SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Mark Keppel High School

501 Hellman Avenue

Alhambra, CA 91801

Alhambra Unified School District

April 7 - 9, 2014

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1

Chapter I: Student/Community Profile

Mark Keppel High School (MKHS) is one of three comprehensive high schools in the Alhambra Unified School District (AUSD). It is located on the border between Alhambra and Monterey Park, about ten miles east of downtown Los Angeles. It primarily serves students residing in Monterey Park.

Monterey Park, with a population of about 61,000 (2010 census), has a median household income of $48,000. Asians make up nearly two-thirds of the city population; Hispanics account for approximately one-fourth; white/Caucasian about 5%; and others make up less than 3%. Notably, 54% of the community population is foreign born.

The current student population of 2,356 students roughly approximates the community's ethnic breakdown, with 72% Asian, 23% Hispanic, and 5% other. English Language Learners (ELL) comprise one-fifth of the student body; 5% are in the special education program. MKHS is a schoolwide Title I school; 63% of students are enrolled in the free or reduced lunch program.

The campus itself was founded in 1938 and is located adjacent to the Interstate 10 Freeway. The school takes pride in upholding and fostering a culture of academic and extracurricular excellence as well as respect for and celebration of ethnic diversity.

An analysis of the school's student achievement data indicates steady growth since the last full accreditation visit. The school's Academic Performance Index (API) is 867, a 39-point increase over the past five years. California Standardized Testing and Report (STAR) results also show steady growth in almost all subjects and all bands.

Results of the California High School Exit Exam (CAHSEE) indicate an overall modest but steady improvement as well over the past five years. The overall percentage of students passing the CAHSEE English Language Arts test increased 7% with an increase in the mean scale score of 10 points. During the same period, the overall percentage of Mark Keppel High School students passing the CAHSEE mathematics exam increased 4.22% with a mean scale score increase of eight points.

With respect to the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP), the school missed its targets for both the socioeconomically disadvantaged (SED) and ELL subgroups in English for the 2011-12 school year. The ELL subgroup also missed its targets in both English and math for the 2012-13 school year. As a consequence, the school is in year three of Program Improvement (PI).
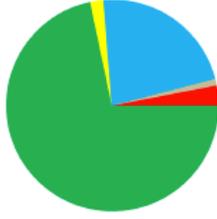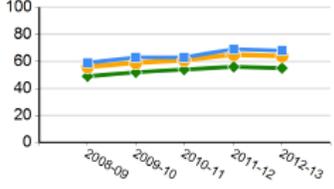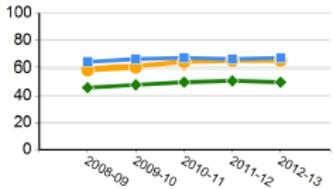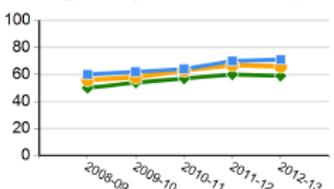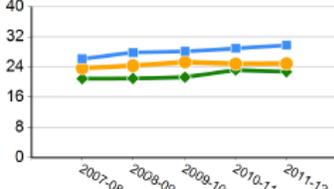
For the past three years, the performance level of ELL students has remained consistent, with approximately one half of the population testing at advanced and early advanced levels and the other half testing at intermediate or below on the California English Language Development Test (CELDT). MKHS ELL students have consistently met two of the three Annual Measurable Achievement Objectives (AMAO). However, ELL students were unable to meet AYP requirements for the two previous school years.
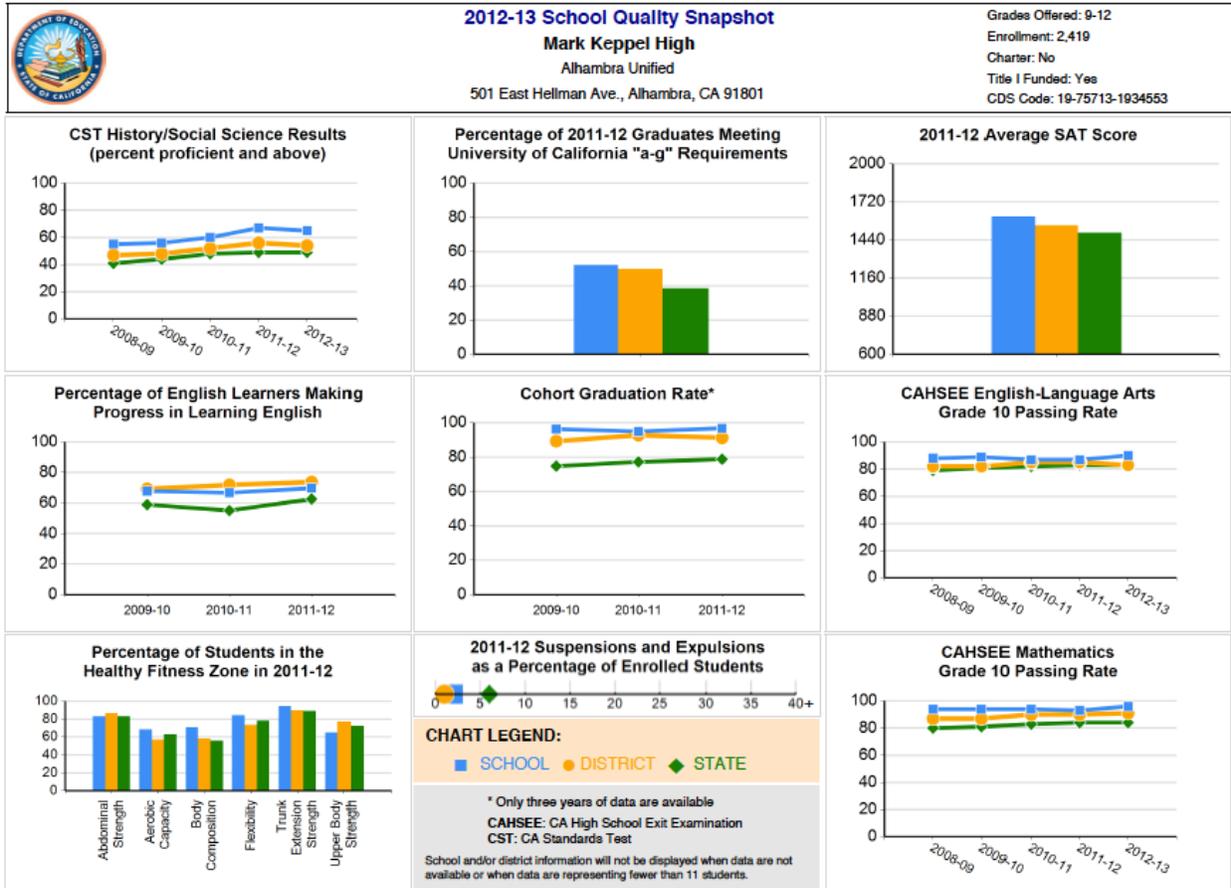
The school is governed by the district's open enrollment policy in Advanced Placement (AP) classes, which was implemented on this site last school year. Consistently over the past four years, 80% of AP test-takers have scored 3 or higher. During the same period, the number of additional exams taken was 171. Approximately two-thirds of seniors taking the SAT score 1500 or better; these results are consistent over the past three years. Seniors taking the ACT average a score of 25 over the same time frame.

