinese classes. The Chinese Cultural Center made a monetary donation to purchase Chinese

dance costumes and hire guest performers. Fullbright paid for the shipment of seven boxes of teaching materials from France. All teachers purchase realia in substantial quantities from their own funds. The District is very supportive of all sorts of exchange programs.

NOTES

In order to allow students to take advanced levels of Language who would not ordinarily be able to because of scheduling conflicts, we have combination classes. This has the additional benefit of peer tutoring across the different levels. It also allows the lower level students greater exposure to the more advanced level, thus preparing them for their eventual arrival there. It also allows for interaction between native speakers and non-native speakers. This is a further benefit to the native speakers in increasing their self-esteem.

2. The major strengths of the Foreign Language Department are:

a. A variety of methods is used to reach students with all types of learning styles.

b. Teachers show an enthusiasm for the subject matter and for teaching.

c. Class sessions for non native speakers concentrate on oral and listening activities. Reading and writing are integrated at the appropriate intervals.

d. Audio and visual aids are used extensively to spark student interest and to facilitate comprehension.

e. The teaching of multiple courses in a single class prevents students from being locked out of a language class and allows for peer tutoring.

f. Strong emphasis is placed on culture.

3. The major areas for improvement are:

a. Teachers should continue in their efforts to further reduce the use of primary language on the part of the students and to increase their use of the target language.

b. Teachers should continue to seek a variety of ways to increase student acquisition and retention of vocabulary.

E. Comparing the departmental instructional program to the Instructional Practices/Integrated Skills criteria:

NOTES

1. A summary of how the department compares against this criterion with all themes addressed:

The full-time teachers in the department are majors in their field and have studied the major works and people of their target language. All the teachers in the department have interest and enthusiasm for the language they teach and communicate that enthusiasm to their students through classroom techniques such as the natural approach and total physical response. Class time emphasizes comprehension and speaking in the first two years of the language. Time is devoted to reading and writing with the help of the teacher.

Students at different stages of language learning are encouraged to use the target language. They are encouraged to watch television programs in the target language and to practice as much as possible outside of class. In the higher levels of language learning students are encouraged to write on relevant themes as well as to express ideas orally. Compositions are lengthier in the highest levels.

The material taught by the teacher is put into use by means of written homework, oral practice in the classroom, and group discussion. In all foreign language classes the material presented is used as a basis for future instruction. Conversely, the learning of new material is dependent upon material previously learned. All teachers monitor acquisition of knowledge on a regular basis. The teachers in this department use a wide variety of teaching techniques: natural approach, small group activities, and total physical response. Audio-visual materials are also an integral part of the teaching of foreign languages. Teachers promote thinking on one's own by assigning compositions or oral presentations in the target language.

Learning activities are varied to allow students opportunities to follow their interests and build upon their strengths. Help is readily extended whenever students encounter difficulty. Assignments take into account not only differing learning styles but also

differing learning speeds. Students know the purpose of assignments, and whether they will be graded. The goal of each teacher is immediate feedback whenever possible. Students are motivated to learn by the practical need for the target language, departmental awards, national exams and college requirements.

NOTES

Students recognize the central issues of the subject and analyze what they are learning through the classroom discussions initiated and guided by the teacher. Students are usually asked questions of appropriate difficulty through group practices or teachers' questions to individuals. Discussions, for instance, on the customs beliefs, and values of the speaker of a foreign country stimulate students' interest in learning foreign language. Learning activities such as student dialogues, guided conversations, role plays, speeches and compositions put students in active roles and allow them to express their ideas in the target language at their levels of ability.

Grading policies and departmental as well as individual teacher's standards are announced to students at the beginning of each semester. Student progress reports are given every four weeks for students not achieving at a satisfactory level. Report cards are issued every quarter. Information concerning grades between the regular grading periods is available to students. Students' corrected papers are returned promptly.

Teachers alternate between individual and group work in the classroom, sometimes giving assignments to be completed individually and other times designing assignments to be accomplished by small groups. Groups are fairly formed taking into account the ability of each student, and each group has equal access to the teacher's attention and instruction. Teachers use different time management and classroom management techniques. Multiple courses in a single class period and classroom result in occasional difficulties. Excellence in work and assignments is exhibited by some students at all levels of achievement. Students are encouraged to help each other.

Skills and content are integrated by both instructors and students to achieve learning outcomes as listed below:

Listening

1. class lectures—teacher
2. student reports
3. tape recorded materials
4. television/video/laser disc materials
5. impromptu student interactive situations
6. role playing
7. note taking
8. dictation

Reading

1. group/individual reading both oral and silent
2. readers theater
3. teacher reading to group while students follow
4. native speaker levels—dramas, novels, short stories poetry, essays
5. analysis of literary passages
6. newspapers and periodicals
7. materials published by public entities—American Heart and Lung Assn., Social Security, DMV, IRS, FEMA, etc. in the target languages and equivalent materials brought from various foreign countries.

Writing

1. narratives
2. essays
3. dialogues and short dramas
4. creative writing
5. descriptive
6. dictation
7. letter writing; both personal and business
8. filling out forms

Calculating

1. mathematical problems/directions given in target language—student solves
2. charts and graphs—grammar
3. historical and linguistic timelines
4. clock math
5. public transportation schedules
6. calculating dates (especially interesting in Chinese)

NOTES

7. family tree/graphing of family relationships
8. basic metric concepts.

NOTES

Speaking

1. asking and answering questions
2. impromptu interactive situations
3. pair/triad discussions
4. narrative—picture sequences
5. narrative/descriptive—use of pictures
6. narration of an event
7. interpretive/opinion expression
8. pair/triad/group activities
9. dialogues
10. oral reading
11. giving directions
12. role playing

Thinking Critically

1. open-ended questions
2. essays
3. synthesis of information
4. cognates where applicable
5. parallels among languages/cultures when applicable
6. differences among languages/cultures
7. drawing conclusions and defending them
8. puzzle solving
9. word games

2. The major strengths of the department are:

a. All of the teachers in the department use a great variety of teaching materials and methods in order to meet the diversity of learning styles and language abilities of the students.

b. There is a wide variety of assignments and activities utilized in the classes in order to meet the varied needs of the students.

c. Comprehensible input through the target language is used extensively. The students are encouraged to use the target language as much as possible.

3. The major areas for improvement are:

NOTES

a. The class size of 36 students makes individual attention, speaking and writing assignments very difficult.

F. Comparing the Departmental Instructional Program to the Special Needs criterion:

1. A summary of how the department compares to this criterion with all themes addressed:

In our department the Limited English Proficient (LEP) students have the opportunity to achieve at levels unavailable to them in any other department due to the fact that textbooks and instruction are in a language they can understand. They are not limited by a lack of English and have a positive self-image because of this. Special education students have open access to all foreign language classes. Our curriculum involves the use of many different activities which are designed to address the multitude of learning styles present in our classes. This impacts the special education as well as the GATE and all other students in our classes. By the inclusion in the language program, native speakers are given the opportunity to develop further their native language skills. We have several RSP students who are native speakers of either Spanish or Chinese. Native language classes are critical to these students. They provide them and other special needs students a support system necessary for their survival.

Native speakers of Spanish, Chinese and French have the opportunity to progress through the curriculum faster than other students by means of credit through testing. The flexibility of each teacher allows for students to be correctly placed and to earn appropriate credits. AP courses are open to native and non-native students of Spanish and French.

Not all students requesting a foreign language class have one available to them because of district cuts and site scheduling problems. We have attempted to address this by independent study and combination classes. This solution is less than optimum and, while it is effective in some cases, it has the potential to create problems in others.

There are many students classified as special needs students currently enrolled in foreign language classes. The teachers are informed of this status by notations on the permanent roll sheets. Teachers have easy access to the Resource Specialist Program teachers for special education students to determine what the needs of the students are. The Resource Specialist Program teacher will inform the classroom teacher of the needs, capabilities and learning progress of each student. For the GATE student, there is a teacher coordinator and a GATE counselor. In some cases the GATE students do not reach for their potential. There is still infrequent communication between the GATE coordinator/ counselor and teachers.

NOTES

All teachers in the department have been inserviced on ESL instruction as well as other special needs which will impact the classroom such as drug, alcohol and tobacco abuse, sexual harassment and child abuse.

Standards of student behavior and grading policies are discussed at the beginning of each semester and during the course of the year as necessary. These standards are applied fairly to all students.

2. The major strengths of the Foreign Language Department are:

a. Students have the opportunity to increase their primary language proficiency in native speaker classes.

b. Advanced Placement classes are offered in French and Spanish.

c. Teachers meet individual needs to the best of their abilities.

d. There is a great deal of flexibility and adaptability in teaching procedures utilized by teachers in the Foreign Language Department in order to meet the needs of a variety of learning styles.

e. Limited English Proficient students have the opportunity to be more successful in the Foreign Language Department because they do not need English to speak a foreign language.

3. The major areas of improvement are:

a. Language classes should be limited to 25 students to allow for time needed to effectively support the needs of special students.

b. There needs to be greater articulation between departments and departments as well as with administration during the development of the master schedule to assure equitable access to language classes for all students throughout the day.

NOTES

G. Initiating an Action Plan:

1. Among the strengths listed in C-F above, the greatest strengths are:

a. There is an extensive variety of teaching methods, materials and assignments used in all classes.

b. The department members share and assist one another with materials and ideas.

c. Teachers show an enthusiasm for the subject matter and for teaching.

d. The many multi-cultural activities presented by members of the department promote understanding and harmony among the various ethnic groups.

2. Among the areas for improvement listed in C-F above, the greatest priority areas for improvement (2-4) are:

a. Teachers should continue in their efforts to further reduce the use of primary language on the part of the students and to increase their use of the target language.

b. Teachers should continue to seek a variety of ways to increase student acquisistion and retention of the target language.

3. A step-by-step Action Plan for addressing each of these priority areas for improvement.

a. State the specific area of improvement.

Both a and b of the major areas for improvement can be synthesized as: The increase of the use and retention of the target language.

b. Indicate the activities that will address the areas of concern, including persons responsible, appropriate timelines, and ways to assess progress.

NOTES

1) The teachers in the department will meet to devise methods to further enhance the learning of and retention of vocabulary. This process will begin no later than second semester of 1995-96 and will be scheduled to happen at least once a quarter. Ms. McIntyre will be responsible for monitoring the progress of the plan.

2) We will produce and maintain a portfolio of materials and ideas which can be used by all teachers for the introduction and maintenance of vocabulary and the production of the active language skills of writing and speaking.

3) There is a probability that MKHS will be the recipient of a grant to provide a multi-media center. We would like to tie into that center. More material is becoming available on the Internet, CD ROM, laser disks and other technologies. This technology will provide a venue for exploration of the plethora of newly developed materials for second language acquisition. Gail MacCartney will gather materials pertinent to the acquisition of language through multi-media. Before the end of the school year '95-'96, we will meet to review and assess materials gathered. We will also monitor the progress of the grant and the multi-media center and make recommendations at the appropriate time.

INDUSTRIAL TECHNOLOGY DEPARTMENT

WASC 30562

INDUSTRIAL TECHNOLOGY DEPARTMENT



WASC 30563

INDUSTRIAL TECHNOLOGY DEPARTMENT

Gary Halvorson
Chairperson

Brad Walsh
Chairperson

Jonathan Hong

Sava Vuicich

WASC 30564

ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL
Industrial Technology Department Report

NOTES

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. That the department, site administration, and counselors develop a recruitment plan to encourage more students to enroll in industrial technology classes.

The new vision for industrial technology education is geared toward student recruitment. The Pre-engineering Program, Graphics, and Automotive Academy concept address department growth. The department has utilized school showcases, participated in the fine arts festival, increased the activities and membership of the VICA club, and developed a recruitment flyer for eighth grade registration. A zero period drafting class was developed to work around student schedule conflicts.

Counselors and members of the department have discussed the idea of putting together notebooks with pictures and examples of student work to help the counselors better explain class content. Implementation of the Electronics/Physical Science class and relocation of the photography program have also increased student awareness of the department's programs.

The department is working on the development and implementation of a Technology Core course. This course is designed to provide students better exposure to new and emerging technologies and career path options. The Technology core course will become a focal point and strong recruitment tool for the department.

Tech Prep articulation agreements, more CCE-ROP courses, SDAIE Exploring Technology Class, accomplishments of VICA have helped to recruit more students to the industrial technology department.

2. That the department and site administration implement regularly scheduled meetings which will provide all members with necessary information and opportunities for feedback and idea sharing.

NOTES

The rally schedule for departmental and staff meetings has provided opportunities for sharing information and ideas. The quarterly report process continues to assist the department's communication. A bulletin board has been added to the department office to post minutes of various meetings and related items of information.

The department continues to use the rally schedule/minimum days and pupil free days to conduct any departmental meetings. Informally, information is exchanged at lunch or before school as department members gather in department office/conference room. At this time there are no other needs for increased meeting opportunities.

B. The department's assessment of the evidence for student learning through a review of the Student Outcomes section of the General Data and all additional appropriate student indicators of achievement and performance.

The Industrial Technology Department is a young department in that the faculty has had a complete turnover since the last WASC review. Prior to these staff changes a new vision and direction was developed for the program. The program as now stands has only graduated two classes, 1994 and 1995. These students are just now entering the job market from community college and trade school programs or are entering their sophomore and junior years of 4-year programs. In return visits from graduated seniors, the overall message is that the department prepared them well for their jobs and college-level classes.

The student questionnaire administered by the staff of Mark Keppel High School indicates that 34 percent of students who have taken Industrial Technology classes rate the department as "excellent," 31 percent as "good," 23 percent as "fair," and only 6 percent rated the department as "poor."

Based upon a review of the 1994/1995 school year grade distributions, 76.6 percent of the students in the Exploring Technology course earned a grade of "C: or better. In the SDAIE section of the Exploring Technology course, 86.3 percent of the students earned a grade of "C" or better. Further review of the report shows that 86.5 percent of the students in the entry-level courses earned a grade of "C" or better and 85 percent of students in advanced level courses earned a grade of "B or better..

NOTES

In 1994, there were 36 seniors who were awarded Certificates of Completion from the department, recognizing the accomplishment of participation in a sequence of four or more semesters of Industrial Technology training. In 1995, there were 24 seniors who earned a certificate.

The Mark Keppel High School VICA (Vocational Industrial Club of America) has earned gold, silver, and bronze medals at state and regional level competitions in drafting, auto, electronics, job interview, and business meeting practices. Three Mark Keppel VICA students have been elected to state officer positions. The students have received recognition from state VICA officials for an excellent job of hosting the regional leadership competition.

At the annual Alhambra School District Automotive Awards Banquet, Mark Keppel students are recognized for outstanding accomplishments by the National Hot Rod Association, Automobile Association of America, Snap-on Tools, Mac Tools, and the Mickey Thompson family.

Mark Keppel drafting students competing at the Rio Hondo Community College drafting competition, succeed in numerous categories. In the 1995 contest, for-example, of the 19 students who competed, 11 received awards, the highest percentage of winners of any school at the contest.

C. Addressing the WASC Curricular Program Criterion including the following themes:

WASC 30567

1. A summary of how the Industrial Technology department compares to this criterion with all themes addressed:

NOTES

The Industrial Technology Department consists of five main content areas, Auto, Drafting, Electronics, Manufacturing and Graphics. Each content area provides instruction in a variety of topics related to the field. Each content area is based on a district wide course outline written by teachers and administrators. The course outlines also follow the state model curriculum standards. Classroom demonstrations, lectures, videos and related reading materials are used to facilitate learning, in most instances students learn by doing. Students are actively engaged in a variety of activities, working independently and cooperatively, in small groups. Learning is evaluated by the teacher, on the completion of each activity. Activities are evaluated on completeness and accuracy.

As industrial practices work force requirements and emerging technologies demand, teachers evaluate and restructure curriculum. Teachers meet as needed to develop, review and revise the course content and objectives. District wide department chair approval of curriculum revisions is required. The director of PAVE and the Vice Principal of Instruction provide release time so instructors of like subject matter can meet to discuss the curriculum, attend conferences and workshops or meet with representatives from industry.

The department utilizes a variety of resources; funding for programs is acquired through, day school, PAVE, and R.O.P. The department facilities and equipment is maintained through district computer technicians and maintenance and operations personnel. When needed, funding is provided to bring in outside technicians to service specialized equipment.

In respect to its age, the department's physical facility is in fairly good condition. Through the help of district funding, district personnel, teachers and students, in the past five years the Auto, Drafting, and Graphics lab have been freshly painted. The drafting lab has been carpeted and a teacher meeting room has been annexed to provide more room for Computer workstations. Donations have been received and funds have been allocated to obtain up-to-date equipment and materials for students. The auto lab has been reorganized to include a small engines component

including motorcycle repair and maintenance. The old "Wood shop", "Metal shop", "Machine shop" and "Plastic shop" have been relocated, revitalized and remodeled to make a universal material manufacturing lab.

NOTES

Career education is a priority of the department. The nature of the departments curriculum content is career vocational based. Teachers use workplace examples throughout the program. Job application, resume writing and portfolio development are all aspects of the courses taught. The department wide class organization; grading and classroom management plan is industry based.

The department maintains a Tech Prep agreement with the local community college, and has articulated with additional, nearby community colleges and universities. Department classes work as feeders for the district R.O.P. program. Many of the department teachers teach or supervise the teaching of the R.O.P. classes.

2. The major strengths of the Industrial Technology Department are:

a. The Industrial Technology Department receives strong financial support from the P.A.V.E. (Practical arts and Vocational Education) office. This support has allowed the department to purchase tools and equipment to keep up with technology.

b. The Industrial Technology Department receives strong curricular support from Mark Keppel High School Vice Principal of Instruction, allowing us to develop quality programs.

c. The department has a well integrated sequential program that encourages students to seek and follow a career path.

d. The department has established and maintains a successful V.I.C.A. (Vocational Industrial Clubs of America) club. Students have been honored with gold, silver, and bronze medals at Regional and State level competitions. Three Mark Keppel students have held position as State Officers.

WASC 30569

3. The major areas for improvement are:

a. Elimination of the Department Technician position has impaired teacher ability to spend time directly with students.

With student aides, VICA students, and one hour of work study paid through PAVE this semester, we can meet this need.

NOTES

b. Graduation requirements limit students' ability to take Department classes in a yearly sequence. We need more Tech Prep classes and dual credit courses such as architecture to meet graduation requirements.

c. The Department's equipment needs to be updated and maintained on a regular basis in order to meet course objectives.

D. Comparing the departmental instructional program to the Career Vocational Education criterion.

1. A summary of how the department compares to this criterion with all themes addressed:

Curriculum--The Industrial Technology Department offers a sequential program of classes in five areas: Automotive, Drafting, Electronics, Printing, and Manufacturing. Exploring Technology is a freshman level course designed to give students their first exposure to industrial technology classes, since there is no feeder school program in our district. The course allows students to explore each of the five content areas. Students who choose a particular content, take a year long introductory course that covers the fundamentals of the field. Students who choose to further their training take advanced level and ROP courses. Independent study is available for students with specific career goals not covered by the regular curriculum. The programs are organized in such a manner that the students learn competencies needed for employment, further training and avocational benefits. In addition to learning vocational skills, student have opportunities to reinforce their academic skills through practical application. The course contents have been standardized throughout the district and take into consideration the State Model Curriculum Standards. A TECH PREP program has been implemented with East Los Angeles Community College in the fields of Engineering (drafting) and Automotive. Articulation agreements have been established with many of the surrounding community colleges.

Instruction--Teachers in the Department of Industrial Technology employ a variety of instructional methods to promote student

success. Through demonstration, lecture, reading and hands on experiences students in the Industrial Technology Department learn employability skills. The practical application of job specific tasks reinforces the students academic knowledge. Industrial standards provide the basis for the development of lessons and activities. Students work on activities individually or in small groups.

NOTES

A chapter of VICA (Vocational Industrial Clubs of America) is sponsored by the department. The VICA club is an integral part of the instructional process. Through VICA students are encouraged to develop leadership skills as well as technical skills.
The department utilizes a course organization format designed around an industrial model. Real-world work ethics and responsibilities are taught through the classroom management system.

Staff--Department members all maintain current credentials to teach the content area assigned. Some department members have multiple credentials and industry certification to enhance their effectiveness. Two of the department members have masters degrees. One teacher is working on obtaining this degree. To maintain a high degree of professional competency in each of their content fields department members regularly attend industry advisory committee meetings, conferences, and inservices. Teachers in the department are active members of professional organizations such as CITEA (California Industrial Technology Educators Association) CAT (California Automotive Teachers Association) PIA Printing Industry Association CCEI (California Council of Electronics Instructors and others. The toolroom technician position supports the instructional program by selling and checking out supplies and maintenance equipment.

Currently the manufacturing course is being taught by other department members since there is no full-time teacher.

Resources--The department takes pride in efforts taken to provide quality facilities for students. Teachers make a concerned effort to keep the labs clean. Students are taught how to maintain equipment and to keep the workplace neat. Teachers have worked diligently to upgrade and increase student workstations and improve the appearance of the classroom labs. Teachers have

used personal time and SYETP workers to paint interiors of classrooms. The outside of the building is in need of paint.

NOTES

In the past five years the department has grown dramatically in its implementation of technology. For example, in the drafting room alone 17 computers, a scanners, a laser printer, two plotters, and a CNC (computer numerical controlled) mill have been added. A television and VCR are now permanently mounted in each classroom. Two TV/VCR combination units have been purchased to enable individualized instruction. The department has obtained a camcorder and a 35 mm camera. Teachers use this equipment to produce video and slide multimedia presentations. Content specific equipment has been obtained such as oscilloscopes and emission control analyzer.

Through the PAVE (Practical Arts and Vocational Education) office an Industry Education Council is maintained. One of the strongest branches of this council is the Alhambra Automotive Dealers Association which provides among many other things, current model cars for the students to work on in the Mark Keppel auto lab. Instructors attend content specific industry advisory committee meetings hosted by the Los Angeles County ROP district. Contact with post-secondary agencies is maintained through professional associations, personal affiliations, articulation agreements, and TECH PREP.

Guidance and Promotion--At the beginning of each school year all department classes are held in the auditorium, and department members team teach a student orientation. One aspect of this orientation is an introduction to each content area and the overall Industrial Technology Program. Representatives from the career center also take time during the orientation to discuss career guidance resources available on campus. During regular lessons career information is provided relative to each content area. Students are advised by faculty members as to their post secondary options.

Student to student contact remains the department's best form of program promotion. Students involved in the program, sharing their enthusiasm, encourages more students to get involved. A graduation requirement of ten credits in Practical and Vocational

Arts also enhances the students involvement in the department. Recruiting is done by display of student work during the Festival of Learning and in the display cabinets in the hallways. Flyers advertising the department's programs are handed out to students at the feeder schools and in the student registration packets. The success of Mark Keppel's VICA club, at regional and state competitions has also helped publicize the program. Articles highlighting student accomplishments have been in community newsletters such as that of the Industry Education Council. Student recognition at awards presentations has also helped others to become aware of the department programs and success.

NOTES

Department members maintain a good rapport with the guidance staff and keep them up to date on the departmental offerings. Flexibility in course offerings such as 0-period classes, combination courses, and the willingness to take on new students throughout the school year, (whenever class space allows) help the counselors place students in the department. Sequential programs, articulation agreements with community colleges, TECH PREP, and job placement contacts also encourage student involvement.

The Industrial Technology Department is evaluated on a regular basis. Departmental members are individually monitored through the Stull evaluation process, and through the administration of the PAVE office. Program content is compared against the State model curriculum standards and teachers of like subject matter districtwide meet to discuss curriculum and consider changes.

In order to continue to receive financial support of the program through various funding such as: Perkins, Chapter II, and ROP., the Department needs to maintain a high level of competency.

Assessment of student classroom activities and tests demonstrate program accomplishments. Students demonstrate acquisition of information through direct application of learning. Teachers monitor student success and failure and implement change when and where it is needed.

Success of students at various competitions, such as the VICA regional and State competitions, the Rio Hondo Community

College Drafting competition, the National Hot Rod Association High School Challenge, and the American Automobile Association trouble shooting contest, help instructors identify strengths and weaknesses in the curriculum.

NOTES

Recommendations from WASC reports and various other program reviews have reshaped the Industrial Technology Department in the past five years.

2. The major strengths of the department are:

a. Mark Keppel High school students choose to take Industrial Technology classes.

b. Students can progress through the program to reach their career goals.

c. The teachers are well trained and enthusiastic about their content area.

d. The Department sponsors a successful VICA club.

e. Department facilities are being constantly updated and improved.

f. Department members and facilities provide extended services for the campus.

g. Integration with academics has been enhanced through Tech Prep.

3. The major areas for improvement are:

a. No feeder school programs in Industrial Technology.

b. The Department needs to be able to recruit, hire, and maintain a qualified instructor for the manufacturing program.

c. Department tool room technician position needs to be reinstated.

d. The particular aspects of the classroom/labs require custodial care divergent of the standard classroom Custodians need to be aware of the individual characteristics of the labs and provide care based upon departmental guidelines.

e. The exterior of the buildings housing the Department need to be repaired and painted.

E. Comparing the departmental instructional program to the Instructional Practices/Integrated Skills criteria:

NOTES

1. A summary of how the department compares against this criterion with all themes addressed.

Instructional Practices--The industrial technology teachers are experts in their various fields. Many of the teachers have, and continue to, work in industry. Teachers use real world objects and examples to interest and motivate students. As industrial practices change, teachers attend conferences and workshops to insure they are providing students with current and relative information.

Students learn by doing. Students apply academic and vocational skills to practical situations. A variety of industry based learning activities are used which enhance students understanding of the subject. Teachers use handouts, worksheets, and activities to develop understanding of new concepts. Students are challenged to apply their knowledge to activities of their own design. The students' ability to think creatively and critically becomes more obvious with the progressive complexity of the activity. An articulated sequence of classes are provided to enable students to pursue their field of interest to the fullest, some students obtain jobs, others go on to further their knowledge at technical schools and colleges.

Teachers utilize a five-step lesson approach. The following learning cycle is used in this department: orientation to the skill that is to be studied, teacher demonstration and modeling of the skill, and student application with individualized re-teaching if necessary. Evaluation of the student is based on the quality and completeness of the activity accomplished. Students continue to apply skills as more advanced problems and activities are explored.

To engage all students in an active learning environment numerous techniques are employed in the classrooms. Teachers structure classes so that the industry related activity or job, provides the vehicle to promote successful learning. Students are encouraged to develop their own interests by selecting subject content areas

that appeal to their personal strengths and abilities. Teachers model skills, bring in industrial examples and encourage students to work collaboratively and cooperatively to facilitate learning. Many students experience success in the Industrial Technology program because pace and depth of the learning is adjusted to the individual student's ability. Many of the learning activities are competency based to allow students to proceed at their own pace. Special education students and Limited English Proficient students in the program experience success because the hands on nature of the learning bridges the gaps of language and other special needs. Students are rewarded for their accomplishments, not only by assigned grade, but also by pride in the completion of a task or a product. The Department recognizes student success through V.I.C.A. skills competitions, and other content related competitions such as the Rio Hondo Community College drafting competition and the AAA and NHRA automotive competitions. Certificates and Golden awards are given each year to recognize accomplishment.

NOTES

Classroom discussion is encouraged, but the majority of question and answer time occurs during the lab activities. Students working independently or cooperatively on assigned jobs and tasks generates discussion. Students are encouraged to use problem solving skills to work through the problems and answers are provided as needed. The nature of the classes produce much student-teacher interaction since students often need to check with the teacher to make sure the procedures they are using are correct or to validate their own understanding of what they are doing. Students also help each other in the process of understanding. Questions are freely asked and are responded to by teachers and peers.

The Department begins each school year with a team-taught orientation to insure students understanding of safety and other department policies. The Department has established an industry based grading and classroom management system. Teachers use this as a foundation to develop their own content area student expectations. The policy is posted in the classroom and students are given a copy. Students understand the grading policy and know that the emphasis of grading is on their ability to complete projects/jobs that demonstrate skill acquisition. Students get

immediate feedback on their progress as teachers and peers work directly with them in completing the tasks.

NOTES

The amount of time each teacher appropriates to each student depends on individual needs. A positive classroom environment encourages students to seek help from the teacher, other students, and adult aides. The centralized department store / tool room and the tool room technician position allows teachers to not interrupt the learning environment by the need to sell supplies, maintain or repair equipment or check out tools.

Integrated Skills--In the Industrial Technology courses students learn by doing. In application of content specific material, academic skills are utilized and reinforced. Students are encouraged to see the relationship of academic subjects to the content specific subjects as they perform work place related tasks. The programs are designed so that advanced levels of training are taught by the same faculty member as the introductory levels thus ensuring that a continuum or progression of skills is maintained. All courses outlines in the department have been written with the State Model curriculum standards in mind. The state standards address content specific skills as well as Academic and Career performance standards. Integration and cross curricular training is a priority of the department.

An Explorations course is offered to allow students to receive a sampling of the departments offerings. Students in this course spend six to nine weeks in each of the content areas supported by the department. During this time they are given an overview of the subject and are equipped to make wise content and possibly career oriented decisions. A first year course in each subject area is provided to give students a firm foundation to the content. Second, third and fourth year classes allow students to pursue specific and advanced levels of training. The engineering and technology Tech Prep program is designed with its sole intention, integration of skills across the curriculum. This community college articulated program places students with engineering and automotive career goals in a sequential course of study that infuse academic courses with each other, and with the industrial technology course.

Problem solving and development of critical thinking are an integral part of the content material taught. The hands on application of learning and the opportunity students have to work on real world jobs, promote the use of these skills.

NOTES

Students learn industry standards and expectations. As they work on projects, jobs, tasks and other assignments teachers reinforce and assess the students understanding of these industry standards.

Each student receives a textbook and the text is used to reinforce what is taught in class. Each classroom maintains a content specific library and students are encouraged to utilize resource materials to solve problems that arise during the completion of tasks. Students are shown industry trade periodicals and our allowed class time to read magazines and books related to the subject matter. A computerized reference manual system is used in the automotive program, students are taught how to get up to date information on any model or make of automobile. Computerized and Video tutorials are used to allow students access to information. When students seek information not available in the classroom library they are informed and encouraged to utilize outside library sources, including professional agencies and associations.

Teachers are given opportunity and funding to attend content specific conferences and teacher in-service programs. Teachers in the department are members of various professional associations and take part in the in-service programs provided by these groups. A substitute is provided monthly by the PAVE office so that teachers may attend the Los Angeles County Industrial Technology Teachers meeting that highlights specific content areas. Teachers personal involvement in industry enhance their ability to remain up-to- date on current practices and procedures.

2. The major strengths of the department are:

a. Students learn by doing.

b. Students have opportunity to apply academic skills to practical situations.

c. The program allows students to learn, and proceed at a pace appropriate to their individual needs and career goals.

3. The major areas for improvement:

NOTES

a. Recent elimination of the tool room technician position has hindered teachers ability to utilize effectively, every moment of instructional time in the classroom.

b. To facilitate a better Engineering and Technology Tech Prep program, similar programs need to be implemented in other content areas.

