ARCADIA HIGH SCHOOL

WASC
SELF STUDY REPORT
JANUARY 2004

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ARCADIA HIGH SCHOOL

VISION STATEMENT

The Arcadia High School community stimulates intellectual curiosity

and fosters an enthusiasm for learning.

We are dedicated to educating students in a challenging and supportive

environment.

MISSION STATEMENT

The focus of the Arcadia High School community

is on student work

designed by educators and students that results in learning.

BELIEFS

♦ The purpose of the Arcadia High School Community is to ensure that each student can think, reason, and use his/her mind well.

♦ Arcadia High School helps all students be their best.

♦ The school is organized so that students use knowledge to solve problems rather than to passively absorb knowledge.

♦ Teachers are instructional leaders whose job it is to engage students in significant activity that results in learning.

ARCADIA HIGH SCHOOL
FOCUS ON LEARNING
LEADERSHIP TEAM
2003-2004

Rick Onderdonk, FOL Co-Chair
Ken Johnson, FOL Co-Chair

Randy Cox, Curriculum and Instruction Co-Chair
Mel Young, Curriculum and Instruction Co-Chair

Jeannie Ackerman, Assessment and Accountability Co-Chair
Madeline Antilla, Assessment and Accountability Co-Chair

Winnie Chin, Student Services Co-Chair
Michel Munsell, Student Services Co-Chair

Oliver Beckwith, Culture Co-Chair
Barbara Young, Culture Co-Chair

Linda Colley, Leadership and Staff Co-Chair
Tom Landes, Leadership and Staff Co-Chair

Kimberly Cabrera, Vision Co-Chair
Martin Plourde, Vision Co-Chair

Deborah Baroi, AHS Assistant Principal CTLA

Cynthia Laureano, AUSD Director of Curriculum and Assessment
for Secondary Education

Brent Reiske, Technology representative, computer teacher

Jack Paschal, ASB President

Michelle Dulake, AUSD Board Student Member

Janet Chew, AHS PTSA President

Kai-Jen Leong, AHS Parent, PTSA member

David Lee, AHS Parent, President of Chinese Parents Booster Club

Preface

The Arcadia High School staff, including all stakeholders of the school community, has made a serious effort to accomplish the goals of the Focus on Learning self-study process. After attending several WASC training sessions, the Leadership Team Co- Chairs began in February of 2003 with an initial meeting with the faculty to explain the process and introduce the procedures. The staff recognized the importance of this process and indicated a real desire to dedicate themselves to examining instruction, assessment, student support, culture, leadership, and the school's vision.

We recruited focus group chairs from every academic department in order to put together a balanced Leadership Team. The Co-Chairs then recruited students and parents to participate in an ongoing process to evaluate our ESLRs. During several meetings the Leadership Team revised our ESLRs. Then department teams aligned content standards to ESLRs and gathered student assessment data related to standards and ESLRs. Working with the entire faculty during several meetings in the spring of 2003, Critical Areas of Need were identified. The Leadership Team created Focus Groups that addressed the six Schoolwide Criteria. In designing Focus Groups, we chose to create a representation from a broad cross-section of the faculty academic areas and school community.

For two days in August, before school started, Focus Groups met to discuss data and share student work in order to get some picture of the quality and measurability of the expected schoolwide learning results as evident in the learning conducted in classrooms. Focus Groups met at least twice a month to discuss data and information gathered from Home Groups. In the Focus Groups information was used to compile evidence and findings from student work, surveys, and a variety of data and was assessed in relation to their particular criteria. The Leadership Team prepared drafts and templates to be used in the process of examining evidence and findings in order to identify strengths and growth areas.

The Leadership Team then met for several all-day sessions and created Action Plans based on areas of growth and critical areas of need. Attempting to include all stakeholders in this final process, classified staff, students and parents were asked to participate. With extensive revisions and renewed input from Focus Groups, the Leadership Team revised the Action Plans in January. The School Board will approve the plan at their February meeting.

The final report is the product of countless hours of collaboration and discussion. We believe we have presented an accurate picture of our school and our goals for the future.

Ken Johnson   Rick Onderdonk
FOL   Co-Chair   FOL   Co-Chair

CHAPTER 1

COMMUNITY/STUDENT PROFILE

I.   Community/Student Profile

Community

Arcadia is a city of 54,000 people located approximately fifteen miles east of Los Angeles in eastern San Gabriel Valley. It was developed in the 1880's around the estate of E. J. Baldwin, the first mayor, and incorporated in 1903. It is home to the Los Angeles Arboretum and the Santa Anita Park Racetrack. Today, the city's ethnic makeup consists of 45% Asian, 40% white, non-Hispanic, 10% Hispanic, 1% African-American, and 3% Other.