The number of MKHS graduates who met A-G requirements for admission to UC or CSU has increased over a three-year period from 45.4% to 52.2%.

The 2012-13 School Quality Snapshot indicates that MKHS generally compares favorably with both

2

district and state averages.

2012-13 School Quality Snapshot
Mark Keppel High
Alhambra Unified
501 East Hellman Ave., Alhambra, CA 91801

Grades Offered: 9-12
Enrollment: 2,419
Charter: No
Title I Funded: Yes
CDS Code: 19-75713-1934553

CST English-language Arts Results
(percent proficient and above)

CST Mathematics Results
(percent proficient and above)

CST Science Results
(percent proficient and above)

California's Academic Performance Index (API)

2013 Growth API	867
Growth from Prior to Current Year	3
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	No
2012 Base API State Rank	9
2012 Base API Similar Schools Rank	7

API Subgroup Performance - 2013 API Growth

	Met Target	Growth
African American or Black		--
American Indian or Alaska Native		--
Asian	Yes	-3
Filipino		--
Hispanic or Latino	Yes	26
Native Hawaiian or Pacific Islander		--
White		--
Two or More Races		--
English Learners	No	-30
Socioeconomically Disadvantaged	Yes	-2
Students with Disabilities		--

Green = Student group met target
Red = Student group did not meet target
Blue = Student group is not numerically significant
-- = Not enough students to report

CHART LEGEND:
■ SCHOOL ● DISTRICT ◆ STATE

CST: CA Standards Test   CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

2012-13 Enrollment by Race/Ethnicity

■ American Indian or Alaska Native
■ Asian
■ Native Hawaiian or Pacific Islander
■ Filipino
■ Hispanic or Latino
■ African American or Black
■ White
■ Two or More Races
■ Not Reported

2012-13 Subgroup Enrollment

English Learners	32%
Socioeconomically Disadvantaged	67%
Students with Disabilities	4%

Average Class Size

California Department of Education
Report (v2.a) Generated: February 22, 2014

Tom Torlakson
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/   Page 1

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The school consistently maintains a 97% average daily attendance. Although truancy rates spiked two years ago to over 20%, they dropped last year to 11%. Notable decreases in both suspensions and expulsions have occurred over the past five years. All teachers are highly qualified in accordance with NCLB; the faculty average years teaching is 14. Math, Social Science, English, ELD, and World Language classes do not exceed 36 students. The school's dropout rate is less than the state average. Cohort graduation rates have ranged between 95-97% for the past three years. In addition to a fully developed and comprehensive academic program, the school offers a variety of co-curricular and extracurricular activities and clubs that are open to all students.

After analyzing all achievement data, the school has identified as its area of critical need the addressing of ELL academic performance as measured by student achievement data. API subgroup performance indicates that over a five-year period from 2008-2009 to 2012-2013, the ELL subgroup has grown 26 points. However, during the reporting period from 2010-2011 to 2012-2013, the ELL subgroup has shown a decrease of 30 API points, as indicated in the chart below.

4

MKHS API GROWTH FROM 2008-09 TO 2012-13

SIGNIFICANT SUBGROUPS	2008-09	2009-10	2010-11	2011-12	2012-13	GROWTH
School-wide	828	845	850	865	867	+39
Asian	869	879	882	895	892	+23
Hispanic	704	736	722	764	786	+82
SED	803	826	830	841	839	+36
English Language Learners	740	744	796	797	766	+26

This same pattern repeats for this subgroup in AYP performance in both English Language Arts (ELA) and mathematics: improved performance when compared with results five years ago, but a significant decrease when the latest percentages of students scoring proficient or better are compared to those of three years ago.

STAR ENGLISH-LANGUAGE ARTS – ENGLISH LANGUAGE LEARNERS

	2009		2010		2011		2012		2013	
	N	%	N	%	N	%	N	%	N	%
Advanced	67	11.51	75	13.11	128	19.02	129	20.12	52	10.06
Proficient	147	25.26	166	29.02	211	31.35	179	27.93	145	28.05
Basic	209	35.91	169	29.55	200	29.72	209	32.61	198	38.30
Below Basic	93	15.98	89	15.56	79	11.74	69	10.76	76	14.70
Far Below Basic	66	11.34	73	12.76	55	08.17	55	08.58	46	08.90
Total	582		572		673		641		517	

STAR MATHEMATICS – ENGLISH LANGUAGE LEARNERS

	2009		2010		2011		2012		2013	
	N	%	N	%	N	%	N	%	N	%
Advanced	104	17.78	132	22.92	167	24.49	153	23.91	84	16.25
Proficient	162	27.84	164	28.47	245	35.92	209	32.66	195	37.2
Basic	106	19.21	109	18.92	128	18.77	157	24.53	110	21.28
Below Basic	85	14.60	78	13.54	78	11.44	80	12.50	90	17.41
Far Below Basic	125	21.48	93	16.15	64	09.38	41	06.41	38	07.35
Total	582		576		682		640		517	

The identification of this critical area of need is appropriate in relation to the school's Student Learning Outcomes (SLO) because, if this need is successfully addressed, all students will have a greater chance of achieving them.

In addition to the data and findings digested above, the school in its profile also extensively analyzed the frequency of D's and F's by department and class. The profile presents data that indicate that Mark Keppel has made substantial progress decreasing the number of students receiving a D or an F. The number of students receiving a D or an F on a report card decreased by 270 over 3 semesters comparing semester 1, 2012-2013, with 2208 students receiving a D or an F, with 1938 students receiving a D or an F semester 1 2013-2014. The self-study indicates that the school has a pyramid of interventions to achieve this result.

Chapter II: Progress Report

The school has identified the following significant developments since the last full visit:

- **Online Assessment and Reporting System (OARS).** Introduced four years ago, this tool for aggregating and disaggregating student data makes it easier for teachers to identify and support students in need of help. This tool also provides a battery of practice CAHSEE tests that are used to help students prepare for the actual exam.

- **Collaboration Time.** A modification of the bell schedule currently allows teachers to meet two or three times a month for 60 minutes. Collaborative time is used for inter- and intra-departmental work.

- **New Courses and Programs**.