F. Comparing the Industrial Technology Department's instructional program against the Special Needs criterion:

1. A summary of how the Industrial Technology Department compares against this criterion with all themes addressed:

The Industrial Technology Department is very receptive to having special needs students. No students are turned away because of special needs. Teacher and aides employ every effort and avenue to ensure success of all students. Efforts to facilitate primary language instruction is made when necessary, for example the general safety test that all industrial technology students must pass is translated in four languages. A SDAIE section of the Exploring Industrial Technology Course was developed to provide access to industrial technology classes to LEP students. GATE students are encouraged to grow to their full potential by utilizing competency based instruction which allows them to move at their own pace, and through the development of independent study classes. Students with an IEP participate in our program, no special classes are used.

The Department's philosophy towards special needs students is to provide a challenging and intensive program that encompasses and encourages all students to succeed. Regular classroom instruction includes methods and strategies appropriate to all learning abilities. Extended services such as Instructional aides and Volunteer aides, commercially produced videos and video taped lessons, peer tutoring and other instructional techniques are provided for any student having difficulty mastering the content or desiring to move ahead.

Teachers and support staff work as a team to ensure student success. Special education teachers, O.H. specialists, ESL teachers and Counselors to name a few are always willing to work with department members. Communication on individual students is facilitated through a variety of means, such as: Department and faculty meetings, IEP meetings and progress reports.

NOTES

Proper student behavior is enforced at an equitable level as set by instructor. All students are in-serviced on what is expected from them and what they can expect from the department. Everybody has the right to succeed in our classes. As a component of the industrial technology classes, quality work ethics and behaviors are taught. Teachers model these behaviors and require that students do likewise. Classrooms and labs are well equipped and maintained to the highest standards. Because of the nature of our labs such as potentially dangerous and expensive equipment, students are challenged to exert self discipline.

2. The major strengths of the department:

a. All students have access to the Industrial Technology Department and are placed in appropriate classes.
b. A SDAIE class was developed for LEP students.
c. Students are encouraged grow at their own pace.
d. Support staff works well to insure student success in industrial technology classes

3. The major areas for improvement are:

a. A formula needs to be established to insure that special needs students are not over enrolled in any given class, as to limit their opportunity for success.

G. Initiating an Action Plan:

1. Among the strengths listed in C-F above, the greatest strengths are:

a. The Industrial Technology Department receives strong curricular support from Mark Keppel High School Vice Principal of Instruction, allowing us to develop quality programs.

b. The department has a well integrated sequential program that encourages students to seek and follow a career path.

c. The department has established and maintains a successful VICA (Vocational Industrial Clubs of America) club. Students have been honored with gold, silver and bronze medals at Regional and State level competitions. Three Mark Keppel students have held position as state officers.

d. Integration with academics has been enhanced through Tech Prep.

2. Among the areas for improvement listed in C-F above, the greatest priority areas for improvement are:

a. Elimination of Department Technician position has impaired teacher ability to spend time directly with students.

b. Graduation requirements limit students' ability to take Department classes in a yearly sequence.

3. A step-by-step Action Plan for addressing each of these priority areas for improvement.

a. Elimination of Department Technician position has impaired teacher ability to spend time directly with students.

1) By September 1996 the department chair will research the options available regarding reinstating the tool room technician position.

2) By October 1996 the department chair will consider options based on the results of step one and if necessary, proceed with the following:

3) By June 1997 department members will develop a plan to sell supplies to students with the least amount of disruption to time spent directly with students.

4) By June 1998 department members will facilitate the remodel of labs to accommodate tools and supplies.

5) By February 1999 department members will distribute tools and supplies from central location to individual labs.

NOTES

b. Graduation requirements limit students' ability to take Department classes in a yearly sequence.

NOTES

1) By December of 1996 department members will develop a matrix for each content area showing recommended paths students can take to achieve career objectives.

2) By February 1997 department members will have met with counselors to explain matrices so they will be able to utilize them in preparing student programs for fall of 1998.

3) By June 1997 department chair will meet with site and district administration to recommend alternative graduation requirements.

4) On a continuing basis department members will work to offer 0 and 7th period classes to enable students to have access to the program. To provide the extended program, the department will utilize resources of the Regional Occupation Program (ROP).

MATHEMATICS DEPARTMENT

MATHEMATICS
DEPARTMENT

WASC 30583

MATHEMATICS DEPARTMENT



WASC 30584

MATHEMATICS DEPARTMENT

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Tom Riley

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ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL
Mathematics Department Report

NOTES

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. The department continue to have speakers in their classes to build self-esteem and stress the importance of math as it applies to the world of work.

Math teachers continue to invite speakers from differing career fields to their classes. A marketing manager came and talked about how mean, median, and mode are used in the marketing field. Math A and Intermediate Math students have gone to the Career Center to fill out employment forms and explore the requirements of jobs that interest them. Trigonometry, Pre-calculus, Calculus, and Algebra II students attended an all-day engineering program sponsored by CSULA. Tech-prep stunts went to an all-day field trip to the National Hot Rod Association's hot rod demonstration in Pomona. Speakers gave students up-close experiences in engine design systems observation. In addition, we have made use of the Jaime Escalante film series, "Futures," to create interest in, and knowledge of, the many careers which use math.

We have joined the consortium of educators and members of industry who are developing a partnership for those middle 50 percent of students who want specialized preparation for careers in the technology field. The Applied Math course is a two-year class representing the math component of the six-year Tech Prep program done in conjunction with East Los Angeles College. Applied Math is also incorporated into our elementary algebra classes.

2. The department seek out additional inservice opportunities on the use of computers in the classroom.

All math teachers at MKHS have received training in computer applications. There are now computers available for Title I classrooms with a variety of software available for use, such as "Building Perspectives" and "Quarter Mile" (group races to improve basic skills). In the Chapter I lab, "Hot Dog Stand," "Sim City," and "Money Management" are simulations to help students solve real-world math problems. There are other programs which offer remediation in a game situation. Math students use computers to analyze graphs; Geometry students may use "Geometer Sketchpad" and "MacGlobe;" various levels of math classes use "Green Globs," a graphing simulation for the computer. There are many other computer programs which are used for remediation.

NOTES

All teachers now use calculators in their classrooms. Most of the teachers have received a great deal of training in the use of graphing calculators and now use them in their classrooms both for discovery and information.

B. The department's assessment of the evidence for student learning through a review of the Student Outcomes section of the General Data and all additional appropriate student indicators of achievement and performance.

The indicators of student outcomes from UC and CSU show that MKHS graduates are above the norm in entry level math testing and maintain a higher GPA than the norm. All students are expected to achieve at a high level in all math classes, and most of those who begin at a remedial level are expected to enter the college prep mathematics before their senior year. The Math club is open to all students and all are encouraged to participate in math contests on the state and national level.

NATIONAL CONTESTS (1994-1995)
- AHSME (All High Schools Mathematics Examination)
- 3 students scored in the top 1%
- 10 students continued to the second round of examinations

CONTINENTAL MATH LEAGUE:
- Pythagorean Contests
  - Ranked in the top ten in the nation

Calculus
Ranked nationally

NOTES

NATIONAL MATHEMATICS LEAGUE
Won the Sweepstakes award as the number 3 in California and number 20 in the nation. Since 1988-1995 have consistently scored in the top 14 in the nation (out of many thousands of schools) in our Algebra II!

ATLANTIC PACIFIC LEAGUE
Ranked nationally (top 11)

CALIFORNIA MATH LEAGUE
Highest in the district.

AP EXAM RESULTS

	Calculus AB	Calculus BC
1995	83 students-- 77 pass (92%) 23 (5's)	13 students-- 13 pass (100%) 9 (5's)
	(Far exceeds the national norm of 59 percent)	
1994	68 students-- 65 pass (96%) 27 (5's)	15 students-- 14 pass (94%) 10 (5's)
1993	64 students-- 62 pass (97%) 32 (5's)	24 students-- 24 pass (100%) 14 (5's)
1992	107 students-- 106 pass (99%) 68 (5's)	10 students-- 10 pass (100%) 7 (5's)

GOLDEN STATE EXAMS--1994 Results

Algebra
15% High Honors 12% Honors (state 8% & 12%)
Geometry
11% High Honors 15% Honors (state 8% & 14%)

MATH CLUB--Math Club has over 300 members who participate in the math contests and every year put on a junior high math field day which is open to schools in the San Gabriel Valley. There are about 250 students who participate in this Saturday event. The

students offer a daily tutoring service at lunchtime open to any math student in the school. The club also runs the Atlantic Pacific and California Math League contests during lunch.

NOTES

Cal State Report
Entry level math scores of MKHS students is well above state averages at Cal State campuses.
SAT math scores are highest in the district

National Merit Scholarships
2 winners in 1994
1 winner in 1995

Pomona College Mathematics Talent Search
3 winners and school commendation.

C. Addressing the WASC Curricular Program Criterion including the following themes:

1. A summary of how the Mathematics Department compares to this criterion with all themes addressed:

The overall curricular program follows goals and objectives adopted by the school and district in alignment with the other high schools in the district. The strands of the Framework are included in all levels of Mathematics to ensure each student has at least had exposure to algebra, geometry, patterns, functions, statistics and probability, discrete mathematics, and logic and language.

Instruction in each course is usually flexible enough to address the learning needs of the student, as well as providing sufficient time for review or reteaching as necessary. Department tests are given on a per chapter basis, with collaboration among the teachers a necessity.

Student performance is such that later courses can be completed without extensive review. Students are not permitted to progress to the next higher class unless they have achieved at least a "C" in the previous level. This year we are experimenting with offering the first semester of a class in the second semester, and then the second semester in the fall. The intent is to encourage

students to progress with their peers, but allows students the extra time to learn when necessary without losing a full year of mathematics. It will also allow students upward mobility. Ample opportunity exists throughout the year for students to move to another level if the classwork seems too difficult or too easy.

NOTES

College preparatory courses include GATE pre-algebra and algebra as early as the seventh grade. The Honors program consists of Honors level Algebra I, Geometry, Algebra II, Trig/Precalculus, and two AP classes Calculus AB and Calculus BC. Entry level for ninth graders is either Algebra or Course A (a prep course for Algebra and Geometry). Some ninth graders start at Geometry if they pass a Challenge test. A few even start with Algebra II. There is also an Applied Math course for sophomores who wish to enter the Tech Prep program.

At MKHS testing occurs at the beginning of the year in order to place students in the highest level of which they are capable. Changes of level can be arranged at any point during the year although they are made as early as possible. The goal for all remedial levels is to have at least 50% of those students go to a college prep level class in the following year. Students are also encouraged to try summer school as a bridge to a higher math level.

The Math Department meets regularly to discuss curriculum concerns, teaching strategies and evaluate its program. Monthly meetings are held at lunch to discuss special needs and department events (i.e. Back to School, Festival of Learning). The department members share the duties and responsibilities which encourage cooperation and maintain continuity for the students as they progress through their math classes. After teachers attend inservices and conferences, they share new ideas to upgrade and enhance existing programs.

In developing new courses, teachers meet as often as weekly to discuss progress and problems encountered. For established classes, teachers meet prior to chapter tests to revise objectives for that chapter and test. Department tests are designed through the collaboration of teachers. The tests are standard for all students taking that course.

The Math Department consists of a department chair who disseminates information to other members of the department, and fourteen dedicated, energetic teachers who work together to devise teaching strategies and standards of evaluation for each math level. The math teachers demonstrate a professional commitment to developing their students' fullest potential through use of a variety of teaching methods and techniques inside and outside the classroom enhanced by the Math Club, Math Field Day, and peer tutoring.

NOTES

The Math Department has a full-time aide in the Title I computer math lab who assists the teachers and helps maintain a consistency from class to class. The lab is also staffed by period teachers who work with the Title I students. We also have several paraprofessionals who have been with the department for a long time and who are an integral part of the program. Special Needs students are also given extra attention by cooperation with the Special Education teachers in the math classroom, by one on one lessons with aides, as well as individual tutoring available by the Math Club and after school programs.

The classrooms are maintained so as to encourage a comfortable climate as well as a learning environment conducive to study. Many of the classrooms have cabinets in which to house manipulatives so they can be easily used and shared. Almost all teachers have overhead projectors; Title I classes have class sets of calculators. There are also several sets of graphing calculators available.

Careers are explored during class discussions of word problems and mathematical applications. Students are encouraged to make use of the career center resources. Teachers assign projects which require students to investigate and research different careers. The students will be further exposed to other employment options through the use of the video "Futures", and hearing guest speakers.

The Math Chairperson meets with the chairs of the other high schools math departments on a regular basis, both formally and informally. She also visits the feeder schools to discuss new curriculum, courses, Junior High Math Field Day, placement, and

the Algebra Challenge test. Junior High Math Field Day, put on by the Math Club, invites all district seventh and eighth grades to participate in contests of mathematical skill and games. Benefits of this collaboration include positive public relations in the local media and financial support from the Eastside Optimist Club.

NOTES

2. The major strengths of the Math Department are:

a. The Math Department offers many opportunities for students to become upwardly mobile in their mathematical achievement. Entry level for ninth graders who are unequipped for Algebra is Course A which offers foundations for algebra and geometry to enable students to take algebra in their second year of high school. We also offer Honors level classes for Algebra I, Geometry, Algebra II, Trigonometry with Precalculus, and 2 years of AP Calculus.

b. The Math Department works as a cohesive unit to encourage communication, sharing of ideas, consistency of standards, and development of course content.

c. The Math teachers meet regularly to develop chapter tests. They are encouraged to participate in workshops, conferences, and inservices, and to share with the rest of the department new ideas which they have garnered.

3. The major areas for improvement are:

a. There is a need to increase the use of manipulatives at all levels.

b. There is a need for increased emphasis on critical thinking and/or open-ended questions in all classrooms on a regular basis.

D. Comparing the departmental instructional program to the Mathematics criterion.

1. A summary of how the department compares to this criterion with all themes addressed:

Students recognize problem solving as a mathematical process and develop the skills necessary to arrive at a solution through logic and inductive or deductive reasoning. In all levels of math

classes, students are required to use both writing and math skills to formulate and analyze problems, select strategies, find solutions and verify answers through the use of estimation and calculators. Some of the skills which the students must demonstrate: estimate, draw a picture or diagram, search for patterns, make a list or table, write an equation, use a model, guess and check, work backwards.

NOTES

Students are given open-ended problems on a regular basis. They analyze problems and apply logical sequences to reach conclusions. This allows students to encounter new and different problems which require the use of previously acquired skills and necessitates the use of many problem solving strategies. Teachers create a classroom atmosphere that is conducive to learning, and model problem solving behavior. Students are encouraged to solve problems in different ways, explain their thought processes and accept solutions in different forms.

Teachers use concrete materials such as scales, blocks, Cuisenaire Rods, algebra tiles, counting chips, in addition to rulers, compasses and protractors to demonstrate new concepts and other processes such as solving equations, operations with integers, probability, and spatial relations.

All students are encouraged to use calculators at appropriate times in all classes. Scientific and/or graphics calculators are required in all non-remedial classes. Additionally, most classes with Title I students(up to and including Informal Geometry) are scheduled into the computer lab for reinforcement and extension of concepts taught in the classroom ,and have access to the computers at lunch time and after school, as staffing allows. Computer programs available include simulations of real life situations such as "Hot Dog Stand," "Sim City," others study spatial relations such as "Building Perspective." Many skill development programs up through algebra are available. Spreadsheet applications have allowed Course A students to see percentage in a real-life application.

Teachers also assign projects which enable the students to use their problem solving skills in a creative as well as realistic context. Some of the projects which have been chosen are:

geometric design and construction; projections onto screens; architecture and space planning; consumer affairs such as purchasing a car; math related careers; scheduling; Braille-algebra relationship.

NOTES

The learning needs of each student are addressed through continuing diagnosis and evaluation of academic and affective development. The essential concepts of the curriculum are emphasized with flexible approaches. Such approaches include, but are not limited to; whole group instruction, cooperative learning groups, individualized instruction, teacher directed enrichment and remediation, discovery based labs, hands on activities, Socratic questioning techniques, peer tutoring, and technology based activities.

Homework is considered an integral part of the student's total educational program, resulting in academic achievement and increased self-esteem. It is an extension of or an expansion on the work begun in the classroom and is assigned for the following reasons: helping students who were absent to make up work; completing assignments begun in the class; providing additional practice in the mastering of new skills and concepts; extending the application and analysis; and evaluation of the curriculum beyond the classroom.

Basic arithmetic skill building is available for students needing to attain competency, particularly those who have had little or no previous schooling. Skills addressed are number sense, estimation, measurement, percent, and problem solving techniques. An attempt is made to introduce all of the strands of the framework.

An entry level class for those not ready for algebra is called Math Course A, Integrated. This class has a restricted size of 28 students and is intended to provide freshmen with those study skills necessary to succeed in higher level math classes. Students will explore algebra, geometry, statistics, probability and trigonometry. Most of the students will go on to Algebra the next year, with the others going to Math A. Since poor attendance is often the prime factor in the failure of many of these students, the teachers are given additional assistance through the Office of Instruction in targeting self-destructive behavior of these students.

College preparatory classes include GATE pre algebra and algebra offered as early as seventh grade. The first course in the college prep sequence is Math Course I (Algebra I). Students who are prepared and motivated will begin their classwork here. In order to go on to the next level of mathematics, a student must achieve a grade of "C" or higher; this conforms to district policy. The progression would then go on to Math Course II (Geometry), Math Course III (Algebra II), Trigonometry and Precalculus. All of these classes are also offered in an honors level. In addition to these classes, two years of Advanced Placement Calculus are offered.

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If a student is unable to do the coursework at these levels, or needs additional skills we also offer Elementary Algebra which is algebra taught over a two year period, and Informal Geometry which is more visual and hands-on. Additionally, at this time we offer Basic Math for those students lacking even the most basic of skills, Intermediate Math, and Math A. The district has a graduation requirement for three years of math. Academic progress of low achievers is given special attention and encouragement. Individual help is provided by the teacher, adult aides, cooperative learning groups, and Math Club tutors. Students who are successful in these classes are encouraged and recommended to enroll in the college prep classes.

Applied Mathematics I and II have been developed as part of the Tech-Prep program in conjunction with East Los Angeles College. This course covers integrated skills through trigonometry in an application-based instruction. The lessons are career oriented. Students completing this two-year sequence satisfactorily will be prepared for geometry in their senior year. We offer a Functional Statistics course for those seniors who do not wish to take Calculus, but not enough students enrolled to allow the class to go forward this year.

The Mathematics Department has monthly meetings to discuss, plan, implement, and evaluate its program. Other meetings take place weekly within the courses taught in order to plan for the testing and teaching of these classes so that each can share good ideas and provide support to his peers. The teachers and the chairperson often interact to coordinate department objectives

and collaborate on achieving them. In addition, the teachers meet by subject to discuss course objectives, assessment tools, and make necessary changes to better implement the California Math Framework and the NCTM standards.

NOTES

The Math Club is an integral part of the Math Department. Its membership is about 300 students who actively participate in its many functions. There is a testing committee which schedules and sets up the lunch time contests; the tutoring committee which offers daily lunchtime tutoring to any student who wishes help; the scholarship and fund-raising committees which raise money to give scholarships to deserving seniors; the social committee, which sets up the fun activities such as picnics to entertain the members; the newsletter committee which keeps everyone informed; the Math Field Day committee which puts on a field day in March for all the 7th and 8th graders in the area.

Staff development activities are designed to improve instruction. Teachers are encouraged to attend conferences and then to come back and share what they learned with the rest of the department. Our teachers are committed to a high quality math program and are supported by the principal, the assistant principal in charge of instruction and the chairperson.

2. The major strengths of the Math Department are:

a. The Math Department offers a variety of classes to allow for student growth and upward mobility. Although the standards are rigorous, there is no tracking. SDAIE and bilingual classes have the same curricular expectations as any other class.

b. The professionalism of the staff of the department is evident in the consistency of standards and the willingness to share ideas. Several members of the staff are members of the many schoolwide committees and have involvement with the school community at large through the other clubs which they advise.

c. The Math Club is a vital part of the Math Department and all teachers take part in the activities. The teachers of the honors level classes advise the different committees.

3. The major areas for improvement are:

NOTES

a. The Math Department needs to increase its commitment to the regular use of technology and manipulatives in the classroom.

b. There needs to be a more consistent effort to acknowledge student achievement.

E. Comparing the departmental instructional program to Instructional Practices/Integrated Skills criteria:

1. A summary of how the department compares against this criterion with all themes addressed:

Teachers in the Mathematics Department are knowledgeable of the subject area they are teaching. They thoroughly cover the central topics. They know the primary methods of thought and communication of their disciplines and are able to concentrate instruction on central and related topics to their students. They incorporate current teaching strategies to impart their knowledge of the subject matter to students. Teachers' knowledge of mathematics enables them to focus instruction on the important concepts of the subjects and to teach students how to evaluate the relative significance of the ideas, events, works and people presented in the lessons. Discussions of the relevance of mathematics in various fields and careers take place on a regular basis.

Teachers model genuine interest and enthusiasm for their subject matter. Teachers regularly expand their knowledge of teaching methods with which to motivate and inspire students by attending a variety of conferences, workshops, and department inservices. Teachers incorporate new methodologies in designing classroom activities that require students to develop and elaborate the ideas of their disciplines. They may require students to keep a notebook or portfolio which encourages writing, notetaking and organizational skills. At various times, cooperative learning groups are used to discuss homework, practice problems and for exploration/ discovery activities. Other methods which might be employed are one-on-one instruction, peer tutoring, open-ended questions, and student presentations.

Individual and group projects are assigned to allow students to explore areas of the discipline in depth as well as to allow for creativity. A balance between teacher-directed versus student-directed activities is maintained. Individual practice is assigned as homework. Use of open-ended questions, word problems and projects encourages the students' ability to think and develop their own conclusions and evaluate what they have learned. Teachers regularly check for students' understanding by checking homework, using assessment tools such as quizzes and tests, and evaluating oral presentations.

NOTES

Students are aware of what is expected of them as learners. Classroom policies are distributed to students the first week of school. All teachers give written rules and many give assignment sheets to keep the students informed of their responsibilities and the teachers' expectations. Consequently, students know what they must do to succeed in the class. Instructional time is managed to maximize learning. Students know what they are supposed to be doing; assignments and project due dates are clearly stated.

Teachers use creatively planned lessons to enhance students knowledge and keep students focused and motivated to learn. Some students with limited English are assisted by peer tutors, bi-lingual teachers, and LD certified teachers. Other students are placed in SDAIE classes. Many tutoring opportunities outside of class are available.

2. The major strengths of the Math Department are:

a. Teachers in the Math Department are enthusiastic, professional, and competent.

b. Teachers meet often to share materials, techniques, and ideas.

c. Teachers use various methodologies to enhance and insure learning.

3. The major areas for improvement are:

a. More training is needed in the classroom application of technology.

F. Comparing the Departmental Instructional Program to the Special Needs criterion:

NOTES

1. A summary of how the department compares against this criterion with all themes addressed:

Students with special needs have equal access to the core of common learning provided for all students. Many GATE students are enrolled in AP or Honors level classes. RSP students are mainstreamed and many are enrolled in the college preparatory classes. SDAIE and bilingual classes assist in overcoming language barriers. Most mathematics teachers have either received their LDS certificates, or have taken the training. Over 50% of the math teachers are bilingual and able to assist students in their primary language.

The special services received by a special needs student support his or her participation in the core curriculum. Title I classes are capped at 28 students to decrease student-teacher ratio, some are provided with a paraprofessional as funding permits. Tutoring is provided for LEP students by Title VII after school from 3-5 p.m. Monday through Friday.

Math Club also provides tutors for mathematics classes four days per week at lunch to the entire school population. Math computer lab is open to all Title I and Title II students during lunch and after school until 4 p.m. Honors classes are provided for those GATE students who so choose, and a GATE counselor is on campus every week to discuss issues and concerns. Title I students are provided with a computer lab, software, and manipulatives with which to learn concepts, practice skills, and to solve problems. Home/School Coordinators assist teachers in communication with students and their families. Administrators, counselors, teachers and paraprofessionals receive regular inservicing concerning the needs of special students.

The lessons and assignments received by the students with special needs are appropriate for their diagnosed levels. Sheltered classes are given the same tests and expected to learn the same material as "regular" classes. Some RSP students are given a modified curriculum which allows them to meet the course objectives. The

topics in honors classes are covered in more depth than regular classes. Assignments relate mathematical applications to other disciplines and are geared to develop students' creativity and ingenuity. Special emphasis is placed on analytic ability, problem solving and evaluation techniques. Projects are assigned in most classes and writing in the content area is emphasized and assessed regularly in honors, regular and sheltered classes.

Academic success for students with special needs is enthusiastically supported by administrators, faculty, and specialist staff. Some teachers post top ten lists in their classrooms. The nonparticipating GATE students are encouraged to enroll in more academically challenging math classes. At the end of each quarter a list of all honor roll students is posted. Students' work shows that students are experiencing success in learning the skills and concepts of the curriculum. Title 1 students participate in lunchtime and after-school contests in the computer lab with prizes awarded to top performers. Students work is on display during the Festival of Learning for community recognition. Families of Title I students are also invited to attend a Parents' night meeting in which test results are shared and opportunities for academic assistance are enumerated.

Mark Keppel students have the opportunity to participate in Atlantic-Pacific and California Math League contests. Honors classes participate in the National Mathematics League monthly contests. Our students have done very well in the national contests. We are consistently in the top twenty nationwide. Our AP results and SAT results are praiseworthy.

2. The major strengths of the Math Department are:

a. There are many LEP students in the college prep and honors level classes.

b. Communication between the teachers of special needs students and the RSP teachers is ongoing.

c. Tutoring is available for all students.

3. The major areas for improvement are:

NOTES

a. There is need for recognition of student achievement and improvement on a monthly basis.

b. More paraprofessionals are needed in the SDAIE and remedial classrooms, especially in those classes with several RSP students.

NOTES

G. Initiating an Action Plan:

1. Among the strengths listed in C-F above, the greatest strengths are:

a. There is a consistency of high expectations within the department and a willingness to share ideas.

b. Upward mobility through the math program assures that students will not be tracked into lower level courses.

c. SDAIE classes have the same academic expectations as non-ESL classes.

d. There is two-way communication with teachers of students with special needs.

e. Math Club provides daily lunchtime tutoring to all math students.

f. There is an openmindedness and willingness to update our methodology.

2. Among the areas for improvement listed in C-F above, the greatest priority areas for improvement are:

a. There is a need to incorporate open-ended questions in all math classes on a regular basis.

b. There is a need to publicize the many positive outcomes of the math program.

3. A step-by-step Action Plan for addressing each of these priority areas for improvement.

There is a need to incorporate open-ended questions in all math classes on a regular basis.

1) By March of 1996 a committee will be formed to develop a set of activities which will train students how to respond to open-ended questions.

2) The committee will compile a set of questions and rubrics to use at each subject level and share implementation strategies with the teachers.

NOTES

3) All teachers will incorporate open-ended questions as part of the ongoing assessment in all classes.

There is a need to publicize the many positive outcomes of the math program, as well as to communicate with parents about their child's program.

1) In September 1996, all teachers will send home an introductory letter which is to be signed and returned. This letter will include information about the class, grading scale, necessary supply list, and student responsibilities.

2) A method of recognition of accomplishments will be established, i.e. notes home, congratulatory lists, lab certificates.

3) By September 1996, a committee will be established to compile a list of ways in which students are recognized in the classroom. A quarterly list, compiled from nominations by math teachers, will be posted outside the math office to acknowledge top students as well as most improved.

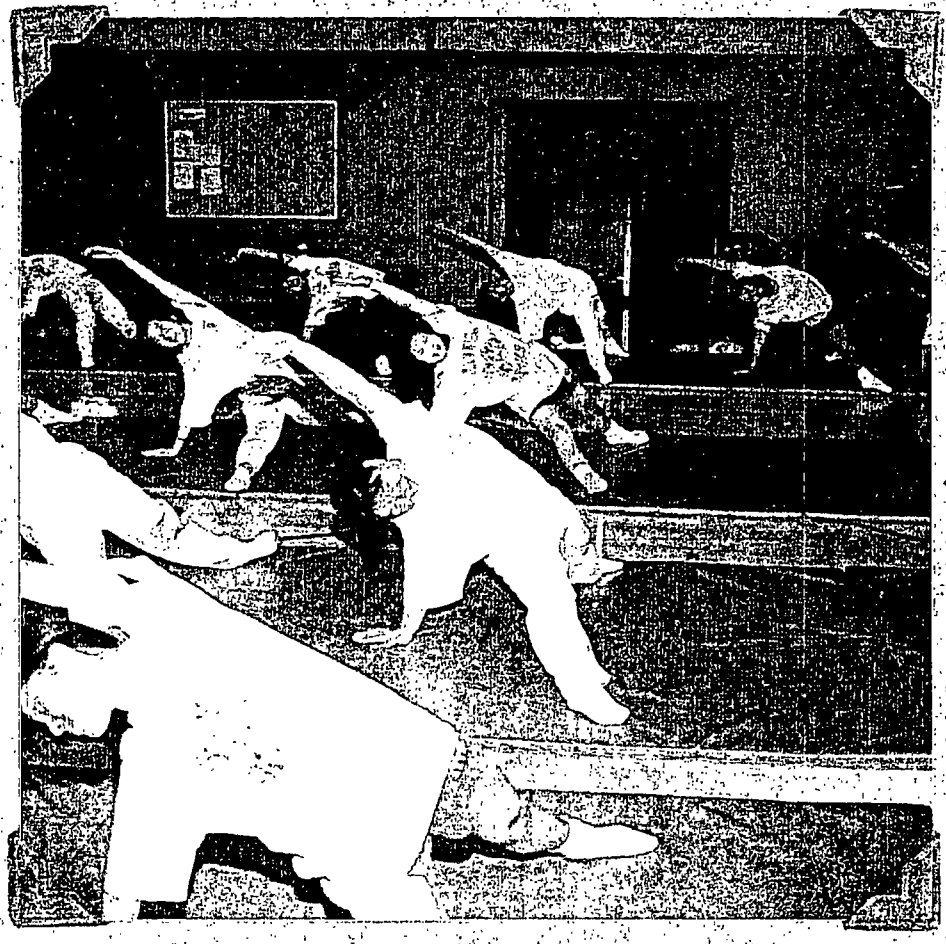
4) M. Chu will contact the Chinese newspapers to publicize the positive outcomes of the department to our community.

PHYSICAL EDUCATION DEPARTMENT

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WASC 30603

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PHYSICAL EDUCATION DEPARTMENT

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ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL
Physical Education Department Report

NOTES

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. That the department review the existing curriculum for each grade level to determine appropriate sequential skills development as they relate to the Model Curriculum Standards for Secondary Education.

Physical education teachers met with Dr. Betty Hennessey in the spring of 1990 and began to establish guidelines for sequential skills development for grades 9 and 10. The new curriculum for grades 9 and 10 was implemented in September of 1991. The curriculum for grades 11 and 12 is not yet finalized.

In the process of completing the curriculum recommendation, we are updating our curriculum to meet the new framework standards. District meetings of physical education teachers were held to develop the recommended framework matrix of physical education instruction. Department members are working toward meeting the challenges of its complete implementation. Aquatics and dance are elements that present the greatest challenge.

2. That the department review present grading practices to ensure consistent application within the department.

The department has reviewed grading practices and adopted the following criteria for determining grades:

(a) Active participation, adherence to rules, and social development.
(b) Written and practical tests on units covered
(c) Written reports
(d) Video observation and testing
(e) Physical fitness tests

(f) Attendance
(g) Extra credit events
(h) Student portfolios.
(i) Note who the student is going to on a roll card

NOTES

3. That the department review the area of Title IX Compliance, including a plan to meet the intent of this federal regulation in a consistent manner.