The eleven-square-mile city, located at the base of the San Gabriel mountains, is primarily a suburban, residential community that maintains commercial, retail, and service-sector businesses. A variety of housing is available within the city, including apartments, condominiums, and single-family homes. The city provides excellent municipal services to the community, including emergency, fire, and police services. Methodist Hospital is the primary provider of health care services within the community.

Arcadia High School is located on a forty acre site within the city of Arcadia. The school was initiated in 1951 and occupied in 1952. The ninth grade became part of the school in 1994. It is a four-year comprehensive high school with an enrollment of over 3500 students. There is a graduation requirement of 225 credits. The school receives students from Arcadia Unified School District's three middle schools and numerous private schools located within the district. A history of strong community support exists for the high school. The Arcadia Education Foundation, a private organization, raises monies in order to support the high school in many curricular areas. The continuous commitment from the community allows Arcadia High School to create and maintain programs that support the desire of the community for academic excellence.

Facilities and Technology Summary

There are over 120 classrooms as well as fifteen science labs, a comprehensive library, five computer labs, a music building with spaces for both band and orchestra, a choral room, a fully equipped career center, wood shop, ceramics lab, photo lab, student store, theater, dance studio, television studio, newspaper production room, yearbook room, student leadership room, two cafeterias, two gymnasiums, two swimming pools, and sports facilities to support physical education classes and competitive sports teams.

A goal of the school district is to create and support a high school that contains information-technology for teaching and learning. Arcadia High School provides students with (modernized and technology equipped) classrooms that enhance student learning. The campus has well over 1,100 computers with modern features such as CD-ROM, Internet, and connections to secure servers.

Our district and site technology plans emphasize the importance of student access to technology. Teachers can check-out laptop carts and presentation projectors from the staff technology office. The district employs two teachers in its Leaders in Technology Education (LITE) program. These LITE techs regularly train teachers on software and hardware as well as work with the

Technology Information Services Officer to maintain the technology on campus. They also provide technology assistance for teachers during the school day.

Academic Performance Index (API)/Adequate Yearly Progress (AYP)

Arcadia High School exceeded its growth target of 780 with a 787 in 2002 794 in 2003. AHS also exceeded its growth target in the Asian, Caucasian, Hispanic, and Socio-Economic subgroups. During the previous two API cycles, AHS had not met most of its growth targets. Detailed API numbers are in the appendix.

Arcadia High School achieved our AYP in the first year of the measurement in all categories. However, in 2003 we failed to meet our AYP due to a decrease in the performance of our socio-economically disadvantaged students. Unfortunately our district maintains the privacy of those students as stipulated in the education code making it difficult to track the students' performance and assist them as necessary. We will continue to work at achieving our AYP.

Academic Performance Index

			Arcadia High School	
			API Growth Rates	
	2000	2001	2002	2003
Total	791	786	787	794
Asian	823	825	823	825
Caucasian	771	756	754	763
Hispanic	648	627	649	668
Socio-Econ	680	675	712	707

Adequate Yearly Progress (AYP)

		AYP 2001-2002	
	2001 Base	2002 Growth	
Total	780	787	(+7)
Asian	819	823	(+4)
Caucasian	749	754	(+5)
Hispanic	629	649	(+20)
Socio-Econ	676	712	(+36)

		AYP 2002-2003	
	2002 Base	2003 Growth	
Total	777	794	(+17)
Asian	809	825	(+16)
Caucasian	749	763	(+14)
Hispanic	653	668	(+15)
Socio-Econ	716	707	(-9)

SAT9/CAT6

In the spring of 2003, California's public high schools began administering the CAT6 exam. At the time of this change, our SAT9 scores were slightly increasing. With the employment of the CAT6, much more change is visible. Proficient or above reading scores increased significantly, math and science proficiency rates increased noticeably, and language decreased by three percent.

Based on CAT6 scores from the Spring 2003 assessment, 76% of our freshmen scored at or above the 50th percentile in reading.

	SAT9 AND CAT6		
	Percent Proficient and Above		
		Reading	
Years Tested	2001	2002	2003
>=50th Percentile	58%	59%	73%
		Math	
Years Tested	2001	2002	2003
>=50th Percentile	80%	81%	84%
		Language	
Years Tested	2001	2002	2003
>=50th Percentile	75%	76%	73%
		Science	
Years Tested	2001	2002	2003
>=50th Percentile	66%	66%	71%

California Standards Test

Students' scores have improved steadily in the Chemistry and English/Language Arts CST subtests. Arcadia middle schools recently began the transition from Pre-Algebra to Algebra for eighth grade students. Algebra 1 CST scores have decreased significantly as our Algebra 1 enrollment numbers decline.