  - English I & II Intensive (double-block) provides Tier 2 support for 9th and 10th grade students struggling with reading

  - Stretch 9th & 10th classes also provide Tier 2 support for 9th and 10th grade students struggling with reading

  - EDGE is a core Reading/Language Arts program designed for students reading below grade level. It is also used as a core replacement class in Special Education, and is also part of the core curriculum for ELL.

  - AP Human Geography is the first AP class made available to 9th grade students. It was inaugurated at the beginning of this school year.

- **Elimination of courses due to budget (district-wide)**

  - Health/Safety

  - Career Pathways

  - CAHSEE Preparation. This course is now funded through Title I

- **Credit Recovery** options for students were reduced by the economic downturn. Students now have fewer opportunities for summer school. Also, the elimination of the Adult School and on-site, after school courses offered by East Los Angeles City College (ELAC) have had a negative impact. Currently, students are able to recover credits online through Cal State Fullerton and APEX.

- **California Partnership Academies**. In 2009-10, two additional California Partnership Academies joined the existing Business Academy: Architecture and Auto. Unfortunately, these new academies closed the following year because of low enrollment.

- **Completion of a massive construction project**. Two new buildings, a new gymnasium, with PE classrooms, a new library, new computer labs, and a refurbished auditorium were the result. In addition, the classrooms in the new buildings are furnished with installed LCD projectors. Also, the Career Center has been relocated to the Main Building.

- **Improved communication**. The school has dramatically improved its ability to communicate with parents through increased use of ConnectEd, an overhaul of the school's Web site, the PowerSchool parent/student portal, and new phones and voicemail for teachers and offer staff. Parents reported a great degree of satisfaction with their ability to keep up to date with their children's academic, extracurricular, and behavioral information. The new PA system has improved communication within the school as well.

- **Kick-Off (KO) / Goal-Setting Days (G)**. These are designed to support student success and involvement. The KO Day occurs at the beginning of the first semester each year and consists of three hours of seminars and workshops, during which students update their four-year graduation plans, sharpen interview skills, develop resumes, set post-secondary educational goals, and participate in a focused anti-bullying program. G days occur at intervals four days a year and allow for an additional 20 minutes during 4th period homeroom to work on and reinforce what was

learned and developed during the KO day.

- **New Instructional Models**. Since the last full visits, some faculty members received some training designed to implement Professional Learning Communities (PLC), although the implementation is not complete. The Pyramid of Interventions has become the primary framework to guide academic intervention and support for struggling students and is embedded in instructional practices. To meet varying student needs, differing tiers of courses are provided to support students in Math and English. The Special Education Department has also begun to implement an improved model of instruction, "co-teaching/collaboration." The aim is to increase opportunities for students with disabilities to participate in general education classes.

- **Staffing**. There have been several changes in assistant principal assignments, and one change of principal since the last full visit

- **Common Core State Standards (CCSS)**. The district has provided, and continues to provide, professional development for English and math faculty as CCSS replace the state standards and the CST.

- **Technology**. The school has gained one additional computer lab through the recent construction process. In addition, three laptop carts and one iPad cart are now available. New computers have replaced those in the Business Department and the Career Center.

- **Severe Disabilities Program**. This year, MKHS started a Severe Disabilities class serving the local San Gabriel Valley area. Eight students, served by one certificated teacher and 6 instructional aides, provide daylong instruction.

- S**ocio-Emotional Counseling**. To deal with recent student tragedies, the district has provided a program called Gateway to Success to better link students with counselors and other service providers when help is needed in working through extraordinary challenges.

During the last full visit, the Visiting Committee identified the following critical areas for follow-up, which have been addressed by the school as follows:

1. **Develop, implement and provide ongoing professional development for a more structured process to utilize data to inform instruction.** The plan as described in Chapter 3 of the self-study has provided for the development of a Professional Development Committee that monitors and responds to the changing needs of the school. Teachers are surveyed annually to establish professional development needs. Tools and resources available for staff development include the bi-monthly collaboration days and the use of teacher-experts. Both on-site and off-site training opportunities are readily available, and individual faculty members and departments have participated in a number of professional development activities, including most recently CCSS, as well as activities covering such topics as ELL/SDAIE, differentiated instructional practice, AP training, to name just a few.

2. **Continue to develop strategies to close the achievement gap.** The school action plan has identified as one of its Growth Targets (1b), the need to improve CAHSEE scores and meet AYP targets in all subgroups. This year's self-study process has identified a critical need in providing an increasing focus on assisting in particular the ELL subgroup.

3. **Explore increasing the use of technology for teachers and students.** Staff has been provided training in the use of online tools for assessment and/or instruction such as OARS, PowerSchool, Scholastic (for Tier 2 instructional programs), and EDGE. In addition, the English, ELD, and math departments now have multi-media carts. Science, Social Science, and World Language departments are in new classrooms with mounted LCD projectors. A new computer lab has been added to the existing two, and three laptop carts are now available. Staff is now able to make much greater use of technology in assessment and in instruction. Students use campus computers for research and writing projects. Computers are also used for Tier 2 interventions as well as credit recovery. In some classes, students use presentation tools such as Prezi or PowerPoint in completing and sharing instructional projects.

4. **Implement research based strategies to support ELL students in all content areas**. All teachers have received SDAIE training in order to provide Tier 1 support for ELL students in all

content areas. The district has adopted EDGE for English Language Development as the curriculum for ELL students in SEI classes. ELD attend regularly scheduled professional development where they receive additional support and time for collaboration. Collaboration days for all teachers are provided bi-monthly, during which time departments work independently or on concert to focus on the needs of ELL students both within and outside of the school day. The school also provides such resources as in-house specialists, qualified volunteers, and student mentors to provide additional interventions and support for ELL students. The school continues to explore additional research-based strategies to support this subgroup.

5. **Establish a professional development plan using faculty collaboration to enrich student learning.** The school has formed a professional development committee comprised of administration and teachers that surveys the staff annually with respect to staff development needs. Based on the survey and on the projected needs of the school, this group recommends the focus of PD for the upcoming period and also recommends how collaboration days will be allocated for various purposes. The primary focus of this process is to enhance student learning.

6. **The administration and staff should consistently enforce school discipline policies**. Chapter 3 of the self-study does not address this recommendation. However, conversations with students, staff and parents indicate that school discipline policies are consistently enforced. Behavioral expectations are clear. In general, students are cheerful, well mannered and engaged in the learning process.

Chapter III: Self-Study Process

Mark Keppel High School's schoolwide learner outcomes.

1. Students will demonstrate the characteristics and benefits of ethical behavior and personal integrity in school and the community.
2. Students will communicate effectively in the target language through reading and interpreting a significant grade-level appropriate text.
3. Students will create a product which synthesizes and interprets materials from multiple sources, accurately using academic vocabulary specific to each discipline.
4. Students will use a variety of analytical skills to interpret data and solve problems.
5. Students will create and deliver multimedia presentations with information from several sources.
6. Students will demonstrate skills necessary for college and career opportunities.