All members of the physical education department have attended inservices on non-biased teaching strategies. The department met with Dr. Betty Hennessey to review Title IX issues. All Title IX issues are being met.

4. That the department develop the means for consistent and appropriate communications including curriculum, instruction, and the opportunity for shared areas of mutual concern.

Departmental meetings are held on a rally schedule every other month. Time for departmental meetings on curriculum is also provided on four minimum days and on two pupil free days per year. Some meetings have also been held at lunch time.

5. That the department and administration review the need for bilingual assistance for Limited-English speaking students in the physical education program.

The Physical Education Department could sometimes profit from more interaction with ESL and bilingual teachers. At present most instructors use bilingual students from within the class to help ESL students. Physical education teachers could use more cooperative learning techniques and small group instruction within classes.

Administration has agreed to identify teachers, counselors, and aides who speak the various languages. The department at times utilizes the home school coordinator, the Office of Instruction, and some ESL/Bilingual teachers to facilitate written or verbal translation. The funding sources for bilingual aides assistance is limited. As a result, instructional aide priorities go to graduation

core classes. The Physical Education Department has met the challenge by using peer tutoring within each class.

NOTES

6. That the district review the need for an adaptive physical education instructor.

An adaptive P. E. instructor provides instruction daily.

7. That the administration evaluate the current conditions of the physical facilities to determine if they meet the needs of the program.

The following needs have been or are in the process of being met:

1. Gym floor has been replaced.
2. Dance floor will be replaced.
3. There is an annual check of roofs for leaks in the lecture room.
4. A newer, larger, air-conditioned classroom has been made available for physical education lecture and instruction.
5. The J.V. Softball field has been skimmed.
6. Some tennis courts have been repainted with the rest to be completed by December 1995.
7. All playing fields are to be re-seeded in May 1996 and the irrigation system is to be fixed.

B. The department's assessment of the evidence for student learning through a review of the Student Outcomes section of the General Data and all additional appropriate student indicators of achievement and performance.

Each teacher gives written and performance tests to assess student learning. Each student is also tested in the State Physical Performance Tests and evaluated to the State standards as required by the district. We strive for personal best efforts and are scores are recorded on the teacher rolls. Within the Fitness for Life Program, students are assessed by written tests, homework, and special projects. Our performing groups, (dance pageantry, and all athletic teams) are competitive in their respective areas, with many league championships and CIF championships.

The student survey issued in May of 1995 shows that 78 percent of all students rate the Physical Education Department good to excellent--the highest rating of all departments.

C. Addressing the WASC Curricular Program Criterion including the following themes:

NOTES

1. A summary of how the Physical Education Department compares to this criterion with all themes addressed:

The overall curricular program and its relationship to district adopted instructional goals and objectives as stated in our course descriptions and outlines are evaluated and updated annually.

The Physical Education Department incorporates a core program for the ninth and tenth grade emphasizing sequential skills and cognitive development (Fitness For Life curriculum) and through an elective program emphasizing lifetime sports and continued physical awareness for grades eleven and twelve.

Procedures used for curriculum development, evaluation, and revision are accomplished through departmental meetings and by individual teachers submitting new programs to the department chairperson who sends it on to Instructional Council and to the district for approval.

The department consists of seven full-time instructors, three part time, one department chairperson, two athletic directors, and two locker room attendants.

The physical education courses are set up to provide a cross section of competitive, recreational, and spectator sports activities. Emphasis is placed on rules, terminology, and an understanding of basic fundamentals for each activity performed. Physical fitness is stressed through daily exercises and quarterly testing so that students are encouraged to continually improve their personal best scores. An emphasis is placed on physical activity and its direct relationship to one's well being. Students are required to earn 30 credits of physical education to meet graduation requirements.

The 9th grade core program consists of four major areas of study:

1) accessing a personalized fitness program.
2) addressing team sports such as football, volleyball, softball, basketball, and soccer

3) an introduction to gymnastics and tumbling
4) a video introduction to water safety since we have no pool on campus.

NOTES

The tenth grade core program consists of areas of individual, and dual sports electives such as dance, gymnastics, weight training, or tennis. Instructors also discuss outdoor activities such as fly fishing, skiing, camping, etc. A continuum of Fitness for Life Program is also included in the tenth grade: striving to analyze movement and strategy in team and individual sports.

The eleventh and twelfth grade programs allow for more flexibility emphasizing a continued physical fitness and well-being program for a continued healthy lifestyle.

The types and extent of instructional resources available include: videos, the library and its resources, visual aids, guest speakers, and demonstrations.

The physical plant is adequate with a few noted exceptions: Some areas limit class size, i.e. tennis courts, outside court space. Work orders are in for re-seeding fields, repairing and painting court areas, and locker room repair. Adherence to State framework is difficult with no pool. We have an air-conditioned classroom available all day every day.

Infusion of career education is accomplished by guest speakers and the use of our career center.

The articulation with other district schools, feeder, and receiver schools is accomplished through performing groups and athletic directors under the guidelines of CIF regulations.

2. The major strengths of the Physical Education Department are:

a. We offer a varied curriculum and have no tracking of students.

b. We mainstream students.

c. Instructors are flexible in dealing with students and adverse conditions.

d. On the schoolwide survey of students in May 1995, the

Physical Education department was rated the highest with 78 percent of the students rating the PE Department "good" or "excellent."

NOTES

3. The major areas for improvement are:

a. We need to strive to improve the state physical performance test results.

b. We need to strive to have all students dress and participate on a daily basis.

c. We need to incorporate the Fitness for Life program into the 5/8 PE program.

d. We should develop and refine a more complete portfolio for each student.

D. Comparing the departmental instructional program to the Physical Education criterion.

1. A summary of how the department compares to this criterion with all themes addressed:

Students experience physical education as a regular part of the school curriculum on a daily basis and as a 3-year requirement.

Students strive to develop a level of fitness and wellness by:

•Fitness for Life in the ninth and tenth grade programs help students identify personal fitness goals within the five health related fitness areas: muscle strength, muscular endurance, muscular flexibility, cardio-vascular fitness, body fatness.

•Participation in state-mandated physical performance tests: students are encouraged to increase their personal best scores as much as possible.

•Students are taught basic safety rules to procedures in all instructional areas. The value of warm-up conditioning and cool-down in order to prevent injury is stressed.

•Students develop and maintain a positive self-image and exhibit appropriate social behavior while they are participating in

physical education through: understanding of sportsmanship, rules and regulations, and interpersonal respect for one another.

NOTES

•Students are reminded to respect not only their peers, but all staff personnel on campus.

•Teachers work to create a positive teaching environment which helps to enhance respect for racial diversity and eliminate a stressful atmosphere.

•Students are encouraged to work to the best of their abilities rather than becoming super athletes.

Students exhibit interest and proficiency in movement skills by:

•observing and participating in a wide variety of physical activities, including individual and team sports, dance, outdoor education, conditioning, aquatics and water safety (videos), and special or modified activities where necessary.

•community pool is used for interscholastic swim meets; guest speakers/demonstrations in specialty areas are obtained from community resources.

•pre/post tests which define proficiency in movement skill.

•demonstrating transfer of learned skills and concepts from one activity to another.

Students strive to achieve their highest levels of physical performance by appraising their own progress and establishing realistic personal goals.

Intramural recreational activities and interscholastic sports are available to complement the physical education program through such sports as basketball and other tournaments.

Interscholastic sports include: football, wrestling, softball, track and field, golf, volleyball, basketball, badminton, swimming, cross country, and soccer.

Academic classroom instruction through Fitness for Life complements certain course offerings throughout school curriculum. Written assignments are often cross-curricular based.

NOTES

Standards for student performance are written and communicated to students and parents. Grading guidelines are based on department goals. Students are expected to dress in proper uniform daily, participate actively to the best of their ability on a daily basis, pass written and performance tests. Student portfolios are being developed and are incorporated into the grading procedures.

Students at Mark Keppel have a 3-year physical education requirement as determined by the Board of Education.

Instructional groups are flexible and relate to the instructional levels of the students for each activity and academic area.

Teachers utilize community resources such as Recreation Department of Monterey Park (for access to swimming pool), Garfield Hospital (doctors and facilities for sports activities), California State University at Los Angeles (for walk-on coaches and assistants), and educational television (for sports/athletic related programs).

The school and district administrations support the physical education program by lowering the class sizes at the ninth grade level and insuring that sufficient staff, facilities, and equipment and materials are available to implement a quality program.

2. The major strengths of the department are:

a. We offer a three-year program with written activities and physical activities.

b. We offer an integrated academic and practical skills program through Fitness for Life.

3. The major areas for improvement are:

a. We need to implement all portions of the state framework as mandated.

b. We need to improve the test scores of students on physical fitness tests--especially pull-ups.

E. Comparing the departmental instructional program to the Instructional Practices/Integrated Skills criteria:

NOTES

1. A summary of how the department compares against this criterion with all themes addressed:

All teachers are interested and enthusiastic and are supportive of all school programs. All teachers have ten or more years at the secondary level. Three full-time teachers have their Masters in Physical Education. All teachers know the primary methods of thought and communication of the discipline and are able to teach these methods to their students. Through administrative support, teachers are able to take advantage of continuing education and instructional seminars. Administrative support in limiting class size at the ninth grade level has helped in using varied teaching strategies.

Fitness for Life program in Physical Education stresses the importance of health-related fitness and skill related development Teachers design classroom, individual, and group activities or projects which require students to analyze and explore their physical capabilities. Students demonstrate their knowledge through practical application of skill assessment. Written projects are for cognitive thinking and development of a portfolio. Physical education utilizes the 5-step lesson program in presenting new material. Teachers are evaluated every other year by administration following the Stull evaluation process.

Teaching methods include lecture, demonstration (teacher and peer), visual aids (charts, graphs, handouts), video assessment, and practical drills.

Individual and team activities allow students to analyze and apply learned skills. Teachers monitor students understanding, giving feedback, adjusting the activities and assignments and reteaching as necessary. The procedures occur at regular and frequent intervals.

The integrated skills are incorporated throughout the Physical Education curriculum in the following ways:

•Listening--Students listen to instructions, lectures and invited guest speakers, and videos.

•Reading--Students read materials for Fitness for Life, supplemental worksheets, and while preparing extra-credit reports.

•Writing--Students write short answers and paragraphs for worksheets and test questions. Written reports are required and extra-credit reports are given to help improve grade.

•Calculating--Students are taught how to keep score in various sports. They determine the ideal weight for themselves and others. They calculate heart rates.

•Speaking--Students participate in cooperative group discussions, question and answer sessions, and make oral presentations. They are encouraged to express their feelings verbally, ask questions, and share opinions.

•Thinking Critically--Students determine game strategy, analyze information needed for various fitness areas, and analyze the movement of activity as it relates to bio-mechanics.

•Technology/Information Access--We have no computers in the department, but students use library resources for required and extra credit reports. We make use of the television and VCR in the Career Center as needed.

2. The major strengths of the department are:

a. The teachers utilize a wide variety of instructional strategies/practices.

b. Teachers incorporate the Fitness for Life Program to increase reading/writing skills along with health awareness across curriculum.

3. The major areas for improvement are:

a. We need to collaborate more and include team teaching classes.

b. We need to work on refining the physical education portfolio.

F. Comparing the Departmental Instructional Program to the Special Needs criterion.

1. A summary of how the department compares to this criterion with all themes addressed.

NOTES

Special needs students have equal access to the common core program of physical education. Our curriculum is well balanced and flexible for all students. Students are not separated, but encouraged to work together. Standards for students' behavior are equitably enforced as students are motivated to exert self-discipline. The physical education staff interacts well with students to understand and provide opportunities to enhance students status in the school and the classroom. The administration has limited the class size to 45 at the 9th grade level core program enabling the teachers to support all students' participation in all areas.

NOTES

2. The major strengths of the department are:

a. Students, regardless of classification, are mainstreamed through P.E. classes.

b. The elective program and competitive athletics give students opportunity for specialization.

3. The major areas for improvement are:

a. We need more translation for comprehensible instruction for our LEP students.

b. Class size at all levels, not just ninth grade, needs to be limited.

G. Initiating an Action Plan:

1. Among the strengths listed in C-F above, the greatest strengths are:

a. We offer a daily 3-year program.

b. Incorporation of the Fitness for Life Program at the ninth and tenth grade levels insures a comprehensive program of instruction for all students.

c. We have students develop personal portfolios at all levels.

2. Among the areas for improvement listed in C-F above, the greatest priority areas for improvement (2-4) are:

a. We should work at refining the portfolio.

b. We should strive for 100 percent participation for all students.

c. We should help students increase their physical fitness test scores.

d. We need to continue implementing the framework.

3. A step-by-step Action Plan for addressing each of these priority areas for improvement.

a. Physical Education teachers will work at refining the portfolio so that all students will have a record of their physical capabilities.

1) The department members will draft a portfolio format to fit our specific needs by May 1995.

2) Department chair or designee will investigate whether the district will cover the cost of a printed portfolio which meets our needs by October 1996. (Xerox copies will be made otherwise.)

b. Members of the department will strive for 100 percent participation for all students in physical education.

1) Department chair and members will develop a step-by-step action plan by June 1996 and send to Principal and Assistant Principal.

2) A letter of expectation to be sent home and returned signed by parents will be developed before September 1996.

c. The Department will work to help students increase their physical fitness test scores.

1) All of the department members will place a greater emphasis on the exercises which are specific to the California Physical Performance test within their weekly curriculum beginning in September 1996.

2) Pre-testing at the start of each year and quarterly testing by all staff members will take place to measure personal best improvement in the 1996-97 school year.

NOTES

3) By June 1996 department members will develop a system to acknowledge those students who have achieved the highest scores.

4) The plan for physical fitness testing will be further developed during the '96-'97 school year with a final plan recognizing student achievement in several different fitness categories by June 1997.

d. We need to continue implementing the state framework for physical education.

1) All staff members will take advantage of district, county workshops or coaching clinics when possible.

2) The dance instructor will inservice the staff on the options of dance curriculum as obtained through dance and visual/performing arts workshops.

3) Emphasis will be placed on implementing the dance requirement as specified by the state framework during the 1996-1997 school year.

4) The Department Chair and members will review the curriculum and its adherence to the state framework on a yearly basis.

5) During the 1997-98 school year, teachers, under the direction of the department chair, will continue to work together utilizing team teaching techniques whenever possible to strengthen areas of the framework which need improvement.

NOTES

SCIENCE DEPARTMENT

SCIENCE DEPARTMENT

WASC 30619

SCIENCE DEPARTMENT



WASC 30620

SCIENCE DEPARTMENT

Janice Mangerino
Chairperson

Margaret Chu

John Di Pietra

George Farr

Cacilie Gottling

Ellen Hake

Richard Kennard

Margaret Kochinas

Leo Lau

Sava Vuicich

Richard Westphaln

Barbara Wilson

ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL
Science Department Report

NOTES

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. That the district and site administration work with the department to develop a plan to make the science laboratories safer for students, teachers, and aides.

Safety in the lab is implemented. Teachers have submitted a copy of the safety tests they administer to their students. In January of 1991, a presentation on safety procedures for labs was presented by the Department Chair. Science teachers have developed written safety procedures for the classes that they teach. Teachers go over safety procedures with students before they are allowed to do lab work. All students must wear safety goggles during labs. Use of room sets of goggles for the lower levels science classes is in discussion.

2. That the district and site administration work with the department to develop a plan to make the physical plant more conducive to demonstrations and laboratory activities.

Most science teachers now have the same room all day, which makes it easier and safer to perform labs and demonstrations because less transporting of materials is required.

There have been some improvements in Room 150—the faucets have been repaired and some gas valves are now working. Locks are on order to standardize the locks in the two biology labs, Rooms 148 and 150.

Room 141 has been painted and a new ceiling and floor has been installed. The room has new desks and a portable lab station is in place to use as a demonstration table for the instructor. The remaining construction necessary for final conversion into a

science lab is scheduled for summer of 1995. However, due to district financial cutbacks, this was not accomplished.

NOTES

The electrical problems of Room 141 and 143 have been resolved this year. Electrical outlets have been installed in the chemistry lab in Room 144 as well as new water valves. Some hazardous electrical wires were removed from this classroom.

The floor in the photo lab, IT 2, has been worked on and some of the more uneven areas have been repaired. There is still some work needed to make Room IT 5 more environmentally pleasant.

The physics lab, Room 142, still has problems with the carpeting and some electrical outlets, but new lighting was installed in the storeroom. New whiteboards were installed in place of the damaged blackboards.

3. That the department, with the support of the administration, develop a plan for more frequent and regular communication in order to facilitate the sharing of materials and facilities.

We still feel the need to find time to share ideas and work together. Minimum day meetings and rally schedule meetings help meet this need, but more time is needed for planning future programs. Teacher contract prevents mandatory meetings outside the teacher workday; however, teachers do attend voluntary lunchtime meetings. It is important to have time set aside to meet to plan curricula, demonstrate new labs, and work on integration. Eisenhower funds have been used for teacher release time for training and for discussion of the science program. A good written communication network has been established.

B. The department's assessment of the evidence for student learning through a review of the Student Outcomes section of the General Data and all additional appropriate student indicators of achievement and performance.

More than half the students at Mark Keppel are enrolled in science classes. This is due in part to the requirement of the district that students take two years of science and one semester of health in

order to graduate. Many students take the college preparation science classes in order to enter a college or university of choice. Still others go on to take third and fourth courses to further their study or enhance their interest levels in science. These additional science courses also enhance their chances of getting into the college or university of their choice.

NOTES

Currently the students can take Honors Chemistry and Honors Biology. There is also a choice of AP Chemistry and AP Physics, both B and C. For the past five years, the students taking the AP Chemistry passed at the rate of 57 percent. Students taking the Physics B AP exam did very well passing at the rate of 87 percent. We have a small group of students who have taken the AP exam for Physics C in the last three years. They have all passed for a rate 100 percent.

All biology (including the sheltered biology) and chemistry students are required to take the Golden State exams. Beginning in 1992, the three results are as follows: chemistry pass rate--35, 24, and 16 percent; biology pass rate--33, 51, and 37 percent. The results from the 1995 exam are not yet available.

Our component reviews for the last several years have been very positive. The component review for the Consolidated Projects for the 1994-95 school year is incomplete; we were unable to obtain final results for SDAIE life science due to a change in personnel. However, the physical science SDAIE students showed a net gain of 52.3 percent. SDAIE biology students were post-tested only, but had satisfactory results scoring better than 50 percent on the 100 items tested for a 53.1 percent rate.

Comparisons to preceding years are as follows:

ESL Class	Net Gain	1992-93	1993-94
Life Science	Positive	58.1%	40.7%
Physical Science	Positive	47.3%	43.4%
Biology	Positive	48.6%	47.4%

A student opinion survey was administered to all science classes in November 1995. Surveys were completed by 1,343 students.

The tabulated responses indicated an overall approval rate for all classes of 66 percent, a disapproval rate of 12 percent, with a rate of 22 percent for no opinion. See survey at the end of this report for types of questions asked. Fortunately, the responses to academic questions were overwhelmingly positive.

NOTES

C. Addressing the WASC Curricular Program Criterion including the following themes:

1. A summary of how the Science Department compares to this criterion with all themes addressed:

Mark Keppel High School Science Department offers a wide variety of courses designed to meet the graduation requirements of the district as well as the entrance level requirements of most colleges and universities. Currently non-college bound students have the option of taking physical, life, and/or integrated science. Earth science topics are infused primarily into the physical and integrated science courses. The higher level science courses include biology, microbiology, chemistry, AP chemistry, physics, and AP physics. There are sheltered classes in life science, health and safety, and biology. There is also a course outline for a sheltered physical science as well. The health and safety course is designed for heterogeneous grouping.

Each teacher in the department has his or her own copy of the California Science/Health framework and has been inserviced on the major themes of the framework (1993, 1994). During the course of teaching year, 1994, all the science teachers and APs of instruction met to share ideas and practices and to develop common goals. The result was the development of eleven district goals. Each Mark Keppel High School science teacher has a copy of these goals and makes every effort to incorporate these goals into their respective courses. Each teacher has the course outline for the courses they teach and strive to meet the course objectives. It is a fundamental belief of the science staff that science is a process not an objective and because it is a process, it is constantly changing as our knowledge grows. Much emphasis is placed on activity based instruction and scientific skills and methodology is stressed. The students learn by doing.

In addition to standard assessment tools of tests, quizzes, essays, and research projects, the students are also evaluated through lab write-ups, lab practicums, oral presentations, and their ability to both propose and answer open-ended questions. The lab conclusion questions require synthesis and analysis thinking skills. In the advanced classes, students are required to perform science demonstrations for their final assessment of the student. Homework serves the purposes of reinforcing concepts and checking for understanding. All chemistry and biology students are required to take the Golden State exams, even those students in the sheltered classes. This provides the students another curricular challenge and an opportunity for performance based assessment.

NOTES

Mark Keppel High School teachers have worked to develop an integrated science course for the lower level science classes. The course objectives were completed in 1995 and the first integrated science class is in progress in 1995-1996 school year. All teachers make the effort to connect their particular discipline to the other science disciplines recognizing full well that the sciences are interconnected to each other as well as other disciplines. Teachers meet to discuss curricular goals and to discuss trends and goals for their courses. Development of new courses such as an ecology class is under discussion.

The Science Department has nine teachers assigned full time in teaching science and health and three part time members teaching some science classes. Most teachers hold the appropriate credentials for the primary subjects they teach. Most of the science/ health teachers hold masters' degrees.

The Science Department's greatest resource is its teaching staff. For the most part, the teachers are well-trained in their subject areas. Most keep current in the latest developments in their subject fields. Several have contact with our local community and four-year colleges which have been able to share equipment and expertise with our school. We participate with Occidental College, for example, in a special lending program called TOPS which allows us to utilize extremely high tech equipment not normally available to the high school. One of our health teachers instructs at our local community college.

The textbooks are relatively current and well-chosen. All the health teachers use the same textbook, and there are books for each student. There are instructional aides in the sheltered classes. The science resource specialist participates in the department's staff and curricular development activities. Instructional supplies and equipment are limited due to budget limitations but are adequate to run a viable and valuable program. Teachers must share equipment and have a responsible attitude towards it. For example, there is a sign-up chart for the use of the microscopes which works well. The department's AV equipment must also be signed for in advance.

NOTES

Considering the fact that Mark Keppel is approaching sixty years of age, the facilities are old and appear out-moded. There is only one chemistry lab which is used by nine classes on a rotational basis. Each biology lab is used by two teachers on a rotational basis. The remaining science classrooms are not shared. Some classes are crowded; but with proper instruction in safety and lab skills, good science is being done daily. Most of the high level students do weekly labs. The life and physical science teachers have their students perform several hands-on activities. Due to budget restrictions, it occasionally takes some time for repairs to be made. Most teachers work easily around the various plumbing problems and minor repairs needed or adjust well to the situations as they arise.

All the teachers have utilized outside speakers in their classrooms to discuss careers or share their own careers. Science-related careers are stressed, not only in the textbooks, but in the course content as well. Some teachers require reports from the students on science-related careers. We participate in the school's career days and career fair. Some of the teachers are on the career path committee for restructuring. The Science Department is actively involved in the technology preparation program.

We have met with the teachers from our sister high schools and have developed common goals. The department chairs from all high schools meet regularly to share ideas and concerns. We have met with some of the science teachers from our feeder schools to discuss our needs and their needs. We have a copy of the district's science health continuums for the lower grades.

Teachers support several extracurricular activities. We have sponsored a junior high science fair for 7th and 8th grade students,put on a travelling "Magic Show" for the local feeder schools, and competed for three years in the National Science Bowl sponsored by the Department of Energy and JPL. We have participated for several years in the LA County Environmental Fair. This year we are planning on participating in the Science Olympiad. Science students also tutor those as needed.

NOTES

2. The major strengths of the Science Department are:

a. There is a variety of courses offered with a goal for more courses to be developed.

b. The staff is experienced, qualified, and interested in their students and their subject matter.

c. Activity-based instruction is an important component of the department's teaching strategy.

d. The department has the support of our AP of instruction as well as other administrators.

e. The department staff recognizes our diverse population and attempts to meet its various needs.

f. The Science Department provides extra-curricular science experiences through our Chemistry and Science Clubs, and teachers support several extracurricular activities.

3. The major areas for improvement are:

a. Provisions for facilities and supplies could be increased. More consumable items are needed to allow the department to meet its curricular goals.

b. Development of courses to meet the needs of all students must happen at a faster pace.

c. Class size should be limited somewhat to provide a safer lab environment.

d. Appropriate placement of students, levelling of classes, and the transfer of students in and out of our classes could happen more quickly as the first few weeks of a science course lays down safety and lab skills. It makes it difficult for the various teachers to reteach those same skills to incoming students over and over again.

D. Comparing the departmental instructional program to the Science criterion.

NOTES

1. A summary of how the department compares to this criterion with all themes addressed:

During school year, 1994-95, the district science teachers as well as our assistant principals of instruction developed eleven science goals for the science students. These goals were based on the State Science Framework which stresses a thematic approach to science instruction. For example, a major theme of the framework is scale and structure which is taught at all levels of science such as atoms and molecules in chemistry, quantum mechanics in physics, cellular structures in biology, and the structure of the universe in astronomy. The scale ranges from the atom as the foundation to the scale of the universe as a whole. These goals or student outcomes were disseminated to all the science and health teachers at the secondary level. This department believes strongly that science is an important component of all aspects of human endeavor including such seemingly diverse areas as art and physical education. We stress the value of the scientific method as a process of problemsolving and analytical thinking. This is evidenced in the types of lab write-ups required for the biology, chemistry, and physics classes and the types of open-ended test questions asked on most of the department's tests. The staff makes the effort to incorporate current scientific knowledge and developments into the various scientific disciplines. Three of the teachers utilize high technology equipment borrowed from Occidental College to teach advanced labs. We use tools like gas chromatographs to show the latest techniques in forensic science. Some of the teachers require current development reports through which the students are kept abreast of the latest thoughts in the various science disciplines. An important goal is to improve the students' overall attitude towards the sciences which is evidenced by the number of students continuing on in 3rd and 4th year science classes.

The courses offered include a balance between the physical and life sciences, and students are encouraged to take a third year of science. Talented students in physical and life science classes are identified and encouraged to go into the advanced classes. We

identify bright 9th grade students who are placed in biology or honors biology. They can they follow the sequence of chemistry, physics, AP physics, AP chemistry, microbiology, or physiology. Our science goals have been disseminated to some of our feeder school science teachers and articulation meetings were conducted. The staff believes that the foundation laid in the lower grades can be reinforced and enhanced at advanced skill levels. Concepts such as physical, biological, and chemical changes, states of matter, and precepts of what constitutes life are taught at a much higher level. We use scientific anecdotes to show how the sciences interconnect with other disciplines. For example, the impact of scientific discoveries such as the nuclear fission or antibiotics are illuminated as to how they affected history and enriched or harmed human endeavors. Most science teachers require some form of writing such as lab books, summary reports, or term papers. Proper sentence structure, spelling, and grammar are stressed as well as the ideas. All science teachers place a great emphasis on the mathematical skills needed to be successful in science. We have worked with the Math Department to discuss our mutual concerns. Some of the teachers require outside reading and summary reports. Most require their students to read the newspaper or current magazines and do some type of formal report.

NOTES

Students engage in frequent hands-on activities in all the classes, and the advanced level classes perform laboratory activities weekly in some classes. The staff supports the concept that students learn by doing. The activities serve the purposes of explaining concepts, clarifying difficult concepts, providing an understanding of how people work in the sciences, and increasing student interest in the various areas. The teachers perform many demonstrations to enrich the curriculum. In some classes the students are required to perform demonstrations; in others, students plan and carry out demonstrations for fun. Labs are designed to encourage open-ended thinking and some of the staff require lab finals in addition to the traditional content area final exams. All performance-based activities require the students to think about what happened and attempt to explain results rationally. Some staff members give their students an objective and ask them to design experiments to meet that objective. Some staff members require oral reports, science fair projects, research

papers, current event reports, and other learning modalities to provide venues for students who learn in different ways. The biology and chemistry teachers require the students to create posters and other art projects reflective of the subject. In addition to traditional labs, we have been able to do some computers simulations. We are attempting to develop a media center for the department, and we have a few CD ROM programs as well as laser disks for enriching the curricula. We have a few computers and are developing a small computer center for the department.

NOTES

Most of the staff keeps current in their subject area, and many belong to professional associations in tune with their subjects as well as national and state associations. Effort is made to articulate with our local colleges and universities. Speakers are invited to speak at school, and our microbiology, biology, and technical students have gone on field trips to our local universities. Select students have been trained as teaching lab assistants in biology and chemistry. Training took place at Occidental College led by the College chemistry and biology professors. Science students put on a science fair for the local junior high students. Many science students are actively involved in providing projects for or performing science activities at our Festival of Learning.

Several staff members have attended conferences such as the National Science Teachers Conference in Anaheim, the California Science Teachers Association conference in Palm Springs. They attend subject area workshops to improve their skills, and seminars to help them keep current in their respective subject areas. Most department members have attended instructional strategies workshops, authentic assessment workshops, and portfolio workshops.

Some students have the opportunity to take four years of science as well as four years of mathematics. These students are prepared to be science/engineering majors in college. There is a technical strand in current development as well as career paths to aid the students in focusing on future goals. Speakers from various scientific careers frequently speak to the students about their careers and the necessary requirements. Students are actively involved in the Chemistry Club, the H.O.P.E. Club, the National Science Bowl, and the Environmental Fair. We will be doing the

Science Olympiad for the first time this year. Science students have gone into our feeder schools as teachers and perform a Travelling Chemical Magic Show to stimulate an interest in science. Some of our students have been selected to spend six weeks in the a special science program run by Cal Tech.

NOTES

Teachers in the department share ideas, demonstrations, labs, and other science materials with each other. We have several informal and formal meetings to discuss curricula and program. Techniques used to evaluate our program include Golden State results for chemistry and biology, AP results for chemistry and physics, and student surveys. Since the teachers have to share space, we have learned to respect each other's needs. We frequently discuss methods which can be utilized to help our students master the science/health curricula and are always willing to share ideas. SDAIE component reviews aid in evaluating our program.

The department chairperson coordinates efforts to maintain the science facilities, equipment, textbooks, and instructional supplies. Needs are relayed quickly to the administration which is very supportive of the department. The chairperson also plans activities for formal meetings designed to provide current information and promote interaction between department members. The communication system includes both written and oral techniques. The chairperson communicates announcements, training opportunities, and other important news items by means of bulletins, postings, notes in mailboxes, routing slips, and word of mouth. All communications are kept on file.

2. The major strengths of the Science Department are:

a. A good communication system has been developed.

b. Teachers are aware of the current trends in both science/health education and in the science disciplines by subscriptions to publications such as "The Science Teacher", the CSTA Journal, Carolina Biological Tips, "Chemcology", Howard Hughes Medical Institute publications, "Chem Matters", and "Current Health" which are made available to each teacher.

c. Teachers are understanding, supportive, and cooperative of each other's needs.

d. Opportunities for staff development such as tech prep training, authentic assessment training, technology training, and discipline-specific workshops are taken advantage of frequently.