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement.**
   The school community follows a collaborative and inclusive model in supporting student achievement. Collaboration days provide frequent opportunities for inter- and intra-departmental professional work. Conversations with all stakeholders during the visit indicate that there has been widespread staff participation in developing the self-study. Students and parents were also given the opportunity to be involved; some parents reported that they had participated in focus group meetings. The school does an excellent job in communicating with parents and providing them with the means to support their children's academic achievement. Parents, students, and teachers were surveyed using viable instruments, and results were reported to the community. The number of respondents among each group was more than sufficient to lend credibility to the responses.

2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**
   The staff developed the Student Learner Outcomes listed above and shared them with all other stakeholder groups during the self-study process. The SLO's replace the ESLRs that were developed during the last full visit. Currently, teachers are working with students in aligning the classroom instruction and assessment to the SLOs. The school is beginning to measure student performance in light of the SLOs. In most classroom, teachers tie instruction to the SLOs to ensure that students understand how the content of the lesson relates to their academic progress.

3. **The gathering and analyzing of data about students and student achievement**
   The school staff annually reviews student profile data about achievement and demographics as part of the process of evaluating and updating the school plan. The report is shared with all stakeholders. In addition, teachers rely on district benchmark tests, class grades, and a variety of formative assessment tools during the school year to track student achievement.

4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards and WASC/CDE criteria**
   The self-study presents a thorough and accurate assessment of the entire school program and its impact on student learning. Through this process, the school identified a critical area of need: improving the academic achievement of English Language Learners. The school has the mechanism in place for following the WASC/CDE cycle of annual review and self-evaluation.

5. **The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan**
The academic performance of English Learners is addressed as part of the school's long-range action plan. The school's long-range plan needs revision in order to clarify the accountability system for monitoring the accomplishment of the plan. The effectiveness of the plan for monitoring will be improved if 1) specific responsibilities/accountabilities are tied to specific individuals or positions, 2) timelines include calendar dates, and 3) there is an indication of how progress is to be measured, and when.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

Based on the school's self-study and Visiting Committee findings, for each criterion (in the following categories):
- **A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources**
- **B. Standards-Based Student Learning: Curriculum**
- **C. Standards-Based Student Learning: Instruction**
- **D. Standards-based Student Learning: Assessment and Accountability**
- **E. School Culture and Support for Student Personal and Academic Growth**

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1.   Organization Criterion

To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further by schoolwide learner outcomes and the academic standards?

As evidenced by the Visiting Committee, Mark Keppel's purpose and goals, stated through the school's Mission and Vision, are supported by stakeholders, including school site administration, strong parent organizations, and local community leaders. It is clear that the school staff invested a great deal of time and thought into the development of the newly adopted SLOs. The School's Mission and Vision is related to the Student Learning Outcomes; however the mission and vision statement are not widely understood or consistently used to guide all areas of the school. There is a clearly stated belief that lower performing students can learn by utilizing supplemental programs along with regular tutoring.

Most teachers incorporate the SLOs into their daily lessons and use them as a way to review what the students have learned for the day. As each department and the Instructional Council examine student performance data, they refine how instructional practice supports the mission and vision of the school; it would be suggested that this extends to classroom practices.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board have delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

The school board is consistent in its compliance with and implementation of Criterion A2.

The board communicates district goals to all schools. Within the school site, staff determines how to achieve these goals. All school site decisions and policies--academic, operational, and fiscal--are aligned with school board/district goals. The Alhambra Unified School District is fiscally sound.

The board has established well-defined policies that are clearly expressed. It is evident that the governing board regularly monitors the schoolwide action plan and its relationship to the LEA.

A3. Leadership and Staff Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Student achievement data is used to analyze critical learner needs. Teachers and administrators use student data to develop goals for departments and determine placement of students. The school staff reviews student data as it relates to creating appropriate intervention placement within the school day. These interventions include English Intensive, Stretch and EDGE reading intervention classes and credit recovery through APEX.

Faculty and staff use student achievement data to guide decisions about student curricular needs annually. The data used includes CAHSEE data, CST data, CELDT data, grade data, benchmark assessments, AP test results, and demographic data. The Instructional Council (IC), administrative team, department chairs, and School Site Council (SSC) are involved in the process of annually monitoring and refining the school-wide Action Plan.

The Instructional Council, the school governing body, meets every two weeks to discuss school concerns, set school policies, review instructional best practices, recognize students for various achievements and discuss current events in every department.

School committees, consisting of teachers and administrators, design professional development, G-Day and Kick-Off activities (events used to communicate school expectations and to help students set personal and academic goals). All staff members implement these programs. The staff is to be commended for developing a program in response to student needs. It is evident that the staff refines these activities on a regular basis in order to best meet the needs of an ever-changing student population.

A4. Leadership and Staff Criterion

To what extent does a qualified staff facilitate achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

As of March 2013, Mark Keppel High School has 84 certificated staff members. All teachers are teaching within their subject areas in full compliance with NCLB. Preliminary credentialed teachers participate in the Beginning Teacher Support and Assessment (BTSA) induction process in order to clear their credentials.

Mark Keppel High School certificated staff participates in ongoing Professional Development through site and district trainings. Many professional development trainings that focus on instructional best practices to meet the needs of all students are offered through the district.

Department chairs and administrators collaborate to utilize the skills of staff members in course assignments. Specially trained staff members are used to provide professional development and training to other members of the school staff.

In meeting with the classified stakeholders, it was stated that this group needs additional professional development opportunities, especially in the area of Common Core.

A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

Teachers are provided with release time to allow participation in training and professional development. Collaboration days occur approximately twice a month, allowing staff the opportunity to work together.

The PD Committee meets every year and provides recommendations to the faculty for staff PD. Teachers are surveyed to assess the effectiveness of professional development as well as to plan for the professional development needs of the following school year. After staff members attend a conference, they are asked to share what they learned with their department as teacher experts, but this is not a consistent practice. Teachers also request FLEX time to work cross curricular to utilize experts outside of their discipline.

Student work posted throughout the school site and in classrooms provide evidence that some teachers have implemented different strategies through their PD.

A6.   Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the schoolwide learner outcomes?

Mark Keppel High School's human, financial, physical, and material resources are utilized appropriately to support students in accomplishing the academic standards and Student Learning Outcomes (SLOs). General and categorical funds are used to meet core and supplemental curricular and instructional needs. All fiscal expenditures are aligned to district and school board priorities.

MKHS makes effective use of human resources. Staff assignments are in accordance with credentials and specialties. Extra duty assignments are available for teachers to provide additional support to students outside of the regular school day. Instructional aides assist in classroom instruction to make curricular material accessible for mainstreamed special education students.