NOTES

3. The major areas for improvement are:

a. More integration of science concepts within the various sciences; stress the interrelationships of the sciences.

b. More infusion of other disciplines into science classrooms stressing that science has been affected by and has affected all human endeavors.

c. Efforts must be made to ensure that all science students have equal opportunity for enrichment and hands-on activities and that program standards are adhered to by all teachers.

d. Efforts need to be made to find resources such as first aid kits for our health and safety classes.

E. Comparing the Science Department's instructional program against the Instructional Practices/Integrated Skills criterion:

1. A summary of how the Science Department compares to the stated criteria:

The members of the department are well-educated in their subject areas with several holding advanced degrees; they have attended numerous workshops and seminars in their disciplines. The staff has attended district sponsored training sessions in the areas of instructional strategies, authentic assessment, performance-based instruction, and integrated skills. They have met with staff from sister high schools to formulate common science goals and student outcomes for the district.

Teachers utilize a wide variety of teaching strategies to relate content, develop thinking skills, and enhance problem-solving abilities. They model enthusiasm for their content areas by performing demonstrations and sharing scientific anecdotes. Students work in collaborative learning groups in most classrooms to accommodate our diverse school population. Students in most of the higher level science classes work with partners to perform

weekly or bi-weekly labs designed to develop high level analytical skills and to explain scientific concepts. Divergent thinking skills are encouraged through open-ended questions posed in lab write-ups or in content area exams. Overhead transparencies, videos, movies, filmstrips, slides, and other visual aids are utilized frequently. Notetaking is encouraged in all classes. Many classes require oral reports either as groups or individuals. These oral reports also include reporting on current events in the field of science or health. Every effort is made to provide hands-on activities. Authentic assessment is utilized in addition to the traditional assessment tools of written tests. Performance-based assessment is an important component of the department's curricula.

NOTES

The department offers courses at various levels of language proficiency to give access to all students to the major science concepts. There are SDAIE courses in health, physical and life sciences, and biology. The sheltered classes also have teaching assistants. Students with learning disabilities have been mainstreamed into the regular science classes and there is an on-going collaboration between two departments with the Special Education providing teacher support to the classes with special students. The teachers are making an on-going effort to adjust teaching strategies to reflect the thematic approach of the framework to their assorted disciplines.

Students who are having difficulty with any subject area are encouraged to participate in tutoring programs. Most teachers have established either a formal or informal tutoring program in their subject areas. Most teachers are available before and after school for tutoring. Re-teaching is done as needed and the philosophy "less is more" has been adopted by most staff. Although content is recognized as being of prime importance, we are not content-driven and make the attempt to allow each student to master the major skills and ideas of the various science disciplines. Teachers try to provide feedback as quickly as possible recognizing that prompt feedback enhances the students' abilities to master the subject.

Science teachers discuss their expectations, grading methods, standards for behavior and achievement with the students. Some

require written contracts signed by the parents. This is school and departmental policy. Progress reports are sent to parents to warn of low achievement. Parents are frequently telephoned regarding poor achievement or inappropriate behavior.

NOTES

Classroom management skills are particularly important in science classroom where there is a possibility of injury or loss of equipment. The teachers are cognizant of the need to teach and enforce safety rules. Time on task in essential component of all science instruction. The teachers circulate amongst the students to provide assistance and quick response to needs. Disruptive behavior is not tolerated as it interferes with the learning process and could become dangerous during lab situations.

Students in the high level science classes are required to keep lab notebooks. Their labs are written in these books. Most of the teachers require that the students use proper grammar, spelling, and complete sentences. Language skills are stressed as well as science skills. Most teachers encourage reading skills and study (collaborative) groups are established in most classes. Teachers frequently read with various groups to assess reading abilities and to assist with the learning of new concepts. Math skills are utilized in all sciences and reinforced in most science class rooms especially chemistry and physics. Math and science chairpersons have met and discussed mutual needs. Student work portfolios are kept for each student in the health, physical, and life science classes. This gives students an opportunity to assess their own progress.

Many of the teachers require special research projects which require writing skills, organizing skills, computer skills, analytical skills, graphic skills, and comprehension skills. The science department has limited access to computer technology for whole class activity, but there are a few computers and support materials which are used to enhance the curricula. Lab activities are designed to promote high level thinking skills such as drawing appropriate conclusions, interpreting results, and predicting outcomes. The school library is an excellent resource for the department. The librarian is very supportive and provides enrichment materials for the students.

Teachers are cognizant of the skills necessary to be successful in their disciplines. Student progress is monitored closely and efforts made to move students to higher levels where appropriate. Appropriate placement is very important for success in the area of science.

NOTES

2. The major strengths of the Science Department are:

a. Teachers are well-trained in the use of a wide variety of teaching strategies.

b. Teachers support and provide hands-on activities.

c. Teachers share ideas and strategies that have lead to success for them.

d. Teachers demonstrate a true concern for the success of their students as evidenced by attempts to move students to appropriate levels.

3. The major areas for improvement are:

a. More effort to integrate skills from one discipline to another: develop a spiralling skills matrix.

b. Attempts to garner more technology for use in science classrooms.

c. More time to meet with colleagues to share ideas, solve problems, and develop curricula.

F. Comparing the departmental instructional program to the Special Needs criterion.

Most special needs students have been mainstreamed into regular core science classes by careful analysis of their needs by the guidance office, the classroom teacher, and the special education teachers. The students are expected to achieve a certain level of competency in relationship to their abilities and are graded according to these abilities.

Teachers monitor the special needs students progress very carefully and promote the movement to other classes if the achievement warrants such a move. All students are expected to master the regular course work. With the support of instructional aides, classroom teachers, and their special education teachers, the

special ed students are doing well in making the adjustment to mainstreaming.

NOTES

The science teachers utilize the appropriate lessons, materials, teaching techniques, and assignments designed to allow the students success. SDAIE students are provided access to the core curriculum in biology, life science, and health. The method of delivery is the secret for success. If the SDAIE students progress rapidly in their language skills, they are allowed to transfer to the regular core class since the content area is the same. The special needs students have access to the same special enrichment programs that our gifted students have such as the TOPS program. They can do hands-on activities as well. The gifted and talented students have access to advanced level science classes such as AP physics and chemistry. They also have the opportunity to serve as teaching aides and tutors to other students. The gifted and talented students are also provided with independent courses such as 3rd year chemistry and AP physics C for further enrichment and opportunity.

Training is provided for the instructional assistants who work with the students with special needs, and instructional materials are often provided by the Special Education Department to help support our program. The teachers working with the special needs students work well together and the effort is truly collaborative. The Special Education teachers have taught our science teachers many good techniques that can be used with low achieving students as well as other students. Frequently, the instructional assistant working with the student is able to provide primary language support.

The Guidance Department informs our science staff of the particular problems that the special needs student may have and that helps our staff plan the appropriate program for those students. There is good communication all around and adequate support services are provided for staff and student.

2. The major strengths of the Science Department:

a. A concerned and caring staff is working with the special needs students.

b. The adult aides are interested and trained in working with these students.

c. The department provides peer tutoring for the students to help them master the core content.

d. The SDAIE program has been well supported with instructional materials.

3. The major areas for improvement:

a. More instructional aide time would help if budget considerations do not prohibit this; better utilization of existing aide time.

b. Development of AP biology class for the talented science student is necessary.

c. Development additional courses for the SDAIE students such as in chemistry is needed.

d. More staff development opportunities for all staff so teaching strategies could be used by all teachers who may someday have special needs students in their classroom.

e. The number of science students (currently 36) in classes with special students should be limited so that more time could be spent working with the special needs students. This number could be similar to that used for language or math classes.

G. Initiating an Action Plan:

1. Among the strengths listed in C-F above, the greatest strengths are:

a. The Department staff is experienced, qualified, and interested in their students and their subject matter.

b. Activity-based instruction is an important component of the Department's teaching strategy.

c. The Department staff recognizes our diverse populations and attempts to meet its various needs.

2. Among the areas for improvements listed in C-F above, the highest priority areas for improvement are:

a. More integration of science concepts within the various sciences: stress the interrelationships of the sciences.

NOTES

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b. Implementation of new courses such as applied biology and chemistry and principles of technology to meet the needs of all students must happen by the beginning of the 1997 school year.

c. Efforts must be made to ensure that all science students have equal opportunity for enrichment and hands-on activities and that program standards are adhered to by all teachers.

NOTES

3. Step-by-Step Action Plans for addressing each of these high priority areas for improvement:

a. More integration of science concepts within the various sciences: stress the interrelationships of the sciences.

1) The Science Department will form an integrated science committee consisting of the chair and representatives of each major area of study (physical, earth, life, health) to share techniques, strategies, and trends across the curricula and to develop workshops to be presented each semester to the remaining department members. This committee will meet at least two times before the workshop presentation. The committee meeting dates will be published and all Department members will be welcomed.

2) The all-day workshops will be designed to assist the staff members in integrating the major sciences and will take place once each semester on a pupil-free day beginning in the fall of 1996.

3) Teachers in each discipline will compile a list of the skills and concepts that they would like to have the students acquire prior to entering their classes and that could be emphasized by the preceding teachers. The list will be given to the Department chair by the fall of 1996 and disseminated to entire department.

b. Implementation of new courses such as applied biology and chemistry and principles of technology to meet the needs of all students must happen by the beginning of the 1997 school year.

1) Integrated Science I and II are in place and will be initiated in the fall of 1996. These meet the graduation requirements. A technical strand for the middle fifty percent of our students needs to be in place by the fall of 1996 and activated by 1997.

2) School year, 1996-97, will be used to finish writing the curricula for applied biology and chemistry and principles of technology and accumulating the materials needed for the new technical courses.

NOTES

3) During the year, the staff will be inserviced as to the content and strategies of the new courses and appropriate staff chosen to implement them.

4) A new course for enrichment is being planned. This class will be one semester of ecology and one semester of physiology. It will be team taught by two biology teachers as an elective course after science requirements have been met.

c. Efforts must be made to ensure that all science students have equal opportunity for enrichment and hands-on activities and that program standards are adhered to by all teachers.

1) A committee of teachers will select a series of labs and demonstrations that can be done in the physical, life, integrated, and health science classes. The materials will be provided from existing lab supplies and fund-raising efforts such as recycling drives can be done to supplement budgets. This will be done during the course of the school year 1996-97.

2) Pre- and post tests will be developed for all the non-college prep classes. Existing tests can be utilized to assist in the creation of these tests. These tests will be developed by the key staff members teaching these classes and kept on file in the Science office.

3) Teaching calendars will be developed for all science disciplines sharing the same materials. The biology calendar is in place now. Others will be worked out on as need basis depending on the numbers of courses taught.

4) Finals with a core of questions the same for each teacher need to be given to all students in the same discipline. The standard questions will cover those areas common to all the teachers in that subject.

Each teacher will also select questions appropriate to their areas of emphasis. These finals will be reviewed each semester and updated as needed. The biology teachers have written theirs. The chemistry teachers will have theirs in place by the first semester of 1996-97 year.

NOTES

SCIENCE DEPARTMENT STUDENT QUESTIONNAIRE

PURPOSE: THE MEMBERS OF THE SCIENCE DEPARTMENT WOULD LIKE YOUR INPUT SO THAT WE CAN IMPROVE OUR SERVICES TO OUR STUDENTS. THANK YOU FOR HELPING OUT. DO NOT WRITE ANY NAMES. THANKS AGAIN.

GRADE LEVEL_____SCIENCE CLASS_____

1. STRONGLY AGREE 2. AGREE 3. NO OPINION 4. DISAGREE
5. STRONGLY DISAGREE CIRCLE YOUR ANSWER. NO NAMES PLEASE

1. THE TEACHER PRESENTS A PROFESSIONAL APPEARANCE.	1 2 3 4 5
2. THE TEACHER IS KNOWLEDGEABLE ABOUT THE SUBJECT.	1 2 3 4 5
3. THE TEACHER MAKES THE ASSIGNMENTS CLEAR TO STUDENTS.	1 2 3 4 5
4. THE TEACHER EXPLAINS THE DIRECTIONS CLEARLY.	1 2 3 4 5
5. THE ASSIGNMENTS ARE INTERESTING AND CHALLENGING.	1 2 3 4 5
6. THE TEACHERS RETURNS THE GRADED ASSIGNMENTS WITHIN A REASONABLE LENGTH OF TIME.	1 2 3 4 5
7. THE TEACHER IS OBJECTIVE AND FAIR.	1 2 3 4 5
8. THE TEACHER APPEARS TO ENJOY AND LIKE TEACHING.	1 2 3 4 5
9. THE TEACHER IS ENTHUSIASTIC AND INTERESTED.	1 2 3 4 5
10. THE TEACHER SHOWS A TRUE REGARD FOR STUDENT NEEDS AND PERSONALITIES.	1 2 3 4 5
11. THE STUDENTS CAN EXPECT TO BE SUCCESSFUL IN THIS CLASS.	1 2 3 4 5
12. STUDENTS FEEL FREE TO TALK TO THE TEACHERS ABOUT PERSONAL OR OTHER TYPES OF PROBLEMS.	1 2 3 4 5
13. THE TEACHER SETS CLASSROOM STANDARDS AND APPLIES THEM FAIRLY AND EQUALLY TO ALL STUDENTS.	1 2 3 4 5
14. GRADING PRACTICES ARE FAIR AND UNDERSTOOD BY ALL.	1 2 3 4 5
15. TEACHER GIVES POSITIVE SUPPORT TO THE STUDENTS.	1 2 3 4 5
16. TEACHER USES A WIDE VARIETY OF TEACHING TECHNIQUES SUCH AS LECTURES, VIDEOS, DEMOS, LABS, GROUP WORK.	1 2 3 4 5
17. TEACHER STRESSES THE VALUE OF THE CLASS TO YOU AND YOU KNOW WHY YOU NEED TO TAKE THE SCIENCE CLASS.	1 2 3 4 5
18 TEACHER MAINTAINS A SAFE, CLEAN, ATTRACTIVE CLASSROOM OR LAB.	1 2 3 4 5
19. STUDENTS GENERALLY ARE AWARE OF THEIR PROGRESS.	1 2 3 4 5
20. TEACHER TRIES TO SHOW HOW THE SCIENCE COURSE RELATES TO LIFE AND TO OTHER SUBJECTS.	1 2 3 4 5

SOCIAL SCIENCE DEPARTMENT

SOCIAL SCIENCE DEPARTMENT

WASC 30643

SOCIAL SCIENCE DEPARTMENT



WASC 30644

SOCIAL SCIENCE DEPARTMENT

Virginia Stonebraker
Chairperson

Claudia Bernard

Gissella Castro

Hector Chavez

Reinhard Forster

Michael Gonzales

Andrew Herrera

Maria Manetta

Scott Mangrum

Mary Anne Nesalhous

Ed Nielsen

Joanne Rosso

WASC 30645

ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL
Social Science Department Report

NOTES

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

1. That the guidance staff and department develop a plan to appropriately place students with varying ability levels.

Written criteria for placement of students in social science classes has been submitted to the Guidance Center to assist in properly placing students of varying ability levels. Teachers recommend placement of students in social science classes for the following year. The department meets with guidance to facilitate the correct placement of students. Requirements, teacher recommendations, and the combination of levels (B/C) within subject areas are being used for correct placement.

The department is concerned about under enrollment of Latino students in AP courses and withdrawal from A-level classes (a-f UC required courses). An action plan to provide support and tutoring for this group was implemented in 1995. Tutoring will be provided by department mentor staff on a regularly scheduled basis.

2. That the department create more elective classes and update materials to meet the needs of all students and the state framework.

The Social Science Department has created more elective classes. Anthropology and Asian Studies are now offered in accordance with the state framework. Bilingual classes are offered in all subjects. Additional new courses developed are Multicultural Understanding, Comparative Government and Comparative Government AP since 1993.

New materials (maps, books, videos, computers and software) are now available for all levels. Subscriptions to USA *Today, Los Angeles Times,* and *Value Line* are furnished to supplement our textbooks.

3. That the department/school administration complete the development and implementation of the LEP/Chapter I Learning Lab to facilitate acquisition of language and social science content.

NOTES

A social science lab funded by Title I is available with resource materials to meet student needs. Each ESL/Bilingual/C-level class is regularly scheduled in the lab. Migrant Ed pays for tutoring students in this lab after school. When possible, a bilingual aide is available in ESL/Bilingual classes and the lab.

The social science lab is now available for all department students. Technology has been increased and updated for content and for the implementation of the School Technology Plan. Bilingual aides are in content area classes. A subscriptions to USA *Today* is furnished to supplement our textbooks.

4. That the school district/administration provide release time for inservices, curriculum, development, and conferences to effectively implement curriculum changes.

Release time and county and district inservices have been funded through SB 1882 and SB 1470 grants. All course outlines have been revised to meet state framework guidelines. Members of the department have been inserviced in bilingual education, cooperative learning, instructional strategies, LDS, CLAD, new standards of history, state drug education requirements, and use of technology.

In addition, release time has been provided for curriculum writing for new courses (i.e. Integrated Government/Economics), and creation of Pre/Post tests for SDAIE content courses. Members of the department also participate in government study programs (CloseUp, CloseUp New Americans, California CloseUp Program for Migrant Education, Youth in Government), and as readers for AP exams.

B. The department's assessment of the evidence for student learning through a review of the Student Outcomes section of the General Data and all additional appropriate student indicators of achievement and performance.

In assessing the department on the curricular objectives and the instructional practices used, we have looked at our results on standard tests, AP's, Golden State, grade distribution, university entrance data, student portfolios, group grades, examinations which use higher order thinking skills, hands on activities and participation in civic education programs.

NOTES

Students are involved in the following civic education programs: CloseUp Washington/Williamsburg, Special Focus Russia and its Former Republics, CloseUp Sacramento, CloseUp New Americans, and the 25th year of Youth in Government. In each program students have received outstanding recognition for their understanding of current issues (domestic and global), civil rights, and economic issues such as redesigning Welfare, Medicare and Social Security. In political assemblies and programs they have shown an understanding of the American political process, local community government and the importance of participation. In CloseUp New Americans, students are also required to perform community service. The department has long wanted to add community service as a requirement as part of developing civic responsibility, but it is prevented from doing so by the School Board because it would be an additional graduation requirement.

In our Comprehensive School Plan, our department has met its goals of improving scores of LEP students enrolled in Bilingual/ SDAIE and B classes in World History, U.S. History, American Government and Economics. A lab has been established to help meet the goals of the department matrix which includes geography, man's interaction with his environment, cultures and diffusion and the impact of various cultures on American society.

Students in all classes except SDAIE and Bilingual are given the Golden State Exam. For three years (1992-94) we have received highest honors, honors and school wide recognition in U.S. History. In 1993 Economics received highest honors, honors and schoolwide recognition for 103 out of 159 tested. The 1994 Economics tests were lost after being mailed. We are waiting for 1995 results for both tests.

Our students do well who attend the University of California and the State College system. Increasingly we have students who are

attending the universities of the East Coast. Our APs continue to show above a 50 percent pass rate and are usually in the high 70s.

NOTES

AP Government

	1990	1991	1992	1993	1994	1995
5	1	0	2	1	2	1
4	14	4	4	4	2	2
3	23	7	5	3	4	4
2	17	9	3	3	2	6
1	0	2	0	0	2	0
Totals	55	22	14	11	12	13

U.S. History

5	2	1	6	8	6	4
4	12	6	12	12	7	5
3	11	5	15	5	14	5
2	19	12	3	13	11	7
1	3	1	1	0	1	1
Totals	47	25	37	38	39	22

Enrollment in AP classes continues to decline as it does in all Social Science Department sections. We currently have Honors World History (one section) and one US History AP and one and one half sections of AP Government. Students will be taking Comparative Government AP for the first time.

Students have participated in Mock Trial competitions and placed second in the state in the Bicentennial Competition. Students have received scholarships from the San Gabriel Valley Lawyers Association every year during their law education program which is presented over a 5-week period in many of our American Government classes.

Grades given by the department are comparable to the other departments of the school and are validated by the universities and colleges.

A department survey given at random to students in all classes resulted in the following:

The department rates 75 percent in teaching about ethnic and cultural differences, giving interesting and challenging assignments, using group assignments, giving support and encouragement. The department rates 85 percent in free academic discussion, dealing with controversial issues and fair grading. Survey results reflect that an average of 85 percent of our students feel respect in social science classes. It also received 90 percent plus in feeling safe in the classroom, dealing with current events and the teacher's knowledge of content. Overall the department received a 70 percent approval rating from our students.

NOTES

Documentation is kept of all surveys, student group and individual curriculum accomplishments in the Social Science office.

C. Addressing the WASC Curricular Program Criterion including the following themes:

1. A summary of how the Social Science Department compares to this criterion with all themes addressed:

The Social Science Department provides courses of instruction consistent with the department's, the school's, and the district's philosophy, goals and objectives while meeting student needs, abilities and interests.

Using a thematic approach which interprets materials from geography, history, government and economics, the department matrix is used to develop an understanding and respect for individuals, cultures, democratic responsibilities and civic rights through the development of critical thinking skills and the use of technology. Each student is encouraged to be an agent of change.

Curriculum is aligned with the state framework. Staff development has provided teachers with multiple teaching processes (cooperative learning, Reader's Theater, simulations, role playing and the use of technology through the department's lab). Learning is evaluated through observation, student videos, Pre/Post tests, teacher/department generated tests, standardized tests, AP Exams and Golden State Exams.

Curriculum development is through content areas: World History, U.S. History, and Government/Economics. Staff members are encouraged to write new courses of study. These are evaluated by the whole department. Currently the staff is rewriting courses of study and completing the integration of B/C levels. Inservices are used to update materials and curriculum.

NOTES

The department is divided into three major content specific areas: World History, U.S. History, Government/Economics. During curriculum meetings, sharing of inservices, staff development, the department will often meet by subject areas. Teachers within these areas are often responsible for student projects, i.e. Youth in Government and the CloseUp New Americans community service program.

Instructional resources include texts, maps, atlases, computer software, current newspapers and periodicals, guests speakers (i.e. Chinese Lawyers Association), and student civic programs such as NEW AMERICANS.

Physical facilities are extended by the teacher's innovation: classrooms without walls, use of labs, on site visitations, and the use of graphics.

Career Education curriculum is done through guest speakers, interest surveys (COPS), representatives from higher education, and trade schools. Currently the department is part of the Tech Prep program.

Articulation with feeder schools takes place in May. Discussions are about the K-8 framework, our expectations, basic skills and shared problems.

2. The major strengths of the department are:

a. The diverse background of our staff members (academically, ethnically, linguistically), our nationalities, our teaching methodologies, and our belief in academic freedom are strengths.

b. The variety of courses offered by the department--Anthropology to Integrated Government/Economics, bilingual, SDAIE, or AP classes is a strength.

c. We offer a tutoring program for minority students--Latinos for a-f classes implemented in 1995-96.

NOTES

d. Staff members are involved in student activities: DATE, Peer Counseling, Conflict Resolution, Substance Abuse and Violence Prevention, CloseUp Washington D.C., Youth in Government, CloseUp California, CloseUp New Americans, coaching of cross country, independent studies, environmental student prevention and collaboration with Special Education teachers.

3. The major areas of improvement are:

a. The department's staff needs more advanced training in technology.

b. The department needs to continue to develop elective courses and options which meet the educational requirements appropriate for our student body.

c. The department needs to increase enrollment of Latinos in the a-f required courses, especially AP.

D. Comparing the departmental instructional program to the Social Science criterion.

1. A summary of how the department compares to this criterion with all themes addressed:

The Social Science Department of Mark Keppel High School provides opportunities for learning which challenge students' ability to think abstractly and analytically. In accordance with the framework, the program reflects a chronological, thematic, and in-depth study of historical events in a geographical setting.

The department presents an integrated curriculum with the humanities and other disciplines (such as English, Science and Tech Prep) to achieve correlation across subject areas.

The use of primary sources and literature enables students to relate to the lives, places and times of those people being studied.

The use of modern technology (databanks, laser disks, videos, interviews, historical witnesses, Martin Luther King Center, Amnesty International, etc.), provides for an in-depth study of turning points.

The use of guest speakers and school programs presents the experiences and effects of men and women of diverse racial, religious and ethnic groups. Different cultures and global interdependence are stressed and observed in special programs or showcase presentations. The importance of religion and philosophic systems is studied.

NOTES

The department's goals emphasize the rights and responsibilities of citizens in a democracy, commitment to human rights, responsibilities of citizenship, voting or volunteering in the community as well as school. The department stresses four student participation programs--CloseUp, CloseUp New Americans, Youth in Government with the city of Monterey Park and the Kiwanis and the San Gabriel Valley Lawyers' Association. Individual teachers also have special visitation programs such as the Mexican American Legal Defense Fund, the Constitutional Rights Foundation, the Daughters of the American Revolution, and other special guest speakers.

Various thinking strategies are used in helping students define and clarify problems, judge information, solve problems and draw conclusions. Students engage in writing, cooperative learning, debates, simulations and dramatizations. Primary sources are used to give an accurate portrayal of the times, events and issues.

Goals of the Curriculum--The Department and School goals incorporate: (1) knowledge and cultural understanding (2) democratic principles and civic values, and (3) academic and social skills necessary for effective participation in our society and the world. We strive to make our students agents of change.

The department is aligned with the framework. We have Anthropology as an elective for the 9th grade. In the 10th grade World History teaches the foundations of religions, cultures, laws, literature, and major political concepts. In 11th grade in US History, we teach the basic fundamentals of democracy, ethnic cultures and social/political issues of our past. In 12th grade, American Government stresses the importance of being a participating citizen in a democracy with an understanding of civil rights, and Economics teaches all seniors an understanding of individual roles in the economy, the importance of consumer

rights and how free enterprise system works. Teachers in the 10th grade work with the English Department in the Tech Prep program. In the 11th grade there is an U.S. History/American Literature Core Block, and U.S. History SDAIE and ESL Advanced Language block. There is a full bilingual Spanish strand which receives a-f credit. Collaboration exists with the resource specialists in the Special Education Department with individual teachers depending upon enrollment. Electives like Asian Studies and Psychology are offered. Career education is emphasized in all content areas.

NOTES

In History content classes emphasis is placed on major issues or ideas, and students access their meaning and discuss long-term trends. U.S. History and American Government/Economics students are aware of the importance of the Constitution and civic literacy. They are encouraged to participate, to become citizens, to vote and to participate in community activities. Through study, these students understand other forms of government, economic systems, and the United States' role in the global community.

There is a systematic, on-going assessment through Pre/Post testing, use of appropriate materials, and teaching strategies. Evaluation activities include a broad range of areas, such as writing, debate, problem solving, surveys, and peer review. All U.S. History students take the Golden State Exam in U.S. History. All American Government/Economic classes take the Golden State Economics Test. Special needs students are helped through primary language aides, peer tutoring, and a department tutoring program.

The Department is encouraged to use time to create department pre/post tests, develop skill in use of databases, meet with integrated teaching partners for core instructional programs and attend inservices in how to implement new instructional practices. Department meetings are used to design and develop new instructional programs, and the use of new technology. Materials are selected which meet framework and special needs of the students. This may include primary language dictionaries, Constitutions in primary languages, bilingual databases, etc.

The library has been an important support in providing whatever we have requested for research, use of on-line technology and teacher directed assignments. Often primary language documents and research materials are available. We feel that our library is part of our department's instructional program.

NOTES

The resources of the Career Center are also used to provide information and testing for further education or careers.

In the classroom, the department uses discussion, debate, role playing, literature, dance, drama, language skills, mathematical skills, scientific research, long range projects, primary sources, databases and telecommunications.

Students are active in programs which model civic responsibility in local, state and national government. (i.e., Youth in Government CloseUp and CloseUp New Americans.) These programs use community resources like the city government, state government, school board, and local civic clubs.

Cultural events such as visits by German Marshal Fund teachers, working with exchange students from the CIS, and the Lunar New Year are used to foster greater cultural understanding.

Controversial issues such as Prop 187 are explored and discussed. In the 12th grade students produce research papers on current issues or economic importance of other countries to the United States.

Students are representatives on the Human Resource Commission in Monterey Park, on the School Board, and visit city council and school board meetings.

2. The major strengths of the department are:

a. The department has provided for content classes to meet the different learning and language abilities of our students, i.e. Bilingual and SDAIE classes as well as collaboration model with Special Education.

b. The Social Science lab and its resources have been created to provide for EIA/LEP students access to core curriculum.

c. The staff members are knowledgeable in subject content and teaching methods.

d. Staff members are active as club advisers and in civic student participation organizations.

NOTES

3. The major areas for improvement are:

a. We need to continue to develop alternative classes which meet graduation requirements.

b. We need to continue to work on bilingual resources for students.

E. Comparing the departmental instructional program to the Instructional Practices/ Integrated Skills Criteria.

1. A summary of how the Social Science Department compares to this criterion with all themes addressed:

Lessons are designed to promote student learning, to synthesize new knowledge, to express themselves orally and in writing. Pace, language and style are adjusted to students of every ability. Students understand the purpose of their assignment and what is expected of them. Teachers and bilingual aides use a wide variety of teaching methods. Release time for staff development, utilization of technology conferences and inter-departmental collaboration is provided by the administration.

Guided language development activities are used for the limited-English student. Student centered class discussions are used to help students identify the major issues, ideas and events. All students are encouraged to participate. Students are cued or questions are asked on the appropriate level. Classtime is used for interaction between teachers and students not for homework. Time management is important. Students do not have to wait for instructions for clarification. The department uses its lab to facilitate learning. Students are encouraged to act as peer tutors and they are taught to analyze, synthesize, and evaluate what they are learning.

Grading policies and standards are known to students and parents. Teachers are knowledgeable of the subject. Individuals and

groups are encouraged to do in-depth studies. Students can work with new content independently and are able to transfer new content to other subject areas. Students are able to move into more demanding classes and curriculum. Students receive instruction in use of the library and technology. Students become lifelong learners through the adoption of skills.

NOTES

Specific skills:--Reading: decoding, comprehension, interpretation and learning through use of newspapers, textbooks, primary sources, and notetaking, and cartoons.

Writing: correct usage and spelling through essays, tests, individual or group reports, clustering, opinion reporting, rough drafts and research papers.

Speaking: communicate one-on-one, small and large groups, public speaking through Youth in Government, oral presentations, mock trials, interviews, committee bill hearings, drug education simulations and political debates.

Listening: understanding of both content and emotional meaning of language through note taking, oral questions, guest speakers lectures, group presentations (sports, mock trials) and pop quizzes

Calculating: use of charts, taxes, supply and demand trends, stock market, graphs, time, multiplier effect of money, scale and distance for maps.

Thinking critically: use of all skills (open-ended questions, graphic organizers, problem solving, graphing, charts and resolution,) cultural presentations, court analysis, infer consequences, controversial issues, compare, contrast, evaluation of major problems or current issues.

2. The major strengths of the department are:

a. The teachers in the department from various cultures and ethnic backgrounds are primary sources of accurate cultural information for the student's understanding.

b. Teachers use a variety of methods to promote student comprehension.

c. The use of community resources allows our students to participate in the community and in the practical application of civic literacy.

NOTES

3. The major areas for improvement are:

a. We need to increase parental understanding of the Social Science department's goals and the criteria of the department.

b. The department needs to continue the development of translation of primary sources for help with our one-to-one tutoring and to provide common ground for respect and for communication.

F. Comparing the Departmental Instructional Program to the Special Needs criterion:

1. A summary of how the department compares to this criterion with all themes addressed:

LEP students are provided with bilingual aides in content classes, dictionaries, translated documents, and bilingual software. Each student is assigned on a regularly scheduled basis to use the Department lab where computer skills, reading, critical thinking and map skills are emphasized. The Social Science Department matrix is followed to develop these skills. Hands-on activities are designed for students. Core instruction is supplemented by appropriate materials. Grouping is used for the development of higher thinking learning skills.

Standardized Pre/Post tests are given to assess students' needs and growth. The department supports a full bilingual Spanish program which meets the a-f requirements for the University of California. In order to insure the needs of the underrepresented minority in the a-f program, a special tutoring program has been established by the department during the school year 1995/96.

Gifted and talented students are challenged in AP and Honors classes. Equity and access are provided to all content area classes. Higher level conceptual skills in primary language are used. RSP students are in all content area classes and teachers work in

collaboration with Resource Specialists on an individual or group in full immersion.

NOTES

Access to the Tech Prep program, COPS survey, ASVAB and special career programs (i.e., Chinese Lawyers Association) is provided to all students.

Mentorship is provided by individual staff members. Information on historical role models and access to non-traditional careers are provided through content area classes, and community resources Breaking of barriers, open access based on specific student ambitions and needs through collaboration with Guidance and district support are part of the department's program.

2. The major strengths of the department are:

a. Staff members are bilingual or have specialized credentials or certificates to teach our special needs students.

b. There exists a variety of teaching materials and techniques which are appropriate for our students special needs. There are bilingual, SDAIE, AP and Honors classes to meet special needs.

c. There exists a departmental tutoring program to help the underrepresented minority in maintaining participation in the a-f program.

2. The major areas for improvement are:

a. The department needs to develop other bilingual community resources.

b. There needs to be more increased enrollment and maintenance of the under represented minority in department a-f, honors and AP classes through working with guidance and other curriculum departments.

G. Initiating an Action Plan:

1. Among the strengths listed in C-F above, the greatest strengths are:

a. The diverse backgrounds of the department members, the use of many teaching methodologies, and the individual department members involvement in student-centered activities outside the classroom are strengths.

b. The department has the ability to use community resources in providing living workshops of social and political problems. The growth of the Youth in Government program which uses city and district resources for career education as well as development of civic responsibility is a strength.

c. The new department tutoring program for the underrepresented minority in a-f requirements is a strength.

NOTES

2. Among the areas for improvement listed in C-F above, the greatest priority areas for improvement are:

a. The department needs to continue development and training of use of new software and technology as it applies to each content area.

b. The department needs to increase our parent participation and awareness of the importance of the social sciences.

c. The department needs to continue to look for alternative classes which meet graduation requirements.

d. The department needs to continue to increase enrollment of the underrepresented minority in the a-f requirements.

3. A step-by-step Action Plan for addressing each of these priority areas for improvement:

a. The department needs to continue development of new software and technology as it applies to each content area.

1) By January 1996 and inservice will be provided to all department teachers in the use of Timeliner and Microsoft Works (database).

2) By January 1996 a team of three teachers will be inserviced by the county on software for American History--U.S. History and Multimedia.

3) By June 1996, the Teacher on Special Assignment will work with the department chair in development and implementation of media use in-social science classrooms.

4) By May of each year, staff members will attend the Computer Using Educators (CUE) conference to continue to develop technological skills and applications.

NOTES

b. The department needs to increase our parent participation and awareness of the importance of the social sciences.

1) By January 1996, the department chair will meet with all elementary feeder school teachers to discuss our goals for students.

2) By spring of 1996, staff members will participate in spring enrollment activities for incoming freshmen.

3) By spring of 1997, brochures will be developed with translation for our major language groups for each content area: World History--spring 1996; U.S. History--fall 1996; American Government--Spring 1997. All content area teachers will help with the brochures.

c. The department needs to continue to look for alternative classes which meet graduation requirements.

1) During the summer of 1997, World History teachers will develop a course that focuses on four major cultural groups: Asian, Latino, European and African. This will be an alternative to World History. Each major cultural group will be representative of the state framework's requirement for understanding of different cultures, religions, political, social and ethnical differences and similarities.

2) During the summer of 1997, U.S. History teachers will create a course which will stress the contributions of the above cited major cultural groups.

3) During the summer of 1997, Government/ Economics teachers will adapt the Comparative Government curriculum to emphasize these four major cultural groups

d. The department needs to continue to increase enrollment of the underrepresented minority in the a-f requirements.

1) In September of 1996, teachers will meet with guidance personnel to select those 9th grade students who will need tutoring.

NOTES

2) By September of 1996, a translated letter will be sent home notifying parents of the program and why it is essential for their son or daughter.

3) By September 1996, teachers will meet with selected students and each will be assigned a mentor contact.

4) By October 1996, study skills will be incorporated into the curriculum.

5) By October 1996 tutoring will be scheduled regularly to meet the needs of students.

6) Student's request for removal from a-f classes will require a meeting with counselor, parent, student and mentor.

7) The student will be provided with this "mentoring" program during his/her four years of high school.

8) Each student will make a 4-year education plan in the freshman year. A file will be kept in the Social Science lab with all student information and survey results.

9) Career information and testing will be done through the Career Center.

WASC 30662

SPECIAL EDUCATION DEPARTMENT

SPECIAL EDUCATION DEPARTMENT



WASC 30664

SPECIAL EDUCATION DEPARTMENT

Beverly Lieswald
Chairperson

Karen Blair
Adaptive PE

Katherine Clayton

Dorothy Shipherd

Phyllis Valentino

Debra Martin
Speech/Language Pathologist

ALHAMBRA SCHOOL DISTRICT

NOTES

MARK KEPPEL HIGH SCHOOL
Special Education Department Report

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

The Committee Recommends:

1. That the department work with ESL teachers and academic departments to acquire or develop translations of core curriculum vocabulary into the students' primary languages.

Since 1993-94 there have been changes in Instructional Aides presently employed in Special Education. A Chinese speaking aide will be provided when Chinese students need it. We continue the use of Spanish, Chinese, and Vietnamese dictionaries for the translation of core curriculum vocabulary. We also still use peer tutors where appropriate. The District Bilingual and Special Education Departments met to discuss issues regarding special education students in ESL. As a result of the meeting, an inservice has been planned for the school year 1995-96 where ESL teachers will receive inservice in modification and assessment. In addition, Special Education teachers will receive instructions on sheltered English.

2. That the department and Career Education staff find ways to enhance the career/vocational instruction provided in special education classes.

The Career Education Department and Guidance Center provide to the Special Education students equal access to all career/ vocational activities and instruction given to all regular mainstreamed students. The SDC class takes their students to the Career Center for orientation to materials and to listen to speakers. Some RSP students visit the Career Center to hear guest speakers. The activities and instruction are modified according to the special education student's skill level and learning disability. Students in the Workability and TPP programs are given training

and visit the Career Center on a regular basis.

NOTES

3. That the department participate in staff development activities designed to improve skills in the following areas: direct instruction of students with learning disabilities and delivery of science instruction.

A writing skills course for the learning handicapped was created and piloted during the 1990-91 school year. Assignments were modified as necessary.

The RSP science teacher has been able to share the lab equipment and supplies of the regular science teachers, thus providing more hands-on science activities. The science teacher obtained a Chinese dictionary and a Spanish dictionary to assist speakers of other languages in the RSP science program. The RSP science teacher used safety films such as those used in ESL classes.

The RSP science teacher attended some workshops and also met with her counterparts from several other school districts. It was determined that the program at Mark Keppel is similar to the other RSP science classes with the exception that the MKHS program involves greater cooperative exchange of supplies and equipment from the regular science labs.

For the 1994-95 school year, the RSP science teacher attended three inservices with the regular science teachers. She continues to have great support and cooperation from the Science Department with the exchange of supplies and equipment.

All three RSP teachers attended the California Association of Resource Specialists conference on February 23 & 24, 1995, to keep abreast of the newest strategies and techniques to better serve the learning disabilities students.

B. The department's assessment of the evidence for student learning through a review of the Student Outcomes section of the General Data and all additional appropriate student indicators of achievement and performance.

Once a year the student's progress is informally assessed through

their Individualized Education Plan. This process is used to determine if the student has met, partially met, or not met the goals and objectives developed by the IEP team.

NOTES

In the schoolwide survey, the majority of the special education students indicated that their classes were excellent or good. They appeared to be satisfied and felt that they were getting the services they needed from their classes.

According to the English component review, indications were that the RSP students in 1/2-C had gained on an average of +8.0 NCE's in reading comprehension and lost -3.0 National Curve Equivalency in total language as measured by the CTBS.

C. Addressing the WASC Curricular Program Criterion including the following themes:

1. A summary of how the Special Education Department compares to this criterion with all themes addressed:

The overall curricular program--The Special Education Department follows the same courses of study that are used in the core curriculum classes. The Curriculum is aligned with the District adopted goals and objectives. The core curriculum is modified and adapted to meet the needs of each Special Education student. Some adaptations may include modified texts, extra time for discussion of the lesson, using work as a class assignment rather than homework, giving extra time to complete the assignment, hands-on experiences and breaking down the information into comprehensible units. The department provides the least restrictive environment for each student, ranging from the Special Day Class to the optimum target of mainstreaming these students. Every effort is made to place the students in the appropriate class setting and with the appropriate teachers.

Curriculum alignment--Instructional objectives are developed to sequentially present the main concepts of the core curriculum at the students level. The curriculum may be adapted and/or modified to meet the individual needs of the students. The curriculum is presented in a variety of ways using all modalities including visual, auditory, tactile and/or kinesthetic. Teaching

techniques try to address as many of these learning modalities in each lesson as is possible.

NOTES

Evaluation of learning is done with both formal and informal assessment. Evaluations for IEP's reflect formal testing, informal assessment, and classroom observation and performance. Evaluation in the regular or Special Education classroom is done through many different methods, including, but not limited to tests, quizzes, homework, group projects or presentations, classwork, student feedback, observation of peer interactions, and discussions.

Curriculum development, evaluation, and revision--Core curriculum is modified to meet the needs and abilities of the special education students. When there is a need to offer a class that will only be available in the Special Education Department the new curriculum is developed by teacher(s), and the department head. A course outline is drawn up and is then reviewed by the Assistant Principal of Curriculum for suggestions and revisions. It is then reviewed by the teachers and department head. If the outline is agreed upon, it is then submitted to the District Curriculum Office for approval. Existing curriculum is continually being reviewed and updated.

The organizational structure--Our Special Education Department includes one Special Day Class teacher and three Resource Specialists. The support staff includes the school psychologist, school nurse, a speech therapist, deaf and hard of hearing itinerant teacher, orthopedic handicapped itinerant teacher, and an adaptive physical education specialist on a regular basis with additional support services such as the audiologist in the district. There are also guidance personnel such as deans, counselors, and instructional aides. Most of the classes are departmentalized for the purpose of efficient instruction to the students. The department works as a team on matters such as collaboration, developing Individual Educational Plans, scheduling, counseling, and checking the progress of the students.

Instructional resources--The Special Education Department has an instructional supplies material account and a supplementary

books account. The department is able to use textbooks from the regular core curriculum classes. There is media equipment in the library that is available to be checked out. The Science Department allows us to use some of their equipment. Our department has some film projectors, computers, TV's, VCR's, and overhead projectors. When there is space available, we are able to take the students to the math or ESL computer labs. Field trips are not funded unless the cost is borne by the departments instructional supply account.

NOTES

Physical facilities--The Special Education Department is spread out over our campus and thus it inhibits good communication between the staff members. Three of our classrooms are a distance from bathroom facilities. It is difficult to get water for drinking or to use in our classrooms. Classroom desks, chairs, and tables need to be replaced. There is concern about falling ceiling tiles in one classroom. We do not have a Special Education office so staff and support staff needing to work with students must do so in the back corner of the classroom. One of our rooms is very small. Some of our equipment is outdated and needs to be replaced.

Career education--It is now mandated that all Special Education students must have vocational and transitional planning as a part of their education, once they reach 14 years of age. Each student having an IEP must also have an ITP (Individual Transition Plan) showing transition goals. The workability program, ROP (Regional Occupational Program), TPP, Transitional Partners Program, the teacher and the Career Center are all utilized to facilitate this transition. Vocational and personal life skills activities are incorporated throughout the Special Education Department. The mainstreamed students receive these skills from their English classes going to or being visited by the Career Center personnel.

Articulation--The Special Education department head goes to the feeder school and explains the various scheduling options and helps students select appropriate classes. Department heads from the high schools meet on a monthly schedule to discuss relevant issues, such as curriculum, scheduling, organizational structure, budget, district issues and department needs. Some students are taken on a field trip to Pasadena City College to see what is available to them upon graduation and to become familiar with the

campus and the services that would be available for them, such as the Disabled Student Services. The Workability and TPP programs work with the students on planning their educational and vocational options.

NOTES

2. The major strengths of the department are:

a. There is a strong certificated staff that provides an individualized program for each student, provides an environment that is designed to meet the needs of the student, and assists the student so he or she can achieve the goals and objectives on the IEP and graduate.

b. The Special Education classrooms provide a secure nurturing place for students in which the staff work as a source of comfort, support and encouragement for the students.

c. The curriculum is designed to align as closely as possible with the core curriculum.

d. The use of the Collaboration model with the Social Studies, Math and Science Departments has been successful with the majority of the students passing their classes.

e. The number of students that are being mainstreamed into the regular core curriculum classes is a strength.

f. The number of students from the SDC classes that are involved in vocational classes where they are working on independent living skills is a strength.

g. There is a variety of methods and techniques of teaching being used to meet the preferred learning modality of the students.

3. The major areas for improvement are:

a. Space is needed for the staff and support staff to work with individuals or small groups in testing, assessment, planning programs and practicing interviews.

b. We need to provide more lessons and or opportunities for students to use the computer in the classroom to do their assignments and to enhance their computer knowledge.

c. There is a need to involve more teachers and departments in the collaboration model of teaching.

D. Comparing the departmental instructional program to the Special Education criterion.

NOTES

1. A summary of how the Special Education Department compares to this criterion with all themes addressed:

In each of the core curriculum areas we try to follow the course of study within each area modifying as needed for instruction in the special education classes. Incorporated into these classes are daily reading and writing activities. A large majority of our students are mainstreamed, and many of the mainstreamed students receive services through our collaboration program.

English Language Arts:--Written language skills are stressed daily, and writing is taught in a variety of ways such as writing paragraphs, journals, letters, filling out applications and answering comprehension questions. Students read daily using material such as novels, plays, short stories, biographies, and magazines. Instruction is given individually, in small groups, or large groups depending on the type of lesson being presented.

Mathematics:--The main objective of instruction in Math is to develop an understanding of numbers and how this understanding can be applied to real-life situations. The basic functions that are taught are addition, subtraction, multiplication, division, decimals, fractions and percentages. Money measurement and time are also included with the stress of these classes being based on Life Skills.

Science:--The primary objective for the Life/Physical Science program is to develop scientific literacy and understanding for the Special Education students. Concepts are taught in concrete language at the appropriate reading level. Applying these concepts and how they affect daily life are stressed during the whole course. Hands-on experiments are used to develop an understanding of the scientific process.

Health and Safety:--The focus of this curriculum is literacy of the subject matter. Students learn how their bodies work, fundamental concepts of health and safety and how they relate to daily life. The rules and regulations of safe, defensive driving are stressed.

The students have the opportunity to receive their pink slip needed to get their learner's permit.

NOTES

Social Studies:--The focus of the Social Studies curriculum is knowledge and cultural understanding of history and government. Students work on skill attainment and social participation which includes individual and group work, reports, notetaking, and comprehension skills.

Speech:--The goal of this curriculum is to expose the student to different types of communication and to help them develop personal communication skills. These include writing and giving oral reports.

Computer Instruction:--The computer curriculum provides an opportunity for students to develop keyboarding skills and become proficient in operating the computer. They are then able to use a word processing program and to print their own work.

2. The major strengths of the Special Education Department are:

a. Special Education teachers provide students with the same curriculum expected of students in the various disciplines.

b. A wide variety of concepts are used in an effort to reinforce learning and to help develop the students' thought processes.

c. The staff is competent in the ways they respond to the instructional needs of the Special Education students, both in the Special Education classroom as well as in the collaborative setting.

3. The major areas for improvement are:

a. The Special Education staff needs to communicate on a regular basis with parents emphasizing when a student has shown improvement in even a small degree.

b. Staff development of the new core curriculum courses is needed in integrated math and Applied Communications (Speech).

E. Comparing the departmental instructional program to the Instructional Practices/Integrated Skills criteria:

NOTES

1. A summary of how the department compares against this criterion with all themes addressed:

The Special Education teachers all have extensive training and experience. The teachers are members of a number of professional organizations, such as CARS (California Association of Resource Specialists), ASCD (Association for Supervision and Curriculum Development), and Phi Delta Kappa. The Staff is enthusiastic, patient, knowledgeable, considerate, and skilled in individualizing materials.

The purpose of the Special Education Department is to expose the students to as much of the core curriculum as possible and to assist the students in an active learning process. Special Education teachers meet with the collaboration teachers to discuss ways to modify tests, lessons, and materials, We also advise them on behavior techniques/strategies, cooperative learning groups, and how to use peer tutoring. The Special Education teacher may team teach, pull students out, work in small groups and reinforce the lesson. Transition into mainstreamed classes is accomplished through collaborative efforts. Appropriate social skills and adaptive behaviors are developed through positive reinforcement, guidance, and counseling.

Lessons are individualized when needed based upon the various learning modalities of our special education students. Lessons are presented through various methods such as small groups, large groups, or individualized instruction using such techniques as peer tutoring, films, hands-on, etc. The skills of reading, writing, speaking thinking, calculating, and communication are integrated into the curriculum. Some students are challenged to increase their knowledge and extend their proficiency levels by taking advantage of resources such as the library, career center, and the use of computers.

Students are encouraged to participate in class discussions. Discussions are given so that students at all levels will be able to participate. Time is given to allow students time to answer the

questions. Teachers respond in an affirming, accepting and encouraging way. Students are assessed individually based on their own abilities, skills and progress.

NOTES

Behavior and classroom expectations are clearly defined and the students are aware of their responsibilities for behavior, classwork and extra credit work.

Students with learning disabilities are constantly in need of directions and clarifications for each activity that they are attempting. Teachers provide verbal as well as nonverbal positive reinforcements to encourage the learning activity of the students.

2. The major strengths of the department are:

a. Students are helped to develop a positive self-image and self-esteem because the teachers provide a successful school experience.

b. Students are encouraged to utilize their reading and writing skills.

c. Materials are modified and presented at the student's appropriate level to provide them with success.

3. The major areas of improvement are:

a. Staff development and release time is needed to visit other sites for instructional strategies and/or new creative program techniques.

b. Additional technology is needed by the Special Education staff so they can provide more meaningful and interactive learning experiences.

F. Comparing the Departmental Instructional Program to the Special Needs criterion:

1. A summary of how the Special Education Department compares to this criterion with all themes addressed:

Special services received by the students support their acquisition of the core curriculum to the extent of their abilities. Students are encouraged to make career choices and start planning for a career.

Special services help students complete and learn from the assigned work of the regular curriculum, rather than displacing the regular curriculum. Beyond the core curriculum, Special Education students have access to vocational and college preparatory programs that are available to other students.

NOTES

Material, assignments, and methods are modified to be appropriate for the special needs students. Differential proficiency standards are developed based on the abilities and needs of the student.

Materials intended to build upon and extend the students' skills and knowledge include textbooks, audio/visual materials, computer programs, magazines, and other teacher supplements.

The assignments and lessons are intended to help students use creativity and to start developing critical thinking skills in analyzing, inquiring, problem solving, estimating and evaluating to the best of their abilities.

Methods of implementing instructions include small group discussions, general class discussions, teacher/student, aide/pupil, peer tutoring, hands-on activities, and manipulatives. Critical thinking skills in analyzing, inquiring, problem solving, estimating, and other methods. Lectures are also part of the instruction and may include outlining. Collaboration in regular classrooms, cooperative learning activities, and teaching learning strategies will be useful in a mainstreamed setting.

Some additional strategies that are given to the students involve the development of other skills that are necessary for successful learning. Some of these strategies are time management skills, organizational techniques, test taking techniques, and goal setting.

Support is given to help the Special Education students deal with social and emotional problems, such as peer pressure, poor self-esteem, family problems, and decision making. Many of these problems prevent the student from reaching their potential. Referrals are made to trained school personnel, self-help groups, peer counseling groups, and the drug and alcohol programs.

2. The major strengths of the department are:

NOTES

a. Regular teachers are assisted with Special Education students as needed by consultation, collaboration, or aide support.

b. Speech services, personal counseling referrals, and adaptive physical education are available for the students.

c. Service and resources such as Workability, TPP and the Career Center are available to provide students with ideas for their vocational choices and help them form a plan and prepare to reach their goals.

d. Students are assisted in pursuing vocational training and college after high school graduation.

e. Students are encouraged and assisted in utilizing independent transportation such as the RTD.

f. Every effort is made to provide the Least Restrictive Environment to meet the educational needs of every student through mainstreaming, collaboration, support personnel in regular classes and ESL.

3. The major areas for improvement are:

a. Staff development in the core curriculum classes such as the integrated math class and the applied communication (speech) classes.

b. A separate area for the administration of tests relating to Special Education is needed to ensure privacy, concentration and accurate results.

G. Initiating an Action Plan:

1. Among the strengths listed in C-F above, the greatest strengths are:

a. The Special Education classrooms provide a secure nurturing place for students. The staff works as a source of comfort, support, and encouragement for the students.

b. A wide variety of concepts are used in an effort to reinforce learning and to help develop the students' thought processes.

c. The staff is competent in the ways they respond to the instructional needs of the Special Education students both in the

Special Education classroom as well as in the collaborative setting.

NOTES

d. Students are helped to develop a positive self-image and self-esteem because the teachers provide a successful school experience.

2. Among the areas for improvement listed in C-F above, the greatest priority areas for improvement (2-4) are:

a. Teachers should provide more lessons and/or opportunities for students to use the computer in the classroom in order to do their assignments and to enhance their computer knowledge.

b. Staff development and release time to visit other sites for new instructional strategies and /or new creative program techniques.

3. A step-by-step Action Plan for addressing each of these priority areas for improvement.

a. Teachers should provide more lessons and/or opportunities for students to use the computer in the classroom in order to do their assignments and to enhance their computer knowledge.

1) Goal: Teacher training and education in instructional technology will be provided for use in the Special Education classroom in order to provide more lessons and/or opportunities for students to use the computer.

2) Persons Responsible: Special Education teachers and/or instructional aides will attend computer training through District and/or professional computer training centers.

3) Timeline: By June 1996 we will contact people and/or centers about costs and places of training.

4) Timeline: By June 1997 we will have started teachers and/or instructional aides with training.

5) Resources: Includes District and instructional technology specialists.

6) To be measured by: Records of training and instructions at the end of each timeline.

NOTES

b. Staff development and release time to visit other sites for new instructional strategies and/or new creative program techniques.

1) Goal: To acquire new instructional strategies and techniques by visiting other school sites, attending conferences, and/or teacher training and supply facilities.

2) Persons Responsible: Special Education teacher and/or instructional aides will attend conferences, and/or visit other sites.

3) Timeline: By June 1996 some Special Education teachers will have attended one conference.

4) Timeline: By June 1996 the Special Education staff will investigate school sites, other teacher training and supply facilities to visit.

5) Resources: Includes school sites, supply / material facilities, universities, country offices and the SELPA.

6) To be measured by: Records of conference attendance and visitations to other sites at the end of the timeline.

VISUAL AND PERFORMING ARTS DEPARTMENT

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WASC 30680

VISUAL / PERFORMING ARTS





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VISUAL AND PERFORMING ARTS DEPARTMENT

Patrick Reis
Chairperson

Tony Azeltine
Music

Irene Heredia
Dance

Margaret Kochinas
Folklorico

Maria Manetta
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Drama

Joan Scharf
Art

James Schofield
Communications

Randall Walters
Music

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ALHAMBRA SCHOOL DISTRICT

MARK KEPPEL HIGH SCHOOL
Visual and Performing Arts Department Report

NOTES

A. A narrative response to each recommendation of the previous WASC Visiting Committee Report.

ART DEPARTMENT

The Committee Recommends:

1. That the administration review the number of fine arts classes being offered to determine if student requests are being met.

The Administration has reviewed the number of Fine Arts classes offered and as a result has added a sixth period Art class to accommodate the needs of the students. It would be unreasonable at this point in time to add additional classes because of a general reduction in school enrollment and existing school budget constraints affecting staff size and materials budget.

2. That the district and school administration review the adequacy of funding for the facilities and equipment needs of the department.

There is an on-going review of the facilities and equipment needs of the visual arts program, but there is a lack of ability to fulfill these needs based upon the financial constraints of the school and district.

COMMUNICATIONS DEPARTMENT

1. That the department develop plans to address inservice needs which are unique to the various course offerings within the department.

Department members are requested to submit activities or events that may be beneficial to their professional growth. The department chair requests funding and/or release time for inservice

work. Inservice training in computer graphics and animation has occurred, but requested inservices in stagecraft and debate were not held due to the lack of local expertise and access. Inservice training in the Tech Prep program, "Applied Communications," over the last two years has resulted in a change in the curriculum for "Speech" for the 1994-95 school year.

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2. That consideration be given to reinstate the Broadcast Speech and AdvancedMedia courses which will provide advanced communication skill development.

Broadcast Speech and Advanced Media have been taught in the 1990-95 school years.

3. That the department establish a speech offering for limited-English-proficient students as an alternative to the required one semester class.

A one-year class was offered in 1991-92 but did not receive sufficient enrollment. The department concluded that sufficient enrollment could only be attained if the class were changed to a semester class. Insufficient enrollment cancelled "Basic Communication" in 1993-94. "Speech- SDAIE" was instituted in 1994-95. This one-semester course fulfills the speech requirement. "Speech-SDAIE" is offered back to back with "Health and Safety -SDAIE." It is designed for limited-English proficient students with an emphasis on oral skill refinement.

MUSIC DEPARTMENT

1. That the administration review the number of fine arts classes being offered to determine if student requests are being met.

The reduction of the total number of music classes offered has continued. The number of student requests has diminished due to several factors; the elimination of the fine arts requirement for all students, the reduction of the total number of electives a student may have within his/her 4-year program, the elimination or reduction of the elementary school music programs, and the

elimination of the third music teacher, which had allowed for a more complete music curriculum including guitar, orchestra, intermediate choir, or band. If these factors were to change in a positive direction, enrollment in the music program would justify the need for additional classes and staff.

NOTES

The administration has continued to allow the Music Department full freedom and has supported the music program by reviewing and implementing all department requests within the current financial restraints.

The Guidance Center continually tries to get students into the existing program, while the department continually reviews course offerings and descriptions to ascertain student relevance.

2. That the district and school administration review the adequacy of funding for the facilities and equipment needs of the department.

The Music Department is in need of many improvements in equipment and facilities. The facilities currently in use were intended to be temporary facilities only. However, no improvements have been made since their establishment three decades ago. These facilities lack the size, flexibility, accessibility, acoustics, storage, security, and aesthetics necessary to educate young musicians.

The most serious concern is the lack of acoustical adequacy, which may damage the hearing of faculty and students. Also, without the existence of practice rooms, students are forced to practice outdoors in varying weather conditions, which also creates a nuisance for nearby classes and offices.

The Music Department, shifting towards a performance-based curriculum in all music classes, has requested additional funds for keyboards and other miscellaneous equipment. The department must also be provided with equipment that promotes the use of technology by the staff and students. This includes equipment such as computers, sequencers, MIDI synthesizers, and appropriate software.

The music staff is continually reviewing and revising curriculum to bring it closer to state mandates, within the context of the district arts program overall. Ability to meet state framework completely is impossible without a comprehensive grammar school music program feeding into the school. Also, low funding and subsequent scheduling limitations do not allow implementation of certain curriculum demands.

NOTES

3. That the music staff review the existing curriculum as it relates to the *Model Curriculum Standards for Secondary Education* to determine what revisions and alignments should be considered.

In comparing the existing curriculum with the *Model Curriculum Standards,* we found that the goals and major components were generally consistent. Some areas of adjustment and alignment included the following: the addition of inter-disciplinary lessons; the addition of intra-disciplinary lessons with the art department; a renewed emphasis on student self-evaluation, aesthetic valuing, and creative expression in all music courses; and more emphasis on historical and cultural study through the use of music literature and program/repertoire development.

The music staff is continually reviewing and revising curriculum to bring it closer to state mandates, within the context of the district arts program overall. Ability to meet state framework completely is impossible without a comprehensive grammar school music program feeding into the school. Also, low funding and subsequent scheduling limitations do not allow implementation of certain curriculum demands.

The framework regarding writing in the classroom is currently being implemented in the form of written artistic analysis, written reports, music video screenplays, and semester portfolios.

It is felt by the department that the state framework cannot be fully implemented without the following:

A written declaration in district goals that the fine arts will be a priority, and a concerted effort will be made to revive and firmly establish the arts within the district, allowing students to choose

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any of the arts as a viable career option. Corollary to this statement will be the full establishment of a curriculum designed to provide the student with training that will allow him or her to be fully competitive with the rest of the nation.

NOTES

Proper funding, sufficient to impact the department in the areas of technology, music literature, and class materials, in addition to normal departmental maintenance.

B. The department's assessment of the evidence for student learning through a review of the Student Outcomes section of the General Data and all additional appropriate student indicators of achievement and performance.

In general, there are no specific state mandated or standardized tests that evaluate skill acquisition in the Visual and Performing Arts. However, the student questionnaire reflects that the Visual and Performing Arts Department is well received by students. In terms of "Fine Arts" (Art, Drama, Music, Photo, etc.) 36 percent viewed these courses as "excellent," while 38 percent viewed them as "good." Additionally, the student questionnaire indicates that over 65 percent of the students agreed with the statement that they have ample opportunity in their classes to practice and improve speaking and listening skills. Since much of the Visual and Performing Arts Department is performance oriented, how school and community performances are received is important in helping to determine if students are learning. In all public performance areas (dance/folklorico assemblies, drama assemblies and productions, choral/band assemblies and performances, art displays, speech and debate tournaments), audience response or competitive awards earned indicate that our students are reflecting what they have learned. For example, over one-half of the student body generally attends the school plays. In June 1994 eight students qualified for the California State High School Speech Tournament. In addition, art students are successful each year in obtaining scholarships for further studies in the visual arts area. Dance, folklorico, band and choral performances at the school and at community functions are well received by all audiences. However, just as important as the public acknowledgment, however, is the practice of having each student reflect on and evaluate his or her personal effort and his or her impact on the

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group's performance. All of these generally excellent public performances are exhibited despite above average class sizes in the department (School Accountability Report Card, 1992-93) and high numbers of LEP (46.1 percent) and AFDC (34.8 percent) students. (School Performance Report 1992-1993--Student Profile Data)

NOTES

C. Addressing the WASC Curricular Program Criterion including the following themes:

1. A summary of how the Visual and Performing Arts Department compares to this criterion with all themes addressed.

The overall curricular program--In general, the newly formed Visual and Performing Arts Department satisfactorily conforms to District adopted goals and objectives. Respect for the individual, both on a personal and artistic level, is ingrained in the philosophy and instruction within all courses of the department. By the performance nature of the classes offered, students become active participants in analyzing, processing, and evaluating information, in reaching solutions to particular individual and group problems, and as much as it is available, in utilizing technology elements to enhance the artistic product. In addition, student listening, reading, writing, and speaking skills are developed through the process of preparing, creating, practicing, evaluating, and presenting their art.