Fiscal decisions regarding site categorical funds are made by the School Site Council. These funds help support lower performing subgroups with an emphasis on English Language Learners. Extra student support includes increased credit recovery opportunities to increase graduation rates and "a-g" eligibility. Additional categorical money is used to ensure that classroom teachers are trained on schoolwide teaching practices, through school and district professional development.

A construction bond project has resulted in two new multi-level buildings with technology resources such as built in LCD projectors, new science labs and specially designed music rooms. A new gym was built with improvements made to locker rooms. Some classrooms in the main building and in the Library were improved. The auditorium was completely renovated with state of the art sound and lighting systems to meet industry standards. All buildings now have Wi-Fi capability, providing Internet access for all staff and students.

The Associated Student Body (ASB) reviews, approves, pre- approves and/or denies financial resources and fundraising opportunities based on need, resources available, and purpose of the purchases and/or expenditures requested. All student body funds and programs are monitored by the district.

Departments are surveyed annually to assess technological and material needs. If funds allow, requisitions are approved by the appropriate administrative office and forwarded to the district office.

All students are issued and held responsible for the NCLB compliant materials they receive. There are sufficient materials for all classes and all students.

District and site technicians are responsible for installing, inventorying, and maintaining technology on campus.

Students have material support to achieve academic goals. There are library resources, computer labs, laptop carts, and multimedia carts available for staff use. Tutoring is offered by individual teachers, by the Math Club, National Honor Society and the social science department. English courses available to at risk students include Read 180, EDGE, and STRETCH. Math courses include Elementary Algebra I and II and Algebra support for extended periods, Practical Geometry, and Calculus. There are also content preparation classes for SEI. SDAIE classes are available in science and social science.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):

- Communication with parents
- District support and trainings
- Implementation of the SLOs
- Teacher Collegiality
- Strong support staff

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):

- Continue to implement new strategies to communicate with the parents
- Implementation of programs that meet the needs of the students in the middle
- Involvement of multiple stakeholders in the continued refinement of the SLOs by establishing measures for the SLOs as well as more closely aligning them to the Common Core State Standards.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study
- Focus Group meetings and conversation with staff
- Classroom observations
- Stakeholder meetings
- Meeting with district leadership
- Records of site leadership meetings, including administration and department chairs
- The Faculty Handbook

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1.   Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are the schoolwide learner outcomes accomplished?

Curriculum and instruction are guided by academic and industry standards; elective classes and programs are National and/or CTE standards-based. For ELL students, SDAIE sections in Science, Social Science and Mathematics courses are offered. Teachers use data from benchmark exams and performance tasks to annually revise curricula to address achievement gaps. Some of the staff use data to design appropriate interventions, with particular attention placed on the lowest performing subgroups. Staff development and collaboration time allows staff time to review and adjust curriculum as needed. Collaboration occurs within and between departments.

Teachers are aware of the importance of academic rigor in all classes to provide students with the skills necessary to be successful in advanced classes, college and post-high school careers, but rigor is distinguished in terms of accelerated classes, school-wide systems, and competitive academic programs, rather than in terms of individual learning abilities of individual students in all classes. The shift to monitoring individual student growth, and its impact on curriculum, is not yet evidenced.

Curricular relevance to college and post-high school career options is seen through several of the school's partnerships and events that include, but are not limited to: Workability, ROP, ASE certified auto technology program, math and science competitions, career fairs, guest speakers and volunteer opportunities. To provide access and support for students with special needs, some teachers participate in a co-teaching/collaboration model.

The Instructional Council assesses student progress, specifically through the D/F list, in order to develop interventions and intervention placement. The staff collaboratively created the Student Learning Outcomes to show mastery of the curriculum and standards taught in every subject.

B2.   Curriculum Criterion

To what extent do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

Mark Keppel High School has processes in place in order to provide opportunities for students to explore different career choices and prepare for post-secondary education according to their plans. All students have a four-year graduation plan that is developed and monitored by the student and counselor. Students are also encouraged to attend college and career fairs. The Career Center hosts a vast array of speakers from different professions in order for students to have exposure to different careers through a career interest program. For special education students, the Workability program is available to prepare students for the workplace by providing on the job training.

There has been a transition to open enrollment in the AP and honors sections, although there are not enough sections to fill the needs of the students, which results in the AP students in the General Education classes.

Parents and students have access to an online reporting system that provides access to student grades, attendance, schedules and credits, among other information, and ensures that students are on track to graduate and transition to their desired post-secondary choice.

B3.   Curriculum Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Current AYP data indicate Mark Keppel High School has met or exceeded its graduation targets and is on track to meet the 2013-2014 target of 90%. Mark Keppel High School ensures students successfully meet all requirements for graduation by periodic monitoring of graduation plans. The student management system allows parents, teachers, students and counselors to actively monitor student attendance and class performance. Information is announced through the daily bulletin, weekly automated telephone calls, the school marquee, the school website, parent group meetings, grade level meeting and classroom notices. The Career Center assists students to explore college and career opportunities, apply for college financial aid, write resumes, and gain current workplace knowledge by hosting various college industry speakers.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- Curriculum is aligned to standards; MKHS is transitioning to CCSS aligned curriculum and assessments in Math and English.
- Curriculum is relevant, coherent and prepares students with skills necessary for college.
- Teachers utilize collaboration time for a variety of purposes

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Teachers need professional development on professional learning communities to develop, implement and modify curriculum.
- MKHS needs to continue to select and develop common core curriculum to support student learning in all subject areas.
- MKHS needs to provide additional professional development on the implementation of CCSS in other subjects
- MKHS needs to continue to maximize student use and engagement through increased integration of technology into the curriculum.
- MKHS needs to increase articulation between departments to align curriculum and support of student learning.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self Study Report and supporting documentation
- Classroom Observations
- Focus Group Meetings and staff conversations
- Student interviews
- Student work samples

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1.   Instruction Criterion

To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the schoolwide learner outcomes?

Mark Keppel HS offers a variety of class levels, including AP, Honors, general education as well as intensive instruction courses in Mathematics and English Language Arts and Structured English Immersion. In accordance with district policy, MKHS has an open enrollment policy with the intent to create equitable access for students at all achievement levels to the Honors and AP classes; at this time the policy is in the process of being fully implemented. Counselors use student achievement data and language development levels to program English Language Learners into courses. Students with disabilities have access to the general education program through the co-teaching model that pairs Special Education teachers with core academic teachers to support the educational needs of students with disabilities in the general education classroom.

In general the school communicates the academic standards, Student Learning Outcomes and performance expectations to students through course syllabi, classroom contracts, grading rubrics and Student Learning Outcomes posters. Additionally, most teachers incorporate the Student Learning Outcomes into their daily lessons and routinely begin lessons by focusing on the state standard and relevant learning objectives. The school is in the beginning stages of transitioning to the CCSS and the necessary shifts in instruction.