Curriculum alignment--The instructional objectives of the Visual and Performing Arts courses are consistent with the Visual and Performing Arts Framework and the Model Curriculum Standards. Each course helps to develop a degree of aesthetic perception through activities designed to have students perceive elements of their art in different ways. Creative expression is fostered by encouraging appropriate originality and improvisation in practice and performance. In each course, a certain degree of exposure to the historical background and cultural diversity of the particular curricular subject takes place. And lastly, constant teacher and individual and group peer evaluation takes place in all courses to develop aesthetic valuing. Additionally, much of the coursework is tied to some form of public performance/evaluation, with immediate feedback for the performers.

NOTES

Curriculum development, evaluation, and revision--Much of the impetus for curriculum change stems from occasional teacher-to-teacher evaluation of what is working in the classroom in light of the state framework for the particular visual and performing arts area being taught. This sharing of ideas/philosophy combined with a review of student feedback and a consideration of equipment and/or supply limitations, is generally the force responsible for curriculum change. It should be noted that a constant restricting force in curriculum development is the "catch 22" necessity to have a sufficient number of students signed up for a subject combined with the necessity to have the requisite equipment/ materials to implement the instruction. For example, there may be a perceived student interest in a "guitar" class but no instruments to legitimately allow the class to be offered. Or, conversely, a popular ceramics course offered in the past, cannot be offered today due to cuts in instructional funding.

The organizational structure--Last year the District mandated a restructuring of the Art, Communications, and Music Departments to be implemented for the 1995-96 school year. In place of the three distinct departments and three distinct department chairs, a new department would be formed--the Visual and Performing Arts Department. At the end of the 1994-95 school year, a department chair for the newly formed department was elected and for the first time art, communications, dance, and music teachers sat together in their own department. Organization of this new department is similar to all other Mark Keppel departments. The department chair is responsible for carrying individual teacher and department curricular concerns to "Curriculum Council." The chair is also responsible for carrying individual teacher and department schoolwide concerns to "Instructional Council." Notes or minutes for each of these groups is conveyed to all department members for individual review and feedback. Additionally, a teacher may seek a department chair's assistance in voicing an individual administrative concern. Further, the department chair must complete a departmental instructional supplies needs assessment, and allocate monies to best fulfill the instructional needs of the department. Within this department, no formal subcommittees exist. Additionally, by the nature of the activities of the department, numerous "extra duty" assignments exist. These compensated after school positions are

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assigned by the principal. Although these positions are clearly a part of the Visual and Performing Arts Department, the duties are delimited by the bargaining contract and the individuals holding these positions run the particular program under administrative not departmental guidance. However, as mentioned before, department chair intervention and/or counsel may be sought by the individual teacher.

NOTES

Instructional resources--The types of instructional resources for the Visual and Performing Arts Department are concerned and dedicated teachers, instruments, music, presentation equipment, audio tapes, video tapes, compact discs, laser discs, art supplies, and professional performances and performers. Instructional resources in the Visual and Performing Arts tend to be money intensive. For example, equipment and music must be secured for student classroom work, various art supplies must be used on a daily basis, and dance equipment, tapes and compact discs must be used to create their art. The instructional supply budgets of all three prior departments suffered continual cuts over the years. Although the Visual and Performing Arts Department exists for 1995-96, a budget for this department for 1995-96 does not technically exist. This occurred in this transition year, due to the prior Art and Music department chairs fulfilling their obligation to provide for instructional resources for their classes in September, 1995. Hence, the only monies available for the "Visual and Performing Arts Department" in the 1995-96 school year are those unencumbered monies of the prior Communications Department. In this regard, the instructional needs of the dance classes (formerly within the Physical Education Department) must be met via the only instructional supply monies left unencumbered.

Physical facilities--Since the visual and performing arts are equipment and resources driven, the concepts of "adequacy" and "appropriateness" have different meanings for different individuals. Department members continue to provide successful artistic experiences to students with the resources at hand, but overall, it is felt that much more needs to be done in the areas of adequacy and appropriateness. For example, adequacy and appropriateness of the physical facilities as addressed in the prior WASC report for "Music" and "Art", remain the same except that

WASC 30690

the facilities have suffered another six years of use. The dance studio remains without air conditioning, adequate storage space, or an integrated audio system. (However, the Ballet Folklorico class has been assigned a regular air-conditioned classroom on a temporary basis making instruction more comfortable for students and teacher.) The stage area suffers from deterioration with continuing safety hazards associated with the curtains and rigging. The scene dock remains unduly small as a work or storage area. The television studio operates with outdated cameras, poor lighting, and one linear editing station using old and sometimes unreliable editing decks. However, the television studio does employ some computer titling, animation, and scene transitions despite the need for a variety of nonlinear editing stations.

NOTES

Career education--All courses in the visual and performing arts emphasize aspects of getting, maintaining, and advancing in selected performing arts fields. Although many students may not achieve professional status in their particular area, the process of becoming more successful in their art is emphasized in all courses. Aspects of planning, researching, analyzing, practicing, creating, evaluating, modifying, and reevaluating takes place in all performing arts classes. It is this process with its attendant value for all career paths that becomes the focus for career education in the department.

Articulation--Some feeder school contact exists in the dance, debate, television, and drama areas for the purposes of recruitment. More work is needed in this area. Specifically, greater involvement and commitment to all of the arts is needed at the elementary level. How this may be accomplished and to what extent this department can effectuate change at that level will be our continuing task. In terms of receiver schools, an articulation agreement has been established with East Los Angeles College regarding Applied Communications as it fits into a tech-prep program.

2. The major strengths of the Visual and Performing Arts Department are:

a. The instructional objectives of the Visual and Performing Arts courses are consistent with the Visual and Performing Arts Framework and Model Curriculum Standards.

b. A successful and broad range of student experiences and performances are cultivated with limited resources and facilities.

NOTES

3. The major areas for improvement are:

a. We need to establish and cultivate a relationship with all feeder schools that enhances basic skill development in the visual and performing arts.

b. Facilities used for music, drama, dance, art, and television production need to be modernized and expanded and in some cases need to be made safe.

D. Comparing the departmental instructional program to the Visual and Performing Arts criterion.

1. A summary of how the department compares to this criterion with all themes addressed:

In comparing the Visual and Performing Arts instructional program to the stated criterion, consistency, in general, is achieved. Overall, students of all ability levels are able to study the arts, to develop their potential, and to realize the enrichment value of the arts to life. Most students, however, probably do not value the arts as an essential part of the school's curriculum.

The Visual and Performing Arts curricula include dance, drama, music and various visual arts. These curricula are planned and, for the most part, address student differences, talents, and interests. These curricula reflect varying verbal and nonverbal communication strategies that enhance a particular intellectual, physical, social and emotional response on the part of the student within the art form being studied. These curricula, however, do not integrate or interrelate the various arts with each other or with the core curriculum. Within each art form, students are taught distinctive content and techniques. Emphasis on those characteristics that the arts hold in common is lacking. Aesthetic perception, aesthetic valuing, and creative expression are reflected in all

Visual and Performing Arts courses. The historical and cultural heritage aspects of the art form being studied are reflected to a lesser extent, in some of the courses.

NOTES

Curriculum--The course offerings for the Visual and Performing Arts programs are sequential, yet, at times, students find it difficult to fit advanced arts courses into their program schedule due to student period limitations and/or course offering restrictions. In addition, many visual and performing arts students are engaged in several visual and performing arts activities. In viewing the student body as a whole, it is felt that a greater number of students should be experiencing a visual and performing arts course. Student skill level in the arts is not generally well developed at the elementary level due to a weakly articulated arts program between the elementary and high school level. The course offerings are generally well aligned with the Framework and the Model Curriculum Standards, with all courses allowing various student work in an area of interest.

In general, the curriculum provides students with various experiences that provide for a common core of knowledge. That knowledge is linked occasionally to the student's cultural heritage and is linked frequently to human experience in general. Students gain some insight into other cultures through the discussion of the origin of various aspects of the art form being studied or practiced, such as pantomime, break dancing, art history sketch book, folklorico, Chinese zither, (currently insufficient enrollment) Chinese dance (currently insufficient enrollment). The interrelationship between knowledge and skill gained in the performing arts to that gained in other subjects focuses principally on performance aspects such as building confidence and poise, developing organizational skills, enhancing listening, following directions, participating as a constructive team member, and developing an ability to analyze and evaluate performances. All of the courses offer at least one year of in-depth study. Students are encouraged to continue their study by enrolling in the next sequentially planned course.

Instruction--In general, the visual and performing arts courses of study include the promotion of critical thinking, creativity and cognitive development. Students acquire knowledge and practice

WASC 30693

skills that enhance an understanding of the art form studied.

NOTES

Students in music, dance, drama, and art regularly perform, model, listen to, or compare the works of various artists. Little research or reading occurs about artists from their own cultural background. Most courses have some activities that enable students to share past experiences at least indirectly and most courses engage students in various group activities.

Visual and performing arts teachers constantly demonstrate and model in order to motivate student action and to stimulate student achievement. In all performance classes the necessity of improvisation is discussed with improvisational technique being more carefully covered in drama, dance and music. In most courses, risk-taking is encouraged through projects that require student decision making from concept through execution.

Materials and Resources--In general, community resources are lacking in the visual and performing arts program. The art and drama programs, and to a lesser extent the music and dance programs, provide appropriate and diversified materials allowing students to participate in a variety of artistic experiences. Up-to-date published music and texts are available on a limited basis in the music program. The library provides up-to-date videos/slides for the art and applied communications courses. In addition, some special materials for advanced students are available in the art program. Equipment, in general, is limited and is not up to date. There is limited display space in the Art wing of the school. All stage area performances are hampered by a weak sound system compounded by an average lighting system. Access to guest artists or artists in residence has occurred in the dance and television programs, but in general, securing community and local higher education resources has not occurred. Except for field trips to television shows, student access to museums, galleries, and performances is limited.

Evaluation--Evaluation in visual and performing arts courses focuses principally on aesthetic perception and valuing and on creative expression. To a lesser extent, evaluation addresses aspects of historical and cultural heritage. All four components are addressed in all graduation credit courses.

All courses utilize a variety of assessment devices. All courses utilize oral or written critiques and tests and teacher and peer observation of student performance. In dance, drama, music and art courses, students will exhibit or perform their art. Almost all courses include a student portfolio as an additional assessment device. Monitoring of student growth in the program is centered around rehearsal and performance activities. In general, this monitoring by peer or teacher is systematic and occurs on a daily basis.

NOTES

There is no written comprehensive plan that defines assessment practices and aligns them with the goals of the course--teachers simply are expected to do this. There is no formal data collection or analysis about the program. However, all of the various program performances (Fall and Spring plays, service club speaking, debate contests, music, choral, band and dance assemblies, community contests, parades and performances, Festival of Learning art, music, drama, dance and television exhibits), do provide feedback to students, teachers, administrators, and the community regarding the visual and performing arts program.

Program Support--The school board has not adopted a written statement of philosophy regarding the visual and performing arts program. The school board has not adopted a written sequential high school visual and performing arts curricula that is articulated with our elementary and middle grade programs. Drama, dance, television and applied communications teachers have received various inservice training in their field. Music and art teachers have not received recent school funded inservice training in their field. School site administrators have been supportive and do provide release time for general schoolwide staff development, for individual inservice training and for occasional program planning.

Although numerous human and material resources do exist beyond the school, utilization of these resources remains minimal. A mutually beneficial partnership has not yet been established between the resources beyond the school and the school itself.

2. The major strengths of the Visual and Performing Arts department are:

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a. A broad range of courses/experiences are offered via the visual and performing arts curriculum.

b. A broad range of assessment devices are utilized throughout the visual and performing arts curriculum.

NOTES

3. The major areas for improvement are:

a. Establish a relationship with community higher educational institutions and business groups that brings greater resources to the visual and performing arts program.

b. Introduce greater cultural and cross-cultural experiences into the visual and performing arts curriculum.

E. Comparing the departmental instructional program to the Instructional Practices/Integrated Skills criteria:

1. A summary of how the department compares against this criterion with all themes addressed:

Instructional Practices--All visual and performing arts teachers know the central issues, major works, and the primary methods of thought associated with the subject area they are teaching. In general they are enthusiastic and interested in the subject and are always striving to generate excitement in the students. Since the courses build and refine skills throughout the year, learning time is focused on the important skill priorities with students evaluating and being evaluated on skill mastery. In general, all school leaders are knowledgeable about the curriculum and instructional practices of the department, but some are more knowledgeable than others. Since various school departments are in competition with each other for things like facilities and enrollment, and since school leaders must adjudicate conflict, not all teachers are going to feel supported by their school leaders all of the time. In general, however, visual and performing arts teachers feel there is leadership support to improve instruction.

Although it is a slow building process, students do develop in the methods of thought and communication in the particular art. Course activities encourage the development and elaboration of student ideas. These ideas are expressed principally in orally. Most courses have at least one in-depth project completed over an

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extended period of time. For some of these projects, the proportion of learning time and the duration of the time per project increases throughout the course and course levels.

NOTES

In general, most lessons are designed to first prepare the student for new content. The content is then introduced and taught. In almost all cases, students utilize the content with instructor guidance and feedback. Appropriate review and reteaching takes place as needed. Students are not always able to transfer the content to new situations, necessitating additional instruction. All visual and performing arts teachers employ various teaching methods in response to the type of student and the resources at hand. Because of large class size and because the range of student age, maturity, emotional stability, natural ability, and language familiarity may vary tremendously in just about any visual and performing arts course, the teacher's instructional approach will be constantly under pressure. In most cases, the instruction the students receive, does develop skill that allows most of them to be successful and to continue to think and learn on their own.

Students often get to incorporate personal strengths or interests through the topic or material selection process for various assignments. Some adaptation to assignments and teaching style is made when considering the special needs of students. The pace, depth and focus of instruction is adjusted in some courses based upon special needs. In other courses, instructional aides are assigned to assist the teacher with the needs of special education (RSP) students. In general, for most courses, adjustments in instruction are successful in engaging most of the students of varying ability levels. In general, students understand the purpose of assignments, know what to do, know what they will learn and have good chances to be successful in the completion of assignments. For most courses, students with language difficulties will be given peer assistance in their native language to the extent that it is available in the particular classroom. In general, student's motivation to learn is recognized and encouraged throughout the school.

Small group or whole classroom discussions take place in most courses to help students recognize subject issues and to analyze, evaluate and to a lesser extent, synthesize what they are learning.

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In some music courses, focus on doing the activity rather than discussion takes greater priority. Generally, classroom discussions stimulate most students' interest. Appropriate questions tend to be asked of students of all ability levels, with all teachers responding frequently and informatively to most student responses. All students are encouraged to participate in the various course learning activities. All students feel free to participate in these activities, but not all students do participate in them.

NOTES

Learner expectations in terms of classroom behavior, grading, and overall courtesy and respect are defined in the teachers' classroom rules. A copy of the rules are sent home to parents with these rules being equally and consistently applied to all students. All students have free access to a record of their progress and a reasonable approximation of their current grade and citizenship. Feedback to performance assignments is immediate. Written assignments are evaluated and returned in a timely manner as established by classroom policy.

In general, depending upon class size and the nature of the activity, the allocation of teacher attention to individual students verses groups of students is appropriately balanced. Various positive verbal and nonverbal support is present most of the time. Appropriate and measured negative commentary is present also from time-to-time. All students are expected to succeed based upon fair and honest effort on their part. In general, time is effectively used to maximize learning. However, varying ability levels and large class size do require specialized remediation and reinforcement for some students at the expense of moving forward for others. For the most part, student attention to the learning activity is not disrupted by noninstructional events. However, the dance studio receives substantial outside student traffic due to its location and sixth period assignment and all other classes receive some minor interruptions due to anything from students who are tardy to miscellaneous summons. In general, with continuing projects or opening activities, most students will begin to work on task quickly. Some students do require clarification or further directions in some classes. In general, excellence in work is evident on some assignments by students at all levels of achievement. Most of the time for most of the students, day-to-day activities support the learning process. All visual and performing

arts teachers demand a certain degree of peer evaluation in the process of preparation and performance of their art. This, coupled with various group activities, teaches students to help each other learn.

NOTES

Integrated Skills--The visual and performing arts courses tend to emphasize those skills most closely linked to performance such as thinking, learning, listening, and speaking. In all of the courses some aspects of reading and writing take place with some courses emphasizing these skills. Calculating skills are minimal for most of the courses. Since this is the first year of existence for this department, each prior department's written integrated skill plan has become a de facto component in the visual and performing arts integrated skill "plan". To date, individual courses of study reflect the skills developed in each course, but a single comprehensive department plan regarding integrated skills has not been formulated from the prior individual department plans.

Students at the lower and average levels sometimes move into a more demanding curriculum in the visual and performing arts. For most students in lower-level visual and performing arts classes, skill and content development enable success to be achieved at the next course level. Skill and content development for most students in lower level visual and performing arts classes, enables success to be achieved at the next course level. Many students in higher-level courses are challenged to excel, but continual teacher involvement with advanced students is difficult in some courses due to advanced courses being combined with lower level courses for enrollment purposes.

Students are expected to increase their thinking skills. Regular course assignments associated with creating and/or performing art, help to emphasize creativity, evaluation, interpretation, analysis, problem solving and the application of principles. For the most part, teachers reflect these higher-level mental processes in their materials, instruction and testing. The school leadership, teachers in the department and almost all of the students recognize the importance of developing thinking skills. Parental and community commitment, except through the PTSA, to developing the thinking skills of each student has not been directly addressed.

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For the most part, students receive prompt and regular feedback on their skill development. In general, time and effort are taken to extend the proficiency level of those integrated skills most closely associated with the creation and performance of art.

NOTES

In some of the visual and performing arts courses, all students receive instruction in library/media use and learn how to access and use various information sources. In most of the courses, students are instructed in library/media use on an individual need basis. In general, the library does offer ample opportunity for student in-depth research in the visual and performing arts. School library hours are limited before school and are restricted after school due to staffing cuts. Access during the school day is available to all teachers on a class sign-up basis and to all students on a hall pass basis. The library remains open during lunch. The library staff openly solicits teacher needs in all subject areas and attempts to fulfill those needs as much as possible.

The administration is very supportive of general inservice programs that address overall teacher issues. As much as funds are available, they are also very supportive of individual inservice teacher training programs.

Specific inservice training has been received in television production, dance, applied communications and, to a smaller extent, in drama. Time constraints, scheduling conflicts, availability of experts or training programs, and sometimes the total out-of-pocket expense involved, are some of the restrictions affecting some visual and performing arts teachers.

2. The major strengths of the Visual and Performing Arts Department are:

a. Teachers are enthusiastic and skilled in their subject area.

b. Teachers create lessons that allow students of widespread interest and ability levels to achieve varying degrees of success.

3. The major areas for improvement are:

a. Establish a Visual and Performing Arts integrated skills plan.

b. Establish a department inservice plan that will encourage ongoing subject training for all department members.

NOTES

F. Comparing the Departmental Instructional Program to the Special Needs criterion.

1. A summary of how the department compares to this criterion with all themes addressed.

All visual and performing arts classes are composed of a complete range of the Mark Keppel student body. All visual and performing arts teachers expect every student assigned to them to master the skills of the class to the best of her or his ability. Since courses in the visual and performing arts have a major creative and/or performance aspect, students may gravitate to a level comfortable to them. In general, it may be other special need students, other students within the class, students working with them on a joint assignment, or teacher prodding that will help to modify the initial "comfort zone", allowing for continued growth. Some general consideration is given to specific career paths in each course, but primary work skill emphasis for all students centers around listening, following directions, developing team skills, developing poise and confidence under stressful conditions, developing imagination and creativity, evaluating yourself and others fairly, developing organizational skills, and realizing the importance of a deadline. Some specific special services are regularly used in some visual and performing arts courses. For example, instructional aides are assigned to assist the teacher with the needs of special education (RSP) students in selected applied communications courses. In general, the creative art and/or performance of special needs students are commensurate with their potential.

Some adaptation to assignments, materials, and teaching style is made when considering the special needs of students. The pace, depth and focus of instruction is adjusted in some courses based upon special needs. In some music and art courses, students are enrolled with very little command of the English language. Teacher pantomime or mimicry, combined with peer translation and/or instruction, is then used to convey curriculum. Students in

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advanced courses sometimes do not receive as much teacher time as they should, due to their small numbers being combined with beginning classes.

NOTES

In general, the school environment encourages academic success for special needs students. As noted earlier, the Special Education department has a limited ongoing plan with selected applied communication classes to assist special education students. However, at this time, there is no other specific special needs program directly associated with the visual and performing arts department. In this regard, although visual and performing arts teachers are assuming the responsibility of helping the special needs students in their classes, a coordinated effort to provide a coherent and well-articulated program for them has not been written. Visual and performing arts teachers have attended several schoolwide inservice programs relating to special needs students. Some of these inservice programs included the learning styles workshop at Mark Keppel, the District LEP workshops, and the District instructional strategies workshop.

Counseling services for special needs students seems responsive and appropriate. In general, however, only some ongoing assessment data in some courses is shared between the visual and performing arts teachers and the specialist staff.

Although there are certain warnings for enrollment in the more English-intensive performance courses, all visual and performing arts classes are open equally to all special needs students. Ongoing communication on a needs basis for special needs students exists between visual and performing arts teachers, counselors, some specialists, parents and staff. A continuity of learning within the visual and performing arts department is provided for all students in the design of the department's offering of advanced classes. However, an integrated program for each special needs student has not been written.

2. The major strengths of the Visual and Performing Arts Department are:

a. All special needs students have equal access to the visual and performing arts curriculum.

b. Special needs students exercise creative/performance choice latitude with various assignments.

NOTES

3. The major areas for improvement are:

a. Greater teacher collaboration with special needs specialists should occur.

b. A program that provides trained paraprofessionals to serve the needs of special needs student should be established.

G. Initiating an Action Plan:

1. Among the strengths listed in C-F above, the greatest strengths are:

a. A successful and broad range of student experiences and performances are cultivated with limited resources and facilities.

b. Teachers create lessons that allow students of widespread interest and ability levels to achieve varying degrees of success.

c. All special needs students have equal access to the visual and performing arts curriculum.

d. Special needs students exercise creative/performance choice latitude with various assignments.

2. Among the areas for improvement listed in C-F above, the greatest priority areas for improvement (2-4) are:

a. The Visual and Performing Arts Department needs to establish and cultivate a relationship with all feeder schools that enhances basic skill development in the visual and performing arts.

b. The Visual and Performing Arts Department needs to establish an inservice plan that will encourage on-going subject training for all department members.

c. Facilities used for drama need to be made safe.

3. A step-by-step Action Plan for addressing <u>each</u> of these priority areas for improvement.

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a. The Visual and Performing Arts Department needs to establish and cultivate a relationship with all feeder schools that enhances basic skill development in the visual and performing arts.

NOTES

1) The Department Chair will contact feeder school principals by March 14, 1996 to introduce the concept of staging a Visual and Performing Arts Field Day--1997 at Mark Keppel on February 6, 1997 from 1:00 p.m. to 4:00 p.m. The purpose of the Field Day would be to make the activities of the Visual and Performing Arts Department better known to the feeder school students and to stimulate greater interest in Visual and Performing Arts courses. This workshop would offer student participatory activities in seven workshop areas--art, debate, drama, television production, choir, band, and dance. Each workshop would engage the participating student in an activity representative of the workshop area. Each student would sign up for and attend four of the workshops. The tentative schedule for the Field Day would be: 12:30 - 1:00--Orientation in the auditorium; 1:00 - 1:30--Session One; 1:40 - 2:10--Session Two; 2:20 - 2:50--Session Three; 3:00 - 3:30--Session Four; 3:40 - 4:00--Evaluation and Closing.

2) The Department Chair will confirm the transportation arrangements with the feeder schools by April 12, 1996.

3) By October 11, 1996, each workshop teacher will submit to the Department Chair the specific student activities that will take place in the workshop.

4) By October 26, 1996, the art teacher will design a sign-up sheet and a handout that lists the workshop program/activities. By November 1, 1996, the Department Chair will distribute copies to feeder school principles for distribution to 7th and 8th grade students and teachers.

5) By November 27, 1996, the Department Chair will distribute a reminder memo to the feeder schools emphasizing that the Field Day sign-up sheets must be turned in by December 13, 1996.

6) By December 13, 1996, the Department Chair will give

sufficient copies of the Field Day handout to the Guidance Office to allow its inclusion in all feeder school registration materials.

NOTES

7) By December 13, 1996, the Department Chair will collect all Field Day sign-up sheets.

8) By January 22, 1997, the Department Chair will send to each feeder school principal and to each participating teacher, a confirmation sheet listing the four workshops each participating student is scheduled to attend.

9) On February 6, 1997, a department created evaluation form will be distributed and filled out by all students and supervising adults at the conclusion of the Field Day activities. These evaluation forms will be reviewed by the department by February 21, 1997, for possible modification/improvement of the Field Day program.

b. Establish a department inservice plan that will encourage on-going subject training for all department members.

1) By April 30 of each year, each teacher in the Visual and Performing Arts Department will submit to the Department Chair specific professional inservice areas that he or she would like to develop in the following academic year. Specific teacher suggestions for conferences, lectures, classes, workshops or other inservice techniques will be requested.

2) By June 1 of each year, the Department Chair, in conjunction with the Assistant Principal of Instruction, will suggest tentative activities and tentative dates for potential inservice activities for each teacher for the next school year. New activities during the school year will be incorporated or substituted for each teacher on an individual needs basis.

3) If no specific future inservice activity can be identified for a particular teacher of June 1 of each year, the teacher's inservice plan for the following year will remain flexible and open for the entire year.

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c. Facilities used for drama need to be made safe.

1) By May 1, 1996, the stage director, the technical director and the department chair, in conjunction with the assistant principal of activities, will create a safety list of those items in the drama area considered significantly unsafe.

2) By June 1, 1996, the stage director, the technical director, and the department chair, in conjunction with the assistant principal of activities, will secure an estimate for each item on the safety list that establishes the cost to restore the item to a safe or usable condition.

3) By June 30, 1996, the stage director, the technical director, and the department chair, in conjunction with the assistant principal of activities, will submit to the district, the safety list and the estimated cost to make each item safe.

NOTES

APPENDIX

APPENDIX



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SCHOOL ACCOUNTABILITY REPORT CARD

1994-95 SCHOOL YEAR

SECONDARY SCHOOLS

ALHAMBRA SCHOOL DISTRICT
15 West Alhambra Road
Alhambra, California



BOARD OF EDUCATION

Mrs. Dora S. Padilla
Mr. Stephen R. Perry
Mrs. Phyllis J. Rutherford
Mr. J. Parker Williams
Mrs. Sophie C. Wong

Richard A. Keilhacker, Ed. D.
Superintendent
Secretary, Board of Education

State law requires the governing boards of California school districts to prepare and issue an annual School Accountability Report Card for each elementary and secondary school under their jurisdiction, beginning in the school year 1989-90. The main objective of the School Accountability Report Card is to inform the local school community about conditions and progress being made at each local school site.

The School Accountability Report Card measures the following sixteen school conditions:

- Student achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals
- Progress toward reducing dropout rates
- Estimated expenditures per student, and types of services funded
- Progress toward reducing class sizes and teaching loads
- Any assignment of teachers outside their subject areas of competence
- Quality and currency of textbooks and other instructional materials
- The availability of qualified personnel to provide counseling and other student support services
- Availability of qualified substitute teachers
- Safety, cleanliness and adequacy of school facilities
- Adequacy of teacher evaluations and opportunities for professional improvement
- Classroom discipline and climate for learning
- Teacher and staff training, and curriculum improvement programs
- Quality of instruction and leadership
- The degree to which students are prepared to enter the work force
- The total number of instructional minutes offered in the school year, as compared to the total number of minutes per school year required by law
- The total number of minimum days in the school year

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TEACHER ASSIGNMENTS

Every school district must establish procedures for reviewing teacher assignments yearly. The Alhambra School District personnel staff has reviewed each teacher's assignment in relation to credentials. The Alhambra School District is in compliance with the requirements at this time.

The district has successfully recruited teachers to fill vacancies. Currently there is a need for teachers in the areas of bilingual and special education.

TEXTBOOKS AND MATERIALS

Textbooks are considered for adoption on a regular cycle. Teachers who serve as department heads, principals, and assistant principals of instruction confer on the need for new textbooks. When it is recommended that a new textbook is needed for a subject-area, available texts are sent to each school site. A committee of teachers within the subject area meet to review sample textbooks and make recommendations to the Alhambra Board of Education.

Students and teachers have access to many instructional materials that support the school's instructional program. Materials include audio visual materials, computer software, school libraries, career centers, and hands-on equipment housed in laboratories specific to the subject area.

COUNSELING AND OTHER STUDENT SUPPORT SERVICES

The following qualified student support personnel are assigned to each high school site:

- School counselors assist students with registration, class scheduling, program adjustments, vocational guidance, college and university entrance, financial planning information, and with personal, social, or academic concerns.
- School psychologists assist students with crisis and short term counseling, and assess those students referred for special education placement.
- School nurses provide students with health assessments and referrals and are also available for health counseling.
- Special education teachers provide identified students with assistance according to their individual needs.
- Language-speech specialists are available to provide therapy and instruction to students with language or speech disorders.
- Students who are acquiring English as their second language are given specialized help in designated classes by trained ESL teachers.
- Each site has a professionally staffed library available to students.
- Each site has a professionally staffed career center available to students.

A district orientation center located at San Gabriel High School evaluates each limited English proficient student entering the district. The center provides information to each site for the placement of students in the educational program.

SUBSTITUTE TEACHERS

The District obtains fully credentialed substitute teachers.

SCHOOL FACILITIES AND SAFETY

Alhambra School District facilities are regularly inspected and maintained for safety. There is a district disaster plan, and each school has a site disaster plan developed by the staff. Regular fire and disaster drills are held throughout the school year. State building codes require each school site to meet strict earthquake standards.

School facilities are regularly maintained by a district custodial staff. Additional facilities will be constructed or added at each high school to accommodate an increased number of students.

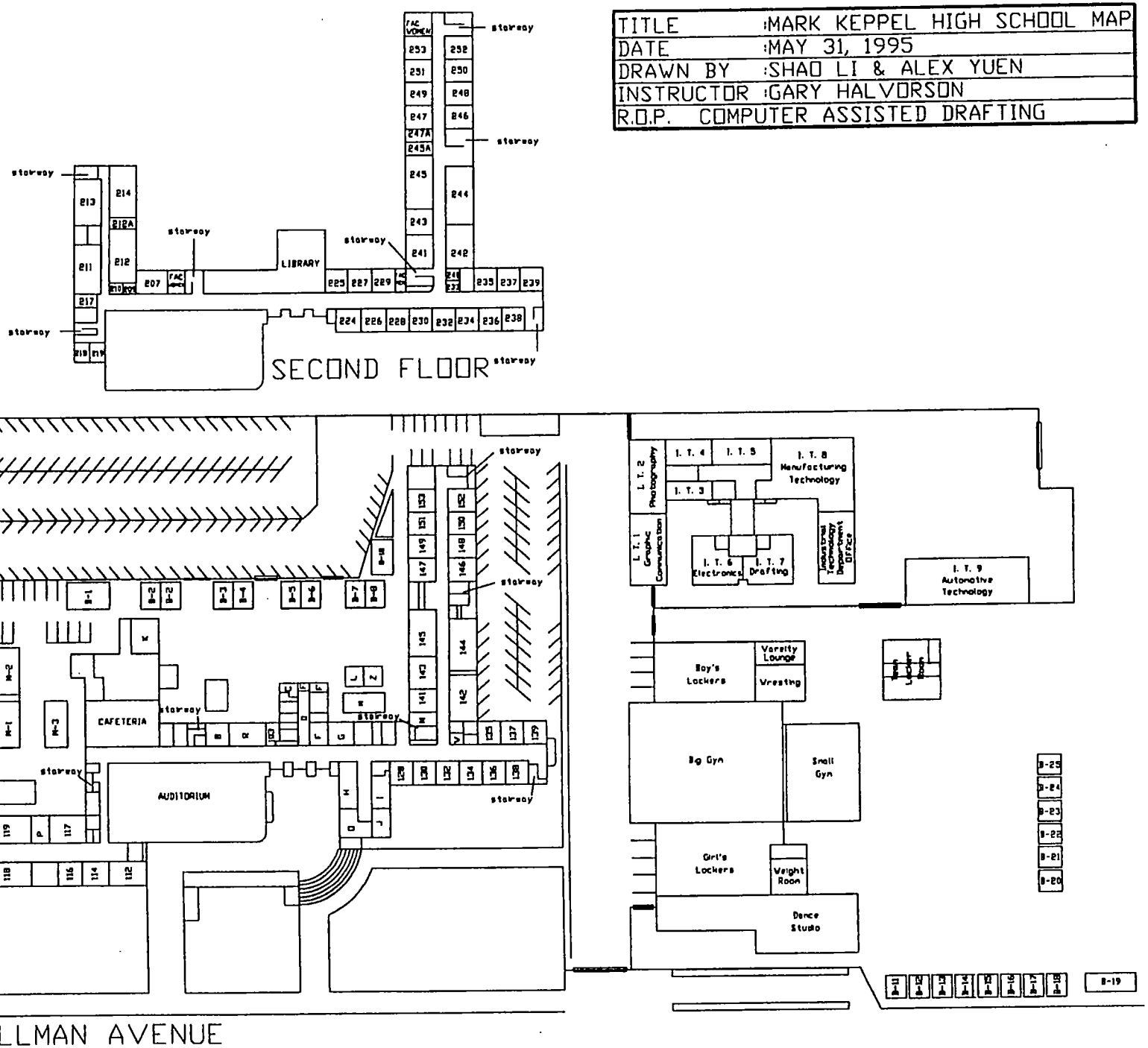
TOTAL NUMBER OF INSTRUCTIONAL MINUTES PER SCHOOL YEAR

Number of Minutes Offered in the Alhambra School District by Grade Level:		Number of Minutes Required by the State by Grade Level:	
Kindergarten	36,000	Kindergarten	36,000
Grades 1-3	50,457	Grades 1-3	50,400
Grades 4-8	54,057	Grades 4-8	54,000
Grades 9-12	64,867	Grades 9-12	64,800

There are 14 minimum days each school year.

TITLE	:MARK KEPPEL HIGH SCHOOL MAP
DATE	:MAY 31, 1995
DRAWN BY	:SHAO LI & ALEX YUEN
INSTRUCTOR	:GARY HALVORSON
R.O.P.	COMPUTER ASSISTED DRAFTING

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STAFF QUESTIONNAIRE

There were 190 surveys distributed to all of the staff the weeks of October 12-24, 1995
Only 79 surveys were returned. Responses are expressed in percentages.

1. Employment: Certificated 79% Classified 12% Neither: 9%

QUESTIONS FROM THE PROCESS COMMITTEE

	5	**4**	**3**	**2**	**1**
	strongly agree				**strongly disagree**
2. There is a clearly defined organizational structure for the school.	48	35	14	03	-
3. The organizational structure of the school enhances the fulfillment of the school's goals and objectives.	33	34	25	06	04
4. I am knowledgeable on how the school's decision-making process is conducted.	28	29	26	11	06
5. Time is provided for consultation with colleagues to maintain high interest in professional growth and improvement.	13	28	26	22	11
6. The school's leadership promotes and supports improvement in curriculum consistent with the school and district goals.	27	42	21	10	-
7. There is open and trusting support among teachers and administrators.	14	29	24	20	16
8. Principals, faculty, parents, and others demonstrate a "shared purpose" to assist with the development of each student's greatest potential.	15	34	32	14	08
9. The school is a safe place to work.	47	39	14	03	-
10. The school is a pleasant place to work.	28	39	24	08	-

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11. Schoolwide standards for students' behavior are fairly enforced.

09	58	15	10	08

12. Faculty's and students' expectations of students' behavior help make the school's environment conducive to learning.

18	56	15	08	-

13. I feel a strong sense of effectiveness in my job.

32	51	10	05	-

14. I believe in my ability to help students attain high levels of learning.

52	33	09	03	-

15. I understand the school's educational mission and work to translate that vision into reality in my classes.

48	34	13	04	-

16. Peer relationships include frequent informal discussion on educational issues and mutual assistance on curricular matters.

21	35	27	14	-

17. Problems and weaknesses of the school are openly recognized.

11	32	25	15	14

18. There is a candid effort to improve problems and weaknesses.

14	34	25	15	11

19. I feel that I make a conscious effort to promote the school's goals.

53	37	09	-	-

20. I feel that I have communicated the school's goals to my students.

46	33	14	03	-

21. From my classroom observations, I feel that students are progressing toward achieving these goals.

21	49	22	-	-

22. I have participated in activities sponsored by the school that promote cooperation and/or team spirit between classified and certificated.

30	24	20	11	11

23. Good relationships between certificated and classified staff are encouraged on this campus.

34 21 28 11 05

24. I am willing to devote extra time to participate on a school committee.

38 25 10 13 10

25. I recognize the important part I play in the schools' secondary disaster plan.

49 32 08 05 05

26. The school's procedures for selecting, training, and evaluating staff is fair and impartial.

20 34 20 13 13

27. Staffing decisions are made with the best interests of the students in mind.

18 19 32 16 15

28. I have attended technology workshops sponsored by the district and/or school within the past three years.

51 19 09 06 18

29. I have taken advantage of the ROP classes offered free to district personnel.

11 05 05 14 66

For classified staff (30-32) The following totals are expressed in numbers of answers rather than in percentages.

30. When was the last time you were evaluated? Circle one.

Within last year--10 1-2 years--13 3-4 years--4 More than--4 years 2

31. My job classification and description accurately reflect the job I perform.

15 8 2 3 1

32. I know and understand the requirements for my job classification.

24 3 1 1 -

For certificated staff (33-39): Expressed in percentages of certificated staff responses.

33. I know the dollar amount of my department budget.

42 12 10 05 30

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34. I have input in the spending decisions concerning my department budget.

42 27 11 04 14

35. I have adequate access to supplies.

40 28 18 05 05

36. I purchase school supplies with my own money.

Yes 82 No 16

37. If you answered "yes" to Number 36, is this due to lack of access to supplies in your department, or special equipment, or supply needs of your own? Circle one.

(a) Lack of access 11 (b) Lack of special equipment 26 (c) My own needs 52

38. How much would you estimate you personally spend per year on supplies:

(a) Less than $10	(b) $25	(c) $75	(d) $100	(e) More than $100
05	10	10	16	52

39. Assignments in my department are given based on the best teacher for the course.

22 32 22 04 12

FROM THE PROGRAM COMMITTEE

40. The Guidance department should continue to use the "Key Counselor" concept in order to assist students, parents and teachers.

58 20 16 - 02

41. Classroom presentations provided by Guidance Center counselors have been helpful in increasing the visibility of the guidance personnel and accessibility of guidance services.

32 27 27 03 06

42. Integrated services provided by the Guidance Center and career education program to deliver a career interest survey to 9th grade students is beneficial.

34 29 16 08 06

43. The articulated Guidance Center Curriculum includes information necessary for all students to make academic and career planning decisions.

23 27 27 06 06

44. The school library/media center helps me expand the classroom and get additional information with which to teach.

57 29 07 - -

45. The library/media center could best be improved with:

(a) More books and printed material	24
(b) More computer access	25
(c) Increased staff	62
(d) More instruction in how to use the library/media center	15
(e) Increased hours library is open	49

46. The ASB (student government) is an important part of this school.

43	32	11	10	02

47. I advise an after-school sports activities, special interest groups, and/or clubs at school.

Yes 54 No 46

48. The school is doing a good job of preparing students for work and/or college.

19	52	20	05	01

49. I feel that I have enough information to help students develop a four-year path of courses that will prepare them for college and/or a career.

30	32	24	09	02

50. I would give Mark Keppel High School an overall rating of:

(a) Excellent	(b) Good	(c) Fair	(d) Poor
41	47	08	02

See attached sheet for responses to questions 51-55.

STAFF QUESTIONNAIRE

51. List below any activities sponsored by the school to promote cooperation and team spirit between classified and certificated.

Use of "staff" "family" rather than separate group terms (2).
I can't think of anything except perhaps the Xmas breakfast and end of the year luncheon.
Luncheons; new staff tea varsity vs. staff sports; inservices
Classified is included in faculty meetings; special luncheons; professional days; WASC committees
Rally meetings, end of year BBQ, party
Xmas breakfast (?)
athletic; band; clubs
Christmas breakfast; new staff party (2); end of year luncheon
staff appreciation luncheon; end of year luncheon
end of the year Bar-B-Que (2)
? (3)
fund raisers
B-B-Q, ? ?
Nothing significant
Luncheons, etc.
Check # 22 (What activities??)
Xmas/end of year parties
sporting events
academic teachers realizing after school sports are important
Workshop for personnel with aides; inclusion of classified in decision making
team sharing
New teacher/staff tea; dept. Christmas party; dept. mtg.
New Staff tea
Christmas Breakfast, Administrator's Barbeque (2), End of Year Luncheon
Department meetings, parties, memos
None to mention
Administrative BBQ (This one is the best activity)
None (3)
Student and staff sporting events
New teachers/ tea
Time for consultation
women's softball
. . . and if they want to get involved: going to games; most appreciated teacher
Have a rally to eliminate the Unions!

52. Name one thing that you feel is a strength of this school.

Teachers interested in students
Faculty; students' attention in class; Linda Maryott.
Qualified teachers.
Interest in students--support for them
The library
A staff that is caring and nurturing towards students
Strong education for college bound
Safe environment
staff (2)
the well-trained teachers

hard work put out by teachers and counselors
friendly atmosphere
closed campus/security
dedication of many of the teachers
Individual Teacher dedication
Career Center Support
The 1 hr. schedual is great
Faculty/Staff
Nice staff
experienced staff/flexibility and willingness to co-operate
Mathematics Department
Great kids!
understanding staff
Hall guards
Desire to educate students and improvement on going
Office of Instruction
friendly
It is a SAFE place; Education is the prime concern.
Staff attitude of cooperation
Majority of faculty and staff committed to innovation and student achievement
Leadership in instructional program and curriculum
Academic emphasis, safe campus
A good staff
Support of staff
multicultural student body
The advanced courses we offer.
The dedicated, competent faculty and staff
The Staff!
Academic standards
Communication and sharing among teachers
Dedication of the teachers
The student body and teacher collaboration
The majority of our staff is dedicated to helping students acquire the best education possible.
teachers
kind-hearted staff
I feel safe teaching in my classroom.
friendliness
Administration is tops. Ask any kid who their principal is.
instructional strategies
The students (2)
The way the school functions and helping (?) graduate
The majority of staff are dedicated and committed to providing an outstanding eduational experience for students.
Diversity
The degree of involvement of the faculty.
Safe place for students and staff

53. Name one thing that needs to be improved at Mark Keppel.

Clean up the school/It's dirty/Needs to be cleaned up/painted
Additional custodial staff to keep classrooms and grounds clean.
Maintenance (Air conditioning, blinds)

Six period a day schedule needs to be changed.
custodial nighttime service; substitute custodians.
more parental involvement; more staff involvement
physical plant.
The bank
Boost in morale of teachers and other staff
Education for below avg. student
morale (3)
support of athletics
ease tensions regarding restructuring
treat all students equally and fairly no matter what ethnic background
We need to go back to modified schedule
The Administration
A faculty Council
The general plant needs repair's
Decision making procedures
Need more staffing and reorganization of existing staff
Follow through on discipline problems to enhance the teaching environment so I can teach!
The facillities
The physical plant is aging.
Dirt--air condition filters changed cleaned
Teacher moral--cooperation coaches and academic teachers and AP teachers
Equitable, realistic funding, quicker response to problems
Need clean stairwells (they are never swept)
Facility improvements
Physical plant
Offer more SDAIE and bilingual classes
School climate
Communication between administration and staff.
Cleanliness of school
Refurbishing of physical plant
Fraternization
better race relations w/student population
The administrative team, especially the principal who sets the tone
The feeling on campus that we belong together--not divided!
Xerox
Access to functioning, current technology
Consistent and ready access to up-to-date technology for all students/staff
moral
custodial services and school clean-up
time to have teachers share experiences
More parent involvement. I know efforts have been made to get more parents involved. Maybe this year we will be more successful!
facilities.
administrator/teacher relations
classroom cleanliness
Importance of respect needs to be emphasized
Staff cohesiveness--too many cliques...did not use to be this way!!
updating and expanding school facilities
making students use the trash cans; respect for school property
Have art dept. students paint murals on walls--need color; cleaner bathrooms, locker rooms, school grounds
Rules should be followed by all staff. Meaning rules on dress, behavior, etc.

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Keep in mind those teachers that we know are ineffective in the classroom
Support of athletic teams
More commitment to the development of a positive culture and the sense of support for "family ties." More involvement in "Spirit."
This school is the dirtiest campus I've ever seen!! Many teachers at this school are selfish. They don't realize that the students are more important than they are. Without them, we don't have a job.
Better control of the disruptive students.
More teachers need to really care about students.

54. List three words describing the school climate/culture that is apparent at Mark Keppel.

caring; old;
friendly, caring, resistant to change
teamwork; friendly atmosphere
divided; uncertain
fairly peaceful
sunny/asian, hispanic
friendly, caring, but not together (divided)
cooperative, caring, safe
safe learning environment
frustruation (re: schedule) pride (in our students)
multi-ethnic, motivated, dynamic
friendly, capable, independent
respectful of authority and property (by students); overcrowded conditions/rooms
diverse, large
Authoriterian Administration
Byzantine, disjointed, medieval
Diversity, focused, goal orientated
Depends on which day you catch me! Dedication, concern, frustration--not apathy--some of us still care. I feel there is a great need to catch the students that fall between the cracks, excessive absences, failing students, than that are tested but don't fit anywhere.
Competitive, warm, challenging
high teacher/student ratio (36-1)
cooperation, multiethnic, warmth
Too cold or Too HOT ; DIVERSITY
Safe, Friendly, and unbiased
disinterested, fractured, selfish
friendly; staff cares
SAFE POLITE (Respectful) CARING
Crowded, diverse culturally
Cooperative, academic and supportive
Cold, isolated, hectic
Tense/mistrustful/confrontational
Friendly, multicultural
Professional staff: ABRASIVE Student: Cooperative--lacks school spirit
concerned, polarized, dynamic
divided, frustrated, disillusioned
willing to try new ideas/programs
Phoney, sad, trying hard
prison-like (new fence and rules); stressful
"openness"/"friendliness"/"security"
poor staff moral

safe, learning environment
diverse, friendly, educational
safe; student centered; goals directed
poor climate/culture
friendly, safe, accepting
mixed, vulgar, fast-paced
uneasy, negative image, polarization
cooperation, goals oriented, safe
warm, caring, hardworking
safety, favoritism (administrators in favor of some teachers and against some people) professionalism
cooperative, pleasant, and diversified culture
moderate, so so, OK
diverse. ? and ?
Cooperative, congenial
academic/warm/collaborative
Apathetic, selfish
diversified, educationally involved.
Safe, conducive to learning, home (to many students)

55. The counseling department, in an effort to be responsive to student needs, utilizes a variety of counseling strategies. List any additional strategies which you believe would be helpful to respond to student needs.

more parental involvement.
updated technology; new blood
mandatory retirement; competency testing; intelligence battery
provide translators as needed for problem students
really listen to the students
? (3)
Make sure that any students that want 6 periods per day have access to them.
More counselors
Follow up on students
They need to do more with individual students that have been referred to them!
The district needs to hire more counselors. Their case load is too heavy.
computerized transcripts to students
See them as individuals
none--just time for each student
A college counselor who actively promotes the pursuit of higher education by all students
Meeting with students in interest groups to discuss future educational, academic, career, and personal goals
One more counselor; then more time for "personal" counseling
Open communciation of teachers; counselors must integrate their counseling strategies with the curriculum i.e. with English or Social Science department
recruitment of more counselors!!
The counselors simply need to be more available for counseling rather than other tasks such as leveling.
Time for Soc. Studies to dev. curriculum that relates more to "job world" like the proposed career major that includes international relations and business.
Spend more time with students and less on paperwork.
Access to professional counseling on an immediate and frequent basis for troubled students
time-out; scheduling adjustments; proper class level placement; support teachers w/disciplinary

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concerns

Involve teacher input in decision making.

none

Guidance secretaries that spoke another language

Providing guidance for students with special needs

1.) NEVER turn a student away because counselors are "busy." 2.) NEVER tell a student they can't go to college etc., etc., etc.,

Take appointments for students who want to see their counselors rather than telling them to return at another time/day. Sometimes students keep returning and still can't get in to see the counselor.

CLAS Reading: Overview by Area Schools

School	Rdg 6	Rdg 5	Rdg 4	Rdg 3	Rdg 2	Rdg 1
Feeder Schools						
Repetto	0%	6%	56%	30%	8%	0%
Ynez	0%	9%	40%	41%	10%	0%
Highlands	0%	8%	51%	33%	8%	1%
Garvey	1%	7%	34%	37%	17%	4%
x						
Alhambra Sch Dist.						
Mark Keppel High	0%	3%	19%	45%	29%	4%
Alhambra High	1%	8%	35%	38%	14%	4%
San Gabriel High	0%	4%	19%	43%	29%	6%
x						
Other High Schools						
Duarte High	0%	6%	39%	42%	11%	2%
Arroyo High	1%	6%	30%	45%	16%	2%
El Monte High	0%	3%	22%	51%	23%	1%
Mountain View High	1%	7%	35%	46%	11%	1%
Rosemead High	1%	12%	42%	37%	8%	0%
Pasadena High	0%	5%	28%	55%	11%	1%
Blair High	0%	1%	14%	38%	32%	15%
Muir High	1%	8%	35%	42%	13%	1%
x						
Monrovia High	0%	7%	27%	40%	23%	4%
La Canada High	2%	26%	51%	17%	4%	0%
San Marino High	1%	11%	44%	33%	11%	0%
Arcadia High	1%	12%	45%	31%	10%	2%
South Pasadena High	0%	7%	40%	39%	13%	1%
Temple City High	2%	13%	42%	34%	9%	1%

CLAS Writing by Area Schools 1994

School	Wrtg 6	Wrtg 5	Wrtg 4	Wrtg 3	Wrtg 2	Wrtg 1
Feeder Schools						
Repetto	0%	10%	38%	51%	0%	0%
Ynez	0%	9%	5	52%	3%	0%
Highlands	3%	14%	43%	36%	5%	0%
Garvey	0%	9%	36%	46%	9%	0%
'x						
Alhambra High SchDis						
Mark Keppel High	1%	7%	30%	40%	17%	5%
Alhambra High	0%	9%	35%	39%	13%	4%
San Gabriel High	1%	6%	25%	43%	20%	6%
x						
Other High Schools						
Duarte High	0%	8%	41%	37%	10%	4%
Arroyo High	0%	12%	40%	33%	12%	3%
El Monte HIgh	0%	4%	22%	54%	16%	4%
Mountain View HIgh	0%	4%	31%	49%	11%	1%
Rosemead High	0%	5%	33%	45%	15%	2%
Blair High	0%	3%	17%	44%	24%	13%
Muir High	0%	8%	33%	40%	14%	5%
Pasadena High	1%	3%	27%	40%	18%	10%
x						
La Canada High	3%	28%	51%	17%	4%	0%
San Marino High	3%	21%	51%	21%	3%	1%
Arcadia High	2%	15%	42%	30%	8%	4%
South Pasadena High	3%	15%	41%	30%	10%	1%
Temple City High	1%	13%	35%	37%	9%	1%
Monrovia High	0%	8%	29%	37%	19%	8%

CLAS Math by Area Schools

School	Math 6	Math 5	Math 4	Math 3	Math 2	Math 1
Feeder Schools						
Repetto	5%	9%	26%	26%	17%	17%
Ynez	2%	14%	13%	29%	20%	24%
Highlands	4%	11%	19%	22%	28%	17%
Garvey	1%	7%	14%	17%	23%	38%
x						
Alhambra High SchDi:						
Mark Keppel High	6%	5%	8%	11%	27%	43%
Alhambra High	3%	6%	7%	14%	34%	37%
San Gabriel High	4%	3%	6%	12%	33%	43%
x						
Other Schools						
Duarte High	1%	3%	6%	8%	35%	48%
Arroyo HIgh	1%	2%	5%	10%	35%	47%
El Monte High	3%	1%	1%	7%	27%	60%
Muntain View High	1%	2%	3%	8%	28%	59%
Rosemead High	3%	5%	9%	14%	31%	38%
Blair High	1%	1%	1%	4%	23%	71%
Muir High	1%	4%	4%	7%	35%	49%
Pasadena High	1%	2%	4%	7%	32%	55%
x						
La Canada High	12%	23%	25%	18%	16%	7%
San Marino High	29%	17%	22%	17%	11%	3%
Arcadia High	12%	10%	13%	18%	25%	22%
South Pasadena High	10%	9%	10%	25%	27%	20%
Temple City High	4%	6%	9%	13%	31%	37%
Monrovia High	2%	2%	6%	9%	28%	54%

MARK KEPPEL HIGH SCHOOL

Teachers' Schedule - 1995/96

TEACHER	PERIOD 0 7:00 - 7:45	PERIOD 1 8:00 - 8:55	PERIOD 2 9:02 - 9:57	PERIOD 3 10:04 - 11:06	PERIOD 4 11:13 - 12:08	PERIOD 5 12:55 - 1:50	PERIOD 1:57 - 2:52
ACOSTA, Daniel		B 4 Creative Writing	B 4 English 3/4 C	I T 2 Photo 1/2 Photo 3 - 8	I T 2 Yearbook 1 - 8	I T 2 Photo 1/2 Photo 3 - 8	CONFERENC
ASLANIAN, Janet		248 Trig/ Pre-Calc	248 Algebra I 1/2	248 Math Course A Integrated	248 Trig/ Pre-Calc	248 Algebra I 1/2	247 Math Lab
AZELTINE, Maurice (Tony)	------	112 Piano	M 1 Chorus Beginning	M 1 Chorus Int'l S*	112 Piano	M 1 AZTEC SINGERS	CONFERENCI
BACA, Gladys	243 Acctg Computer 1/2	243 Acctg Computer 1/2	243 Acctg Computer 1/2	245 Keyboard Application 1/2	CONFERENCE	243 Acctg Computers 1/2	---------
BALDWIN, Paul	------	Gym Weight Train/Cond	Gym Physical Educ 5 - 8	Gym Physical Educ 5 - 8	Gym Physical Educ 5 - 8	Gym Tennis 1/2	CONFEREN
BARSUHN, Werner	------	CONFERENCE	Athletic Director	Gym Physical Educ 1/2	Gym Weight Train/Cond	Gym Physical Educ 1/2	Gym Soccer, Swimming Volleyba Theory
BERNARD, Claudia	------	B 5 U. S. Hist 1/2	B 5 U. S. Hist 1/2 AP	B 5 English 5/6 A	B 5 U. S. Hist 1/2 A	CONFERENCE	---------
BLAIR, Karen	------	Gym Adaptive Phys. Educ.	------	------	------	------	---------
BOHNERT, Sue	------	CONFERENCE	235 English 1/2 A	235 English 1/2 A	235 English 1/2 A	235 English 1/2 B	235 English 1/2 A
BREEN, Iris	------	CONFERENCE	138 Spanish 3/4	138 Spanish 1/2	138 Spanish 1/2	138 Spanish 3/4	138 Spanish 5/6
BROWN, Beth	------	229 English 3/4 A	229 English 7/8 A	CONFERENCE	229 English 3/4 A	229 English 5/6 C	229 English 7/8 A

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MARK KEPPEL HIGH SCHOOL

Teachers' Schedule - 1995/96 Page 2

TEACHER	PERIOD 0 7:00 - 7:45	PERIOD 1 8:00 - 8:55	PERIOD 2 9:02 - 9:57	PERIOD 3 10:04 - 11:06	PERIOD 4 11:13 - 12:08	PERIOD 5 12:55 - 1:50	PERIOD 1:57 - 2:52
CABALLERO, Monica	------	CONFERENCE	214 Intro Cons.. & Fam Lvg	213 Marriage & Family	213 Intermed Math 1/2	213 Intermed Math Bil S*	21 Intermed Math 1/2
CALDWELL, Thom	------	School Psychologist Room 140: On campus Monday through Thursday all day; and 2nd & 4th Friday mornings.					
CAMERA, Richard	B 23 Algebra II 1/2	CONFERENCE	B 23 Geometry 2	B 23 Basic Math 1/2, Bil S*	B 23 Algebra II 1/2	B 23 Algebra II 1/2	--------
CASTRO, Gissella	------	128 World Hist 1/2 Bil S*	128 World Hist 1/2 Honors	128 Conflict Resolution w/Manchester	128 World Hist 1/2 A	Conflict Resol. Planning	CONFEREN
CHAVEZ, Hector	------	132 U. S. Hist 1/2 Bil S*	132 U. S. Hist 1/2 A	132 Govt Bil S*	132 Integ Govt/ Econ. A	132 Spanish 1/2	132 U. S. Hi 1/2 A
CHIN, Agnes	------	137 Mandarin 1/2	137 Mandarin 1/2	CONFERENCE	137 Mandarin 3/4,5/6, 7/8 NS	137 Mandarin 1/2 NS	13 Mandarin 1/2
CHU, Margaret	------	CONFERENCE	149 Chemistry 1/2	149 Algebra II 1/2	149 Chemistry 1/2	149 Math Course A Integ S*	149 Algebra II 1/2
CLAYTON, Katherine	------	Collab. w/G. Farr	Collab. w/ E. Hake	I T 4 Spec. Ed. R S P	I T 4 Spec. Ed. R S P	I T 4 Spec. Ed. R S P	CONFEREN
DALTORIO, Audrey	------	Gym Phys. Educ. 5 - 8	Athletic Director	Gym Gymnastics	Gym Pageantry	Gym Phys. Educ. 1/2	CONFEREN
DI PIETRA, John	------	143 Health & Safety	CONFERENCE	143 Health & Safety	143 Health & Safety	143 Health & Safety	143 Health & Safety
DONNELLY, Frank	------	B 1 Elemen. Algebra 1/2	B 1 Math A 1/2	B 1 Elemen Algebra 3/4	CONFERENCE	B 1 Math A 1/2	B 1 Elemen Algebra

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TEACHER	PERIOD 0 7:00 - 7:45	PERIOD 1 8:00 - 8:55	PERIOD 2 9:02 - 9:57	PERIOD 3 10:04 - 11:06	PERIOD 4 11:13 - 12:08	PERIOD 5 12:55 - 1:50	PERIOD 1:57 - 2:52
...RR, George	------	142 Physical Science 1/2	142 Physical Science 1/2	142 Physics B 1/2 AP C 1/2 AP	142 Physics B 1/2 AP Physics 1/2	CONFERENCE	142 Physics 1/2
FILLPOT, Cynthia	244 Computer Ap Bg W/W	245 Office Occupa.	245 Keyboard Appli. 1/2	243 Bus. Tech Core	244 Keyboard Appli. 1/2	244 Computer Proj/Desn.	----------
FORSTER, Reinhard	------	114 Integ Govt/ Econ. B/C	CONFERENCE	114 Integ Govt/ Econ. B/C	114 Integ Govt/ Econ. B/C	114 Integ Govt/ Econ. B/C	114 Integ Gov Econ. B/C
GARRETT, Michael	------	147 Basic Math 1/2	147 Algebra I 2/1	CONFERENCE	147 Algebra I 1/2	147 Geometry 1/2	147 Geometry 1/2
GAUTHIER, Jewell (Julie)	------	B 13 E S L Begin.	B 13 E S L Begin.	CONFERENCE	B 13 E S L Inter.	B 13 E S L Advan. Wrt.	B 13 E S L Inter.
...ORGE, Harold	------	B 7 Math Course A Integ.	B 7 Math Course A Integ.	B 7 Inter. Math 3/4	B 7 Inter. Math 3/4	247 Math Lab	Gym Badminton Theory
GIFFEN, Martha	------	B 14 E S L Begin Center	B 14 E S L Begin Center	B 14 E S L Inter Oral	B 14 E S L Inter Oral	B 14 Journalism 1/2. 3 - 8	CONFEREN
GONZALES, Michael	------	CONFERENCE	228 World Hist 1/2 9*	228 World Hist 1/2 B/C	228 U. S. Hist 1/2 B/C	228 U. S. Hist 1/2 B/C	228 World Hist 1/2 9*
GOTTLING, Cacilie	------	150 Biology 1/2	150 Biology 1/2	150 Biology 1/2	CONFERENCE	150 Life Science 1/2	150 Biology 1/2
GRBAC, Anthony		Gym Physical Educ. 1/2	Gym Tennis 1/2	Gym Tennis 1/2	Gym Physical Educ. 1/2	CONFERENCE	Gym Tennis Theory
GREEN, Michael	241 R. O. P. Comp App. Beg.	241 Computer Literate Applic	241 Econ/ Entrep 1/2	------	241 Computer Literate Applic.	241 Keyboard Applic. 1/2	241 Keyboard Applic. 1/2

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TEACHER	PERIOD 0 7:00 - 7:45	PERIOD 1 8:00 - 8:55	PERIOD 2 9:02 - 9:57	PERIOD 3 10:04 - 11:06	PERIOD 4 11:13 - 12:08	PERIOD 5 12:55 - 1:50	PERIOD 1:57 - 2:52
HAKE, Ellen	------	148 Life Science 1/2 S*	148 Life Science 1/2 S*	148 Biology 1/2 S*	148 Biology 1/2 Honors	148 Biology 1/2 Honors	CONFERENC
HALVORSON, Gary	I T 7 Drafting 1/2,3/4, Arch.1/2, S*	I T 7 Drafting S*,Explor. Ind. Tech.	I T 7 Drafting I S*,Explor. Ind. Tech.S*	I T 7 Drafting 1/2 3/4, Arch. 1/2,3-6,S*	I T 7 Drafting 1/2 3/4, Arch. 1/2,3-6,S* Manuf. Tech.	I T 7 Drafting IS, Arch. 3-6, Draft 1/2	244 R.O.P. Comp.Asst Draft.
~~WASHINGTON, Michelle~~ WALTERS, Randall	------	------	247 Math Lab	247 Math Lab	M 2 Band Advanced	M 2 Instrum., Orchestra	Pd. 8 C O N F. Pd. M 2 Music Thry/ Compo
HEREDIA, Irene	------	CONFERENCE	Gym Physical Educ. 1/2	Gym Physical Educ. 1/2	Gym Physical Educ. 1/2	Gym Dance 1/2	Gym Choreog.. Dance 3/4
HERRERA, Andrew	------	B 16 World History 1/2 A	CONFERENCE	B 16 U. S. Hist 1/2 A	B 16 U. S. Hist 1/2 B/C	B 16 World History 1/2 A	B 16 World History 1/2 A
HIGGINS, Kerry	------	227 English 7/8 B	227 American Literat A	227 English 7/8 B	227 American Literat A	227 English 7/8 B	22 American Literat
HILARIO, Ramon	------	234 English 5/6 B	CONFERENCE	234 English 5/6 B	234 English 7/8 A	234 English 7/8 A	234 English 5/6 C
HONG, Jonathan	------	------	------	I T 1 Printing Occup. C.V.E. [R.O.P.]	I T 1 Printing Occup. C.V.E. [R.O.P.]	------	------
JUSTICE, Roxanna	------	236 English 1/2 A	CONFERENCE	236 English 1/2 A	236 English 5/6 B	236 English 5/6 B	236 English 5/6 B
KENNARD, Richard	------	145 Microbiol 1/2	145 Microbiol 1/2	145 Science I 1/2	145 Chemistry 1/2	CONFERENCE	145 Chemistry 1/2
KIMURA, Lillian	146 Calculus AB AP, BC AP	247 Math Lab	146 Math Course A Integ.	-----	146 Calculus AB AP, BC AP	146 Elemen. Algebra 1/2	1 Calculus AB AP, BC AP