Student work samples indicate that some teachers employ a range of strategies to engage students and foster high order thinking skills. Some teachers use problem-based projects, real-world case studies, collaborative group tasks, and performance-based tasks to fully engage students in the learning process. Classroom observations by the visiting committee verified that the majority of instruction occurring at MKHS is teacher-driven rather than student-centered. Teachers use a variety of visuals, including Thinking Maps, to address the diverse learning styles. Teachers meet during collaboration time for a

variety of purposes, although there is not a direct and immediate connection between assessment and instructional modifications.

C2.   Instruction Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Classroom observations, student work samples and interviews authenticate that there is a variety of instructional activities being used at MKHS. However, most classrooms continue to be primarily teacher-driven with limited opportunities for alternate learning activities. Although the school has identified the lowest performing students, the staff is in the beginning stages of developing a better understanding of how to support struggling students. Teachers use Thinking Maps and are beginning the implementation of heterogeneous grouping strategies, along with after school tutoring, as the principal targeted supports available to struggling students in the general education program. Academic supports are primarily the responsibility of the student, rather than part of the teacher's daily instruction.

Professional development opportunities have been provided in differentiated instruction, SDAIE methodology, Common Core State Standards, integration of technology, Thinking Maps, and student engagement strategies. Classroom observations and interviews demonstrate that some staff have successfully integrated this professional development into their instructional practices. The relative widespread use of Thinking Maps and grouping strategies stands in contrast to other professional development initiative implementation.

Notably, some teachers are integrating the use of technology by having students use web based collaboration tools, such as Google Drive and Prezi. However, the use of technology in most classrooms remains teacher-centered. The use of document readers, for example, has replaced overhead projectors as a tool for teachers to project notes, charts and/or problems. In some classrooms, students are using end devices to retrieve reference materials on the Internet or to access online tutorials. Students have limited opportunities to utilize technology, from inquiry to final product.

The school has partnerships with local community organizations that provide opportunities for select students to participate in internship, college-level lab experiences, job shadowing, apprenticeships and community projects. Career Technical Education teachers are designing lessons that incorporate real-world experiences and challenge students to use knowledge and skills to address complex problems in areas such as contract law, landlord/tenant issues, small business ownership, and criminal trials.

Student performance data is a strong driving force at MKHS. Some teachers use the Online Assessment Reporting System to access student data related to CSTs, CAHSEE, CELDT, and district benchmark assessments. This data is used to inform placement decisions and guide instruction for the upcoming year. However, there is limited evidence that common assessments are used regularly by teams of teachers to inform and make timely adjustments to instructional practices.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):
- MKHS staff is developing an understanding of the importance of using student performance data
- MKHS staff is incorporating the Student Learning Outcomes into developing performance tasks
- MKHS staff is in the process of transitioning to the Common Core State Standards

Key issues for Standards-Based Student Learning: Instruction (if any):
- Teachers need to intensify the shift from teacher-driven instructional practices, to student-centered instructional practices as necessitated by the instructional shifts of the CCSS.
- Teacher collaboration should be fully developed and systematized to affect student-focused, data-driven instructional changes.

- MKHS staff needs to develop and implement formative assessment practices that will inform instruction in a timelier manner so as to provide the foundations for the development of an intervention program to support struggling learners.
- MKHS leadership needs to continue to provide professional development opportunities for staff to develop capacity in differentiating instruction, SDAIE methodology, transitioning to Common Core State Standards, integration of technology, and student engagement strategies.
- MKHS staff needs to continue to build capacity in the use of student-centered, research-based instructional strategies to support the learning of all students, and in particular English Language Learners and students with disabilities in the general education program.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self Study Report and supporting documentation
- Classroom Observations
- Focus Group meetings
- Stakeholder meetings
- Student interviews
- Student work samples

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

Mark Keppel High School uses a variety of assessment processes for student placement and to assess student learning. Some teachers are utilizing the school's online data disaggregation and assessment system to design instruction, group students, and develop learning goals for individual classes, while all have been trained in its use. The core subjects administer district benchmarks, created by teams of teachers from the three comprehensive high schools in the district, and analyze student performance for re-teaching and sharing of best practice. Many teachers also use reflective strategies and item analysis to have students identify areas of need and improvement. The school communicates key data to stakeholders through a variety of technological means, meetings, and paper dissemination. The school has implemented new student learning outcomes and is beginning to measure student performance in light of them. Teachers have identified a need to norm grading practices and to expand the use of collaborative formative assessments.

D2. Assessment and Accountability Criterion

To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

Mark Keppel High School uses a variety of assessment strategies with students to evaluate student learning and make decisions for students and programs. District benchmark exams are utilized in core subject areas to evaluate student learning and to make collective changes to instructional strategies. Teachers evaluate student progress toward mastering curriculum and on achievement of the SLOs with homework assignments, chapter quizzes, chapter tests, final exams, projects and benchmarks, however the focus is on summative assessment rather than on ongoing formative assessment strategies being consistently used to modify the instructional and curricular needs of students. Individual teachers are encouraged to review data and are given professional development time to analyze class data, but the

school does not have a systematic collaborative process in place that establishes protocols that contribute to connecting student need, data analysis, assessment, curriculum, and instruction.

Students develop communication skills, data analysis skills, and synthesize multiple sources of information through oral reports, essays and/or lab reports. Student skill competence is assessed using rubrics and/or answers keys, which is then reflected in the writing, project, and/or lab portions of grades. Teachers also provide opportunities for one-on-one conferences with students and parents to discuss the results from various methods of assessment across the curriculum. Some teachers use portfolios in which students can select best work to be graded, bringing the students into the assessment process. Beyond just academic data, data are also used to make referrals to Student Services, Guidance, and district programs such as Gateway to Success and/or psychological services. The staff uses this data consistently to determine student performance levels.

D3. Assessment and Accountability Criterion

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the schoolwide learner outcomes?

The school utilizes an assessment and monitoring system to determine placement, assign grades, and identify students in need of intervention. The assessment and monitoring system of student progress is based on state standards in English and math; assessments are directly related to achievement of the academic standards and SLOs. The evidence MKHS staff collects and evaluates annually includes the school's API score, AYP, STAR test data, CELDT scores, CAHSEE proficiency rates, and student report cards. Individual teachers are using a variety of checks for understanding, but use of common formative assessment is limited in its use as a tool to change instructional practices. These data are accessible from the schools data disaggregation service, an online gradebook system, teacher websites, and on the SARC. These metrics are accessible by community members and stakeholders. Report cards are sent home four times each year in addition to four additional warning notices distributed for Ds and Fs in the middle of each quarter. Assessment of student achievement in relation to the academic standards and the Student Learning Outcomes (SLO) informs the school's program through the School Action Plan.

D4. Assessment and Accountability Criterion

To what extent does the assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources?