TEACHER	PERIOD 0 7:00 - 7:45	PERIOD 1 8:00 - 8:55	PERIOD 2 9:02 - 9:57	PERIOD 3 10:04 - 11:06	PERIOD 4 11:13 - 12:08	PERIOD 5 12:55 - 1:50	PERIOD 1:57 - 2:52
KUCHINAS, Margaret	------	I T 5 Health & Safety	I T 5 Health & Safety S*	I T 5 Health & Safety S*	I T 5 Folklorico 1/2, 3/4	CONFERENCE	Gym Phys. Educ. 3/4
KUBAL, Cynthia	------	232 World Lit A	232 World Lit A	232 English 7/8 C	CONFERENCE	232 World Lit Lit 1/2	232 English 7/8 C
LAU, Leo	------	CONFERENCE	141 Biology 1/2	141 Biology 1/2	141 Physical Science 1/2	141 Physical Science 1/2	141 Physical Science 1/2
LEON, Sylvia	------	CONFERENCE	B 6 Algebra II 2/1 Algebra 1/2	B 6 Algebra I 1/2	B 6 Algebra II 1/2 Honors	B 6 Algebra II 1/2 Honors	B 6 Algebra I 1/2
LIESWALD, Beverly	------	B 20 Spec. Ed. R S P	B 20 Spec. Ed. R S P	Collab. w/DiPietro	Collab. w/DiPietro	B 20 Spec. Ed. R S P	B 20 CONFERENCE
LINDBECK, Roger	Career Center Thursdays Only	Career Center Work Exper.	Career Center Work Exper.	Career Center Work Exper.	Career Center Work Exper.	Career Center Work Exper.	Pd. 7 Caree Cntr. Wedn. Only
LUK, Patrick	252 Class meets at 7: 45 a.m.. 8th Graders. Algebra I 1/2 Honors		252 Algebra II 1/2	252 Algebra II 1/2	252 Elemen. Algeb 1/2 Bil S*	252 Algebra I 1/2 Honors	CONFERENC
MAC CARTNEY, Gail	------	135 English 5/6 C	135 French 3/4	135 French 1/2, AP	135 French 5/6, AP Lang	CONFERENCE	135 French 1/2
MC ELHANEY, Douglas	------	139 Spanish 1/2	139 Spanish 1/2	139 Spanish 3/4	139 Spanish 3/4	CONFERENCE	139 Spanish 1/2
MC INTYRE, Jean	------	207 Spanish 3/4	207 Spanish 5/6	207 Spanish Lang 1/2 AP Lit 1/2 AP 5/6 NB	207 Spanish 5/6	207 Spanish 7/8	CONFERENC
MANCHESTER, Gabriella	------	226 English 7/8 AP	226 English 7/8 B	128 Conflict Resolution w/Castro	226 English 7/8 B	Conflict Resolu. Planning	Departmen Chair

TEACHER	PERIOD 0 7:00 - 7:45	PERIOD 1 8:00 - 8:55	PERIOD 2 9:02 - 9:57	PERIOD 3 10:04 - 11:06	PERIOD 4 11:13 - 12:08	PERIOD 5 12:55 - 1:50	PERIOD 1:57 - 2:52
MANETTA, Maria	------	119 World Hist 1/2 B/C	119 World Hist 1/2 B/C	119 U. S. Hist 1/2 B/C	CONFERENCE	119 World Hist 1/2 B/C	Applied Communic.
MANGERINO, Janice	------	144 Chemistry 1/2	144 Chemistry 1/2	144 Chemistry 1/2 Honors	CONFERENCE	144 Chemistry 1/2 Honors. 3/4 AP	144 Chemistry 3/4 Indep Study
MANGRUM, Scott	238 American Govt/Civic	238 World Hist 1/2 B/C	238 Anthrop. 1/2 A	238 World Hist 1/2 A	---------	238 World Hist 1/2 A	CONFERENC
MARTINEZ, Socorro	------	CONFERENCE	B 17 Spanish 1/2 NS	B 17 Spanish 3/4 NS	B 17 Spanish 3/4 NS	B 17 Spanish 1/2 NS	B 17 Spanish 1/2
MAYO, Linda	------	237 English 5/6 Honors	B 3 English 1/2 C	CONFERENCE	B 3 English 1/2 C	237 English 1/2 A	237 English 1/2 A
MERRITT, Susan	------	244 Keyboard Applic 1/2	244 Keyboard Applic 1/2	244 Computer Word Pr	CONFERENCE	242 Speed/ Shorthand 1/2	242 Speed/ Shorthand 1/2
MIELKE, Dennis	------	224 English 1/2 B	CONFERENCE	103 Assoc. Student Body Cabinet	224 English 1/2 B	224 English 3/4 A	224 English 3/4 A
MOYER, Joyce	------	246 Keyboard Applic. 9°	246 Keyboard Applic. 1/2	246 Keyboard Applic. 1/2	246 Keyboard Applic. 1/2	CONFERENCE	246 Keyboard Applic. 9°
NASITKA, Dennis	------	239 English 3/4 Honors	239 English 3/4 B	B 3 English 1/2 C	Aud. Drama 1/2. 3 - 8	B 3 English 1/2 C	B 3 English 1/2 C. 1/2 B
NESALHOUS, Mary Anne	------	213 Integ Govt Econ B/C	213 Integ Govt Econ B/C	211 Foods 1/2	211 Foods 1/2	214 Fashion 1/2 Fashion Adv 3 - 6	CONFEREN
NIELSEN, David (Ed)	B 22 U. S. Hist 1/2 B/C	B 22 U. S. Hist 1/2 B/C	B 22 U. S. Hist 1/2 B/C	B 22 U. S. Hist 1/2 B/C	B 22 World Hist 1/2 B/C	CONFERENCE	G, Basketba Cross-Cn Theory

MARK KEPPEL HIGH SCHOOL

Teachers' Schedule - 1995/96

TEACHER	PERIOD 0 7:00 - 7:45	PERIOD 1 8:00 - 8:55	PERIOD 2 9:02 - 9:57	PERIOD 3 10:04 - 11:06	PERIOD 4 11:13 - 12:08	PERIOD 5 12:55 - 1:50	PERIOD 6 1:57 - 2:52
PROUD, Ed	------	B 12 E S L Adv Reading	B 12 E S L Inter Oral	B 12 E S L Adv Writing	B 12 E S L Adv Writing	CONFERENCE	B 12 E S L Adv Reading
RAMIREZ, Esperanza M. (Epi)	------	B 18 E S L Inter 2/ Adv Wrt 1	B 18 E S L Inter Oral 2	CONFERENCE	B 18 E S L Begin	B 18 E S L Begin	B 18 E S L Advanced Writing
RAPP, Jenny	------	253 Geometry 1/2	253 Informal Geometry	CONFERENCE	253 Geometry 1/2	253 Algebra I 1/2 Bil S*, S*	253 Geometry 1/2 S*, Bil S*
REIS, Patrick	------	116 Applied Commun.	116 Applied Commun.	116 Applied Commun.	116 Applied Commun.	116 Applied Commun.	CONFERENC
RILEY, Tom	B 8 Geometry 1/2 Honors	B 8 Elemen Algeb 3/4	B 8 Elemen Algeb 3/4	B 8 Geometry 1/2 Honors	B 8 Applied Math 1/2	CONFERENCE	--------
ROSSO, Joanne	------	B 15 U. S. Hist 1/2 S*	B 15 E S L Adv Reading	B 15 E S L Adv Reading	B 15 U. S. Hist 1/2 S*	B 15 E S L Inter.	CONFERENC
RUSSELL, Duane	------	Gym Physical Educ. 1/2	Gym Physical Educ. 3/4	Gym Physical Educ. 3/4	CONFERENCE	Gym Physical Educ. 3/4	Gym Baseball, Softball, Tr.,Wrest Theory
SANCHEZ, Susan	------	CONFERENCE	242 Contemp Themes Lit A	242 Contemp Themes Lit A	WASC	WASC	WASC
SCHARF, Joan	------	118 Intro Dsgn Draw/Paint	118 Draw/Paint 1/2,3/4,5/6	118 Intro Dsgn Draw Paint	118 Intro Dsgn Draw Paint	118 Intro Dsgn Draw Paint	118 Intro Dsgn Draw Paint
SCHOFIELD, James	B 2 Debate 1/2 3 - 8	B 2 Applied Communic.	B 2 Applied Communic.S*	B 2 Applied Communic.S*	CONFERENCE	B 2 Radio/TV Broadcast Debate,Produc.	6th Pd.: AUDIT. Stage- craft
SHIPHERD, Dorothy	------	I T 3 Spec. Ed. S D C	I T 3 Spec. Ed. S D C	I T 3 Spec. Ed. S D C	I T 3 Spec. Ed. S D C	CONFERENCE	I T 3 Spec. Ed. S D C

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MARK KEPPEL HIGH SCHOOL

Teachers' Schedule - 1995/96

TEACHER	PERIOD 0 7:00 - 7:45	PERIOD 1 8:00 - 8:55	PERIOD 2 9:02 - 9:57	PERIOD 3 10:04 - 11:06	PERIOD 4 11:13 - 12:08	PERIOD 5 12:55 - 1:50	PERIOD 1:57 - 2:52
SPRINGER, Mary P. (Patsy)	Librarian Library opens at 7:30 a.m., closes 3:00 p.m., Monday through Friday						
STONEBRAKER, Virginia (Ginger)	------	134 Integ.Govt/ Econonics A	134 Am. Govt/ Civic AP	CONFERENCE	134 Govt S*	134 Integ.Govt/ Economics A	Department Chair
SUMIDA, Anthony	------	Gym Physical Educ. 3/4	Gym Weight Train/Cond	CONFERENCE	Gym Physical Educ. 3/4	Gym Physical Edud. 5-8	Gym Football Theory
TARR, David	------	225 English 3/4 B	225 English 3/4 A	225 English 3/4 A	225 English 3/4 B	225 English 3/4 B	225 English 3/4 B
TUTTLE, Marsha	------	230 English 1/2 A	230 English 1/2 A	CONFERENCE	B 4 English 3/4 C	230 Spanish 1/2	B 4 English 3/4 C
VALENTINO, Phyllis	------	Collab. w/Rosso	245A Spec. Ed. R S P	245A Spec. Ed. R S P	245A Spec. Ed. R S P	CONFERENCE	245A Spec. Ed. R S P
VELASQUEZ, Xiomara	249 Trig/ Pre-Calc Honors	249 Algebra I 1/2	CONFERENCE	249 Algebra I 1/2	247 Math Lab	249 Trig/ Pre-Calc Honors	249 Math Course A Integ
VUICICH, Darlene	------	136 Mandarin 5/6	136 Mandarin 3/4	136 Mandarin 5/6, 7/8	CONFERENCE	136 Mandarin 3/4	136 Mandarin 3/4
VUICICH, Sava	------	I T 6 Electron I S*, Explor Ind.Tech.	I T 6 Electron I S*.Explor Ind.Tech.S*	CONFERENCE	I T 6 Physical Science 1/2	I T 6 Electron Basic 1/2, 3/4.Elec. I S*	I T 6 Physical Science 1
WALSH, Bradley	I T 9 Auto Spec.. Auto Tech 3 - 6	I T 9 Auto IS. Explor Ind.Tech.	I T 9 Auto IS. Explor Ind.Tech.	I T 9 Auto Tech 1/2, IS	I T 9 Auto Tech 1/2, IS	I T 9 Auto Tech 1/2, IS	

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TEACHER	PERIOD 0 7:00 - 7:45	PERIOD 1 8:00 - 8:55	PERIOD 2 9:02 - 9:57	PERIOD 3 10:04 - 11:06	PERIOD 4 11:13 - 12:08	PERIOD 5 12:55 - 1:50	PERIOD 1:57 - 2:52
WAWER, Nancy		250 Class meets at 7:45 a.m., 7th Graders, Pre-Algebra 1/2	247 Math Lab	250 Trig/ Pre-Calc	250 Math Course A, Integ	250 Trig/ Pre-Calc.	Department Chair
WESTPHALN, Richard	------	153 Life Science 1/2	153 Health & Safety	153 Life Science 1/2	153 Life Science 1/2	CONFERENCE	153 Life Science 1/2
WILSON, Barbara	------	251 Geometry 1/2	251 Geometry 1/2	CONFERENCE	251 Biology 1/2	251 Biology 1/2	251 Math A 1/2

SPEECH/LANGUAGE PATHOLOGIST: Debra Martin

On campus Thursdays and Fridays, all day;
in office between classrooms I T 3 and I T 9.

MARK KEPPEL HIGH SCHOOL

BELL SCHEDULE

1995-1996

REGULAR BELL SCHEDULE

Warning Bell:		7:53		
Period	1	8:00	-	8:55
Period	2	9:02	-	9:57
Period	3*	10:04	-	11:06
Period	4	11:13	-	12:08
LUNCH		12:08	-	12:48
Period	5	12:55	-	1:50
Period	6	1:57	-	2:52

*** HOMEROOM PERIOD**

FESTIVAL BELL SCHEDULE

Warning Bell:		7:53		
Period	1	8:00	-	8:52
Period	2	8:59	-	9:51
Period	3	9:58	-	10:55
Period	4	11:02	-	11:54
LUNCH		11:54	-	12:54
Period	5	1:01	-	1:53
Period	6	2:00	-	2:52

RALLY SCHEDULE

Warning Bell:		7:53		
RALLY		8:00	-	8:55
Period	1	9:02	-	9:47
Period	2	9:54	-	10:39
Period	3	10:46	-	11:36
Period	4	11:43	-	12:28
LUNCH		12:28	-	1:08
Period	5	1:15	-	2:00
Period	6	2:07	-	2:52

MINIMUM DAY SCHEDULE

Warning Bell:		7:53		
Period	1	8:00	-	8:30
Period	2	8:35	-	9:05
Period	3	9:10	-	9:40
Period	4	9:45	-	10:15
Period	5	10:20	-	10:50
Period	6	10:55	-	11:25

ASSEMBLY SCHEDULE

Warning Bell:		7:53		
Period	1	8:00	-	8:46
Period	2	8:53	-	9:39
Period	3A	9:49	-	10:19
Period	3B	10:29	-	10:59
Period	3C	11:09	-	11:39
Period	4	11:46	-	12:32
LUNCH		12:32	-	1:12
Period	5	1:19	-	2:05
Period	6	2:12	-	2:52

BACK TO BACK MINIMUM DAYS

Warning Bell:		7:53		
Period	A	8:00	-	9:05
Period	B	9:12	-	10:17
Period	C	10:24	-	11:25

bellsch

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MARK KEPPEL HIGH SCHOOL -- INSTRUCTIONAL BUDGET 1995-96

ESOL	$1850.00	4.14%
BUSINESS EDUCATION	$4800.00	10.74%
ENGLISH	$2500.00	5.59%
COMMUNICATION	$1000.00	2.23%
ART	$2000.00	4.47%
MUSIC	$1300.00	2.90%
LANGUAGE	$ 927.00	2.07%
CON./FAM. LIVING	$2000.00	4.48%
INDUSTRIAL TECHN.	$7500.00	16.78%
MATHEMATICS	$1800.00	4.03%
PHYSICAL EDUC.	$4000.00	8.95%
BOYS ATHLETIC	$5000.00	11.19%
GIRLS ATHLETICS	$4000.00	8.95%
SCIENCE	$4000.00	8.95%
SOCIAL SCIENCE	$2000.00	4.48%
	$44,677.00	31.03%

INSTRUCTIONAL GENERAL	$ 0	0.00%
TEXTBOOKS	15,000.00	44.18%
SUPPL. TEXTBOOKS	8,000.00	25.53%
LIBRARY BOOKS	5,000.00	14.70%
LIBRARY	6,000.00	17.64%
	$34,000.00	23.61%
CAREER CENTER	$ 300.00	0 .01%
ADMINISTRATION	$10,000.00	15.38%
POSTAGE	$ 3,000.00	.05%
COPY MACHINE	$23,000.00	35.38%
EQUIP. ADMINIST.	$10,000.00	15.38%
PUPIL SERVICES	$ 4,000.00	.06%

MARK KEPPEL HIGH SCHOOL INSTRUCTIONAL BUDGET 1995-96 (continued)

CUSTODIAL SUPPLIES	$15,000.00	23.07%
	$65,300.00	45.14%

TOTAL BUDGET $143,977.00

ALLOCATION RATE $69.12 PER STUDENT.
PROJECTED ENROLLMENT 2083
(2083 X $69.12 $143,977.00

Additional E.C. monies, approx. $32,000.00

GRAND TOTAL **$175,977.00**

budget

MARK KEPPEL HIGH SCHOOL
TECHNOLOGY PLAN

RATIONALE AND PURPOSES

Computers and other information technologies permeate our society. Many careers require a knowledge of computer and information technologies. These technologies can be used to increase student learning, productivity, and effectiveness of presentation. Mark Keppel High School (MKHS) needs to plan carefully to be sure that financial and resource investments in these new learning tools produce effective returns. Student outcomes include:

* integrating knowledge
* becoming self-instructors/researchers
* developing a lifelong learning desire
* identifying and pursuing his/her own area of interest
* becoming technologically proficient
* employing research strategies
* developing social skills (cooperative/teaming strategies)
* incorporating multi-technology applications in projects
* developing exhibition projects/portfolios
* receiving graduation recognition
* demonstrating multi-platform competencies

The **purposes** of the plan are:

1. To establish a direction for integrating learning technologies into the curriculum.

2. To identify resource requirements in terms of staff, training, hardware, software, and operations support.

3. To project how the program will be phased in over a multi-year period.

Philosophy and Program Mission

Significant changes are likely to take place over the next three to five years in curriculum and learning, the organization and staffing of schools, learning/information technologies, and society in general. Planning for changes of the scope anticipated by the introduction of learning/ information technologies will require a long-range effort. Application of technology needs to be guided not only by the curriculum requirements, but also by what students will need to know and be able to do in order to learn effectively and pursue productive careers. With limited resources, we need to set priorities for technology applications in the curriculum.

Vision--MKHS is the center of learning in our community - a clean, safe, and orderly campus where students are encouraged to meet their highest potential and are prepared to become ethical, educated, and productive participants in our democratic society. Mark Keppel will provide all

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students with the opportunity to achieve success in an unpredictable and rapidly changing world of technology by providing equal access to computers and other new and emerging technologies.

Mission --All students at MKHS will be able to use technology to pursue their further education and career goals.

Goals--Students will be able to use the computer and related learning technologies as a tool to acquire knowledge and develop skills.

--Students will be able to use the computer and related learning technologies as a tool to access, organize, analyze, and communicate information.

Program Status Report

Mark Keppel High School has been using all available funding to purchase technology and train teachers in its uses. The school also has actively sought and been successful in receiving grant funding. As a result of these efforts a variety of technology is available to staff and students. A Mac Computer Lab 212A has been established and teachers have been trained in using computers. Teachers take students into the lab on "writing across the curriculum" projects. A Chapter I Math Mac Lab 247 is available to Chapter I students where technology helps them improve mathematical skills. These two labs (212A and 247) exist to promote and encourage teachers to incorporate technology into the learning process. A CA State AB1470 grant, "HyperHelper and the Paperless Term Paper" provided the school with multimedia carts: each cart had a TV monitor, a computer, and a laser disc player. A cadre of trained teachers implemented the grant using a multimedia approach for student and teacher project presentations. These multimedia carts are available for teachers to use in their classrooms and the cadre members are available to inservice and assist the staff. A teacher technology resource lab is available for teachers to practice using the various types of technology equipment available: computers, scanner, modem, multimedia cart, laser disc player, and bar code readers. Practice in this resource lab gives teachers the opportunity to develop confidence in the use of technology and to include it in the development of lessons. A set of Tandy 102 portable computers are used in the Chapter I funded English classes. Each ESL classroom is equipped with an Apple IIGS and a TV/VCR and one laser disc player is available to ESL department members to use in their classes.

An Eisenhower grant and a district professional grant have provided teachers with TI-81 graphing calculators. Students are encouraged to use these calculators in math classes.

In the library, students have access to CD-ROM, video, laser disc, and on-line information services. Appropriate software has been purchased to support the instructional program.

In 1992 a self-selected Technology Committee (AZTECHS) was established. Staff development in the use of technology has been on-going. Beginning Technology and Technology Plus are sessions that are offered to teachers who want to move into instructional technology or who want to increase their knowledge of applications.

A yearly needs assessment determines the topics for staff development. District minimum days and pupil free days are dedicated to providing teachers with training and inservice in identified needed areas. Technology continues to be a high priority for the school.

The **site technology goals** are:

1. Technology Awareness and Staff Development

Computers and other technologies will be used at MKHS to improve the quality of instruction including the ability to access a rapidly expanding knowledge base. MKHS students, teachers, and administrators will be aware of technological advances and be prepared to meet the challenges of an information-based global society.

An extensive and on-going staff development program will continue to promote effective campus wide use of technology. A teacher technology resource center will be expanded to provide teachers access to a variety of hardware, software, and technology-related curriculum. The center will be used by teachers to enhance their knowledge of technology. Teachers and students will teach technology and use technology to teach. Technology will be used as a tool to enhance the regular curriculum.

2. Technology Evaluation, Acquisition, and Maintenance

Research, development, and evaluation services will be utilized to identify, monitor, and assess effective educational uses of technology.

MKHS will maximize the long term utilization of existing and future hardware and software acquisition. Provisions will be made to accommodate repair and replacement of hardware as needed.

3. Technology Network

We will expand technology networks to improve student access to on- and off-campus resources. We will increase the effectiveness and efficiency of the teacher and administrator by expanding the network to include teacher and administrator access to the student information data base.

4. Technology Literacy Curriculum and District Technology Literacy Requirement

The Alhambra School District's technology literacy requirement will ensure that every student has equal access to technology training. Technology literacy curricula will allow students to understand computers and other technologies and their applications in society. Students will develop the skills necessary to successfully interact with technology and use it as a productive tool.

5. Staff Development

All teachers will be knowledgeable in integrating technology into their curricula. In addition, teachers, by departments identified in the technology curriculum sequence, will become specialists in a specified technology field.

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6. Community Involvement

Partnerships in technology education applications with institutions, businesses and parent groups

will be established for the purposes of direction, training, funding, and other technology based needs.

Recommendations/Activities and Needed Resources to Accomplish Goals

1. Technology Awareness and Staff Development

a. On-site technology coordinator(s) will be provided to assist teachers in lesson preparation using technology and willprovide classroom demonstrations.

b. The student and teacher technology cadres will assist any teacher or staff member on an as-requested basis and will beavailable at lunch and before or after school on a rotation basis.

c. Curriculum Council will be responsible for disseminating technology information and inservice opportunities.

d. The district technology coordinator will serve the site as an advisor on curriculum technology projects and will provide inservice opportunities to teachers, staff, and students.

e. Inservice activities will be content specific. Department chairs will facilitate and coordinate inservices for their respective faculty and staff on technology programs/issues.

f. Teacher release days will be made available on an as needed basis for conference attendance or district inservices related to technology.

g. A curriculum resource file of cooperative learning activities and technology infusion units will be instituted and maintained in the teachers' technology resource center.

2. Technology Evaluation, Acquisition and Maintenance

a. All teachers will be encouraged to seek out and write for grants to supplement the technology already available on campus.

b. The district and site technology coordinators will serve the site as advisors to hardware and software purchases, inventory control, and maintenance of equipment and software.

c. Multimedia carts with a computer, monitor, and laser disc player will be made available to all teachers to use on a sign-up basis.

d. The writing across the curriculum computer lab will be made available to all teachers to use on a sign-up basis.

e. Curriculum Council will search out and purchase software that emphasizes problem solving for complex, multi-dimensional problems and which adheres to California State Frameworks. They will investigate and recommend additional equipment as needed to meet school and departmental goals.

f. A new electronics course in computer repair will be developed where students will gain the skills to help the school maintain its computers.

g. The Technology Committee and Curriculum Council will regularly assess the status of technology: its infusion into the learning process and its schoolwide applications.

h. Software and materials acquisition: Curriculum needs will determine the acquisition of software and materials to fulfill the 9-12 curriculum goals and access to technology.

3. Technology Network

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a. A school-wide network will be expanded to enable students to acquire, evaluate, organize, and maintain information and to use computers to process information.

b. The network will also facilitate access to information for teachers and administrators.

c. Teachers will develop cooperative learning activities that will promote integration across the curriculum by encouraging groups of students in different classes to utilize technological tools and resources in sharing information and projects.

d. The technology consultant from the district vocational office will serve the site as an advisor to assist in networking all the computers on site.

4. Technology Literacy Curriculum and District Technology Literacy Requirement

Expansion of the MKHS technological base will facilitate multiple means for students to meet the Alhambra School District's technology literacy requirement. Teachers will incorporate components of the district's technology literacy requirement into the regular content curriculum as well as technology specific curricula. We have planned for equitable access to technology for all students. Teachers select appropriate applications based on each student's needs and capabilities and on the requirements of the curriculum.

A technology application program has been sequentially developed for grades 9-12.

a. 9th grade curriculum - English/ESL Intermediate
   1. Students learn the basic keyboarding/word processing skills.
   2. Students learn the proper treatment of equipment.
   3. Students understand the ethics associated with the use of technology.

b. 10th grade curriculum - Social Science and Advanced ESL
   1. Students learn database applications.
   2. Database projects are developed.
   3. Students use timeline software to incorporate timelines into Social Science and Advanced ESL classes.

c. Grades 9-12 curriculum - Math
   1. Students learn spreadsheet applications, graphs and charts.
   2. Spreadsheet, graphs and charts become part of Math projects.

d. Grades 9-12 curriculum - Speech
   1. Students develop presentation skills and use effective presentation devices.
   2. Students use laser discs, videotapes, video cameras, photo CD, CD-ROM, modems, fax machines, bulletin boards, telecommunications services, overhead projection panels, other presentation devices, and copy machines in school projects.

e. 11th Grade - graphics/manipulations of images and other technologies - various departments

f. 12th Grade - "Exhibition" - various departments
   1) Students apply a multimedia approach to "exhibition" projects/presentations.
   2) "Exhibition" projects are cross-disciplinary.

5. Staff Development

a. Proposed staff competencies:

All teachers will be knowledgeable in integrating technology into their curricula, including, but is not limited to, word processing, database, spreadsheet, graphs, charts and graphics, CD-ROM, laser discs, videotapes, video cameras, photo CD, telecommunications, and other presentation devices.

Teachers will become specialists in their area of responsibility regarding the Technology Curriculum plan. English and ESL teachers will be specialists in word processing. Social Science and Advanced ESL teachers will be specialists in database applications and timeline software. Math teachers will specialize in spreadsheet, graphs and charts. Communication teachers develop their expertise in other technology presentation tools such as, but not limited to, CD-ROM, telecommunications, videotapes and video cameras. Teachers in other content areas will be encouraged to specialize in technology application of choice. Vocational Education teachers will continue to infuse technology throughout their curriculum. A cadre of technology specialists in each area (composed of teachers, students and interested community members) will be available to work with new teachers to the school and tenured staff who need the support.

b. Match Staff Development to Curriculum

1. Maintain a current inventory of staff technology competencies.
2. Design staff development activities for teacher competencies in current emerging technologies (see Appendix).
3. Provide time for teachers to incorporate technology applications into instruction and to share subject specific and interdisciplinary applications of technology. Provide opportunities for peer-coaching.

6. Community Involvement

a. Teachers and students will be trained in presentation software and will devise projects to exhibit to community, business, parent, and student groups to explain curricular programs and to solicit support.

b. Students will access community based technological resources in the completion of school related projects.

c. Teachers and administrators will seek the assistance of existing industry councils in acquiring and implementing technology in the curriculum.

ORGANIZATION AND IMPLEMENTATION *(SEE FLOW CHART)*

Composition of the Technology Committee--An administrator designated by the Principal will co-chair the committee with a teacher chairperson. Teachers interested in promoting technology can participate as members of the committee. The District Coordinator of Instructional Technology serves as a consultant to the committee.

Governance Structure--The Technology Committee designs, plans and implements the school's technology plan. This committee articulates and collaborates with Curriculum Council, the School Improvement Committee and the Administration to implement the phases of the plan.

Duties and Responsibilities

1. Coordinate the technology plan with district and site goals and with the Office of Technology's five-year plan.
2. Identify and make decisions regarding the utilization of equipment and facilities.
3. Investigate and disseminate information regarding emerging technologies.

4. Encourage and assist faculty in using technology as an instructional strategy that facilitates student learning.

5. Provide staff with professional growth opportunities.

6. Develop skills in maintaining the site's equipment and in troubleshooting system problems for less technology experienced teachers.

7. Develop needs assessments and use the results for recommending staff development topics in technology to the School Improvement Committee.

8. Keep Curriculum Council apprised of Technology Committee plans and recommendations.

9. Investigate and disseminate technology grant offerings schoolwide.

PROJECTED EXPENDITURES:

Software needs:

1. HyperStudio
2. Norton utilities
3. Operation manuals for using the technology hardware
4. SAM for every computer
5. Training and teaching materials for using software
6. Power Point presentation software
7. Dialog on-line research

Equipment needs:

1. Provide a laser printer in library.
2. Provide a fax machine for library.
3. MS-DOS platform computer for library.
4. Increase number of presentation units-computer, CD-ROM, laser disc player.
5. MS-DOS for B10 (Teachers' Resource Room)
6. Provide each classroom with a computer that allows teachers to access student information, keep records, and provide networking opportunities.
7. Provide computer banks in selected classrooms for writing across the curriculum activities and additional student access.
8. Provide a multi-purpose TV monitor in each classroom linking students to instruction and to school communication.
9. Video projection systems (Big Screen) for the auditorium.

APPENDIX

Perceived areas of developing teacher competencies:

•using software such as Microsoft Word and Works or Windows, database applications, spreadsheet applications, HyperStudio applications, Power Point presentation applications, dialogue on line research applications, graphics programs, and Pagemaker; laser discs with or without computers to enhance lessons; televisions and VCRS to expand the knowledge base used in lessons; telecommunications to go beyond "our neighborhoods" in the learning process; and scanners, modems, faxes and their potential educational applications.

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