Mark Keppel High School makes use of assessment results to make changes in the school program, professional development activities, and resource allocations. The district, in collaboration with the school, plans and sets up policies to regularly examine student progress. MKHS staff and administration examine student data, reflect on student performance, and make changes to the school program. Each department creates annual objectives based on the results of the data or school-wide focus. Assessment of student achievement in relation to the academic standards and the Student Learning Outcomes (SLOs) informs the school's program and is evaluated through the use of a variety of state and local assessments.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- School staff meets to collect, analyze, and report student achievement data.
- Student performance is clearly and consistently communicated with students and parents.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- Teachers need to refine the development, implementation, and effective utilization of common formative and summative assessments aligned to CCSS.
- The school needs to establish a common collaborative protocol to build assessment practices that impact curriculum and instruction and that result in student learning.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Classroom observation
- Self Study
- Focus Group meetings
- Stakeholder meetings
- Meeting with district leadership
- School leadership meetings
- Student work

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1.   School Culture and Student Support Criterion

The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.

The findings indicate that services and opportunities ranging from parent education, access, involvement, and intervention are available to include all stakeholders in the success of Keppel's student population.

Mark Keppel High School promotes a strong atmosphere of cooperation among parents, students, and staff. Parents are actively encouraged to participate in various parent groups and meetings regarding student progress and achievement. Parents are provided access to information through the MKHS website, weekly automated telephone calls, and an online communication system that allows them to view updated student grades and attendance. All information given to parents is provided in the home language.

A number of parent groups, such as PTSA, English Language Learner Advisory Council, School Site Council, and Alliance, have regular meetings for parents to help support the learning process. These meetings keep parents regularly updated regarding school-wide academic progress and needs. Parents volunteer, facilitate events, and provide financial support through these organizations.

Parents can email teachers and express their concerns regarding students' academic achievement and are responded to in a timely manner. Parents expressed that this is a valued quality and greatly aids in the success of students. One of Keppel's strengths is its strong School Community Coordinators who regularly communicate with parents by providing translation services, student management system training, and automated phone calls to keep parents informed.

Counselors, staff and teachers hold parent conferences to discuss individual student progress. Back-to-School Night and the Festival of Learning allow all stakeholders to celebrate and appreciate students' accomplishments.

The International Business Academy and Auto Technology have formed community partnerships. International Business Academy brings in business leaders to mentor seniors. Internships are available to students through Career Technical Education (CTE) classes such as Auto Technology. The auto technology program has an articulation agreement with local community colleges.

Students intern at retail and food establishments through ROP. The Career Center hosts a College Fair and provides speakers from various post-secondary institutions. MKHS has formed strong alliances with local community and state colleges. Students are regularly advised and mentored by representatives of

these institutions.

Parents and the entire learning community are informed of student academic achievement, academic standards, and student learner outcomes (SLOs) through various means in multiple languages. MKHS holds regular meetings to inform parents of student achievement: SAC/ELAC, Title I, School Site Council, PTSA, and Alliance. In addition, counselors/staff/teachers hold parent conferences to discuss individual student progress. Back-to-School Night and the Festival of Learning allow all stakeholders to celebrate and appreciate students' accomplishments.

E2. The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Mark Keppel High School employs many procedures to ensure student safety, school cleanliness, and a system of order within the school day. These procedures help maintain a secure, clean, and orderly campus. Custodial staff regularly cleans classrooms, bathrooms, and hallways and responds to requests for facility clean-up in a timely fashion. They continue to work at a high level to support the students and staff, despite being downsized by 40% and the addition of new buildings to the campus.

Discipline procedures are clearly outlined in the Pyramid of Interventions, which are implemented school wide. Students are reminded of the school rules at the Rules Assembly. AUSD has an SRO (school resource officer), who is shared between the three comprehensive high schools, and a full-time probation officer, who keeps them informed of incidents involving students both on and off campus.

The full-time school nurse supports student success by providing health care through assessment, intervention, and follow-up for all children within the school setting. The school nurse addresses the physical, mental, emotional, and social health needs of students and supports their achievement in the learning process.

Mark Keppel High School does an effective job maintaining a safe, clean, and orderly environment for all students, teachers, and staff members. In the area of safety, the campus has established protocol to follow in case of an emergency. Campus Supervisors are well trained and work under the supervision of the Assistant Principal of Student Services. Throughout the school day, supervisors monitor the hallways closely and check hall passes. The Office of Student Services is in continual communication with all segments of the school community. In case of emergency, the availability of the public address system and Internet e-mail provide updated information. Student photos, schedules, and emergency information are on e-file and readily accessible. All visitors must check in with campus security at the West Gate. The electronic gates are closed during school hours and classrooms are locked to provide additional security.

Mark Keppel High school exhibits a collaborative atmosphere of trust, respect, and professionalism. In general, the climate of MKHS is characterized by concern for others and mutual support. Faculty and staff adequately respect and care about the school and students. There is a strong sense of community and collaboration between staff members.

E3. School Culture and Student Support Criterion

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Mark Keppel offers a variety of support services for all students. The school has four full-time counselors and one part-time counselor, with a student caseload of approximately 550 students. Counselors are responsible for class placement, including Special Education and collaboration classes, for monitoring grades, attendance, and student progress towards graduation. Students and parents can make appointments with counselors for personal counseling and academic assistance. Counselors respond to emergency and crisis situations. Counselors also refer students to the various support services such as tutoring, SST meetings, mental health counseling (Gateway to Success), School Psychologists referral, informal probation, SARB, career center, school nurse, administrators, or other staff members and outside services as needed.

Mark Keppel High School offers a variety of services to support student academic success. Students and parents access both in-house staff and outside resources to meet each student's needs. All students

have a 4-year graduation plan that is updated during Kick-off/G-Days, and through meetings with counseling staff. Students having difficulty meeting the academic standards are referred to guidance, health, and/or administration to address their areas of need and receive appropriate intervention. At risk students (attendance, performance, academic, personal, disciplinary, etc.) are referred for personalized intervention services as outlined in the Pyramids of Intervention. Parents are kept informed of student placement and often are included in developing plans for student support and intervention. Support services allow for an improved level of student engagement with the curriculum. All students have numerous opportunities to access support to increase achievement. Departments, teachers, and clubs provide formal and informal tutoring during the school day as well as after school. Additionally, all students have an opportunity to all levels of classes and academic support opportunities. Student Learning Outcomes (SLOs) and academic standards are also linked to co-curricular activities. Various organizations, clubs, and sports are available to all students to connect with their interests and investment in MKHS.

In addition to the support services available mentioned above, there are other resources for students that demonstrate a difficulty with attendance, academics, and/or progress towards graduation. Students are routinely referred to tutoring programs to support academic progress. For ELL students, ELD and SDAIE classes provide additional support. Students needing additional support to access the curriculum may be placed in smaller classroom settings (English Intensive, SDC), slower paced classes (Algebra 1 B, Algebra II A & B, Practical Geometry), or classes that have the additional support of an aide or an additional teacher (collaboration classes).

Students needing alternative school placement are referred to Independent Studies, Alternative Education, or Home Hospital Teaching as needed.

E4. School Culture and Student Support Criterion

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

The school has implemented many new practices to promote a caring community that fosters high expectations for students. MKHS has established a Kick-Off committee, the Keppel Advocates for Students Group (KAS), Keppel 101, and many clubs focused on promoting community service and tolerance. Instructional Council recognizes student improvement in behavior and academics. The bell schedule was changed to allow for G-Days, and special assemblies. The spirit of Keppel is clearly evident in its response to recent student tragedies, and the school and district are to be commended for the renewed focus on the social and emotional well-being of students.

Students expressed concern for a lack of balance at MKHS. They stated that academic accomplishments are rewarded but that extracurricular activities are not as recognized or supported.

Parents and the entire learning community are informed of student academic achievement, academic standards, and student learner outcomes (SLOs) through various means in multiple languages. MKHS holds regular meetings to inform parents of student achievement: SAC/ELAC, Title I, School Site Council, PTSA, and Alliance. In addition, counselors/staff/teachers hold parent conferences to discuss individual student progress. Back-to-School Night and Festival of Learning allow all stakeholders to celebrate and appreciate students' accomplishments.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- Keppel 101
- Kick-Off and G-Days

- Aztec Buddies
- KAS
- All stakeholders have opportunities for involvement in MKHS.
- MKHS school culture promotes a safe, tolerant, and positive learning environment for all students.
- Strong support for student academic and emotional needs is provided through the guidance office and referrals to outside agencies.
- MKHS staff works well together and exhibits close connections to students and school.
- Welcoming staff
- Teachers are engaged in student activities outside of the classroom.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):
- The school needs to expand the student utilization of available technology to enrich their experience inside and outside the classroom and demonstrate their learning.
- Integrate ELL students into "a-g" courses and equal opportunity to advanced classes.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
- Classroom observations
- Focus Group meetings
- Meeting with students
- Campus observations
- Leadership meetings
- Parent meeting
- Self study
- Four-year graduation plan
- G-day Agendas
- Kickoff Day Schedules

Part B: Schoolwide Strengths and Critical Areas for Follow-up

General Comments:

Throughout the visit, visiting committee members were impressed by the way all stakeholders were working together to foster and maintain a supportive and engaging learning environment. Students are motivated to learn and respectful of the school and staff. Parents expressed appreciation for the school's use of a variety of media to communicate with them about their own students' progress as well as general campus events. The school is clean, and security is a high priority. Mark Keppel High School is justly proud of its strong academic tradition.

Through conversation and observation during the visit, the committee agreed with the critical concerns the school identified during the self-study process. The committee's three additional recommendations for follow-up arise from or amplify the school's three critical areas.

First, as the Common Core Standards are being implemented, instructional practice will need to change from a predominantly teacher-centered to a more student-centered mode. During the visit, the visiting committee members observed more often than not teachers delivering instruction rather than students constructing knowledge.

Secondly, if the school is to be successful in helping *all* subgroups close the achievement gap, the committee believes that the school would be well served to develop and use a process schoolwide that clearly relates assessment with curriculum as well as assessment with instruction. The visiting committee observed that summative assessment data were more widely applied to curricular decisions than instructional ones, and that the use of formative student data was less developed and intentional.

Finally, the visiting committee commends the school for its recent upgrades and increased availability of instructional technology. However, classroom observation revealed to the committee that it is far more likely to see MKHS teachers using technology as a tool for instructional delivery rather than as a tool for students to construct their own knowledge.

Schoolwide Areas of Strength

1. Positive environment with respectful and driven students
2. Strong parental support
3. Teacher professionalism
4. Safe and clean environment for learning and success
5. Courteous and helpful counseling department and support staff
6. Strong communication between school and parents
7. Strong academic tradition
8. Widespread implementation of the SLOs

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. To improve student proficiency skills towards meeting or exceeding the Common Core aligned standards in all content areas
2. To improve CAHSEE scores to meet AYP targets school-wide and in all subgroups
3. To increase the use of technology as an instructional tool

In addition, the Visiting Committee has identified areas that need to be strengthened:

4. Teachers need to intensify the shift from teacher-driven instructional practices, to student-centered instructional practices as necessitated by the instructional shifts of the CCSS.
5. The school needs to establish an institutionalized collaboration structure to balance the

25

relationship between curriculum, assessment, and instruction.

6. MKHS needs to continue to maximize student use and engagement through increased integration of technology into the curriculum.

Chapter V: Ongoing School Improvement (1–2 pages)

The school's action plan focuses on two growth areas. The first is comprised of two parts: 1) to improve student proficiency skills towards meeting or exceeding the Common Core aligned standards in all content areas, and 2) improve CAHSEE scores to meet AYP targets school-wide and in all subgroups. To accomplish this growth area, the school has identified four tasks:

1. Develop, implement, and maintain on-going utilization of data to inform instruction.
2. Implement research-based strategies and best practices to support students in all content areas, with a focus on ELL and Hispanic subgroups.
3. Maintain an active Professional Development Plan to support student learning.
4. Provide school-wide supports for students to help them meet graduation and "a-g" requirements, as well as prepare them for post-secondary options.

The second growth area is to increase the use of technology as an instructional tool.

The plan indicates that the first growth area addresses SLOs 2, 3, 4, and 6. The second growth area addresses all six SLOs.

Adequacy of plan in addressing the identified critical areas for follow-up. The MKHS action plan can readily be revised to address the additional critical areas for follow-up identified by the visiting committee. The plan focuses on steps that will continue to enhance student learning, and it is clearly feasible with respect to existing resources. The plan appears to have widespread support from school stakeholders as well as district leadership.

However, with respect to effectiveness, the plan will have more likelihood of successful implementation if the following areas are attended to:

● A timeline that covers the six-year accreditation cycle

● An indication of frequency of action if the action step is "ongoing"

● The assignment of specific accountability for each action step in the plan

● A description of the result(s) expected from each action step

● An indication of how progress towards achieving each growth target will be measured year-by-year

● The connection(s) between the action plan and the SPSA are made explicit for all stakeholders

Existing factors that will support school improvement. The following factors will support school improvement:

● A supportive district and school administration

● The school's Instructional Council

● The school's strong academic tradition

● A highly professional instructional staff

● Strong parental support

● An engaged and motivated student body

● Instructional technology resources

Impediments to improvement the school will need to overcome. There are no apparent impediments that will keep the school from continuing to move ahead in accomplishing its goals.

Soundness of the follow-up process. The plan is to be implemented by all stakeholders in the school community, and will continue to be assessed and refined annually, in accordance with Focus on Learning (FOL) procedures and rubrics.