Teachers are increasingly taking advantage of the data available in our test history software. Teachers are looking at subtest scores from last year to understand areas of weakness and strength. The chemistry teachers in particular have worked hard to understand these cluster scores and their improving CST scores have motivated administrators and department chairs to train more teachers to look at previous years' clusters.

CST English/Language Arts

Performance Band	2001				2002				2003			
	N	%	N	%	N	%	N	%	N	%	N	%
5-Advanced	574	26			676	29			808	32		
4-Proficient	701	32	1275	58	713	31	1389	60	801	32	1609	64
3-Basic	599	27	599	27	591	25	591	25	534	21	534	21
2-Below Basic	219	10			217	9			251	10		
1-Far Below Basic	107	5	326	15	136	6	353	15	130	5	381	15
Total	2200	100	2200	100	2333	100	2333	100	2524	100	2524	100
Component API 2003 Formula	790				793				806			

CST Math

Performance Band	2001				2002				2003			
	N	%	N	%	N	%	N	%	N	%	N	%
5-Advanced	271	19			456	21			478	19		
4-Proficient	519	37	790	56	753	34	1209	55	799	32	1277	51
3-Basic	414	29	414	29	574	26	574	26	566	23	566	23
2-Below Basic	177	13			249	11			351	14		
1-Far Below Basic	34	2	211	15	159	7	408	19	316	13	667	27
Total	1415	100	1415	100	2191	100	2191	100	2510	100	2510	100
Component API 2003 Formula	785				764				722			

CST Social Science

Performance Band	2001				2002				2003			
	N	%	N	%	N	%	N	%	N	%	N	%
5-Advanced	292	19			311	19			366	23		
4-Proficient	451	29	743	48	453	28	764	48	481	30	847	53
3-Basic	520	34	520	34	487	30	487	30	454	28	454	28
2-Below Basic	175	11			190	12			186	12		
1-Far Below Basic	104	7	279	18	163	10	353	22	120	7	306	19
Total	1542	100	1542	100	1604	100	1604	100	1607	100	1607	100
Component API 2003 Formula	752				733				760			

California High School Exit Exam
Arcadia High School students maintain a very high pass rate on the CAHSEE.

	CAHSEE RESULTS								
	All Students			Female			Male		
	Total	Total	Percent	Total	Total	Percent	Total	Total	Percent
	Tested	Passed	Passed	Tested	Passed	Passed	Tested	Passed	Passed
ELA March 2002	736	655	89	363	335	92	373	320	86
Math March 2002	708	633	89	348	311	89	360	322	89
ELA March 2003	871	778	89	416	384	92	454	394	87
Math March 2003	843	740	88	414	373	89	428	373	87
	Asian			Hispanic			White		
	Total	Total	Percent	Total	Total	Percent	Total	Total	Percent
	Tested	Passed	Passed	Tested	Passed	Passed	Tested	Passed	Passed
ELA March 2002	455	400	88	67	56	84	200	185	93
Math March 2002	439	418	95	68	41	60	187	163	87
ELA March 2003	562	507	90	84	69	82	205	188	92
Math March 2003	535	517	97	89	45	55	198	161	81

	CAHSEE RESULTS SPRING 2002					
	ELA			Math		
March 2002	Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
Language Fluency						
English Only Students	274	258	94%	263	224	85%
Initially Fluent English Proficient (IFEP)	197	192	97%	194	181	93%
Redesignated Fluent English Proficient (RFEP)	174	163	94%	169	158	93%
English Learner Students	91	42	46%	82	70	85%
Unknown	0	--	--%	0	--	--%
Economic Status						
Non-Economically Disadvantaged Students	707	631	89%	680	610	90%
Economically Disadvantaged Students	27	22	81%	26	21	81%
Unknown	2	--	--%	2	--	--%
Special Education Program Participation						
Students Receiving Services	54	32	59%	37	11	30%
Students Not Receiving Services	682	623	91%	671	622	93%

		ELA			Math		
Mar-03		Number Tested	Number Passed	Percent Passed	Number Tested	Number Passed	Percent Passed
Language Fluency							
English Only Students		319	299	94%	317	252	79%
Initially Fluent English Proficient (IFEP)		240	236	98%	241	233	97%
Redesignated Fluent English Proficient (RFEP)		141	136	96%	143	130	91%
English Learner Students		171	107	63%	142	125	88%
Unknown		0	--	--%	0	--	--%
Economic Status							
Non-Economically Disadvantaged Students		808	730	90%	784	693	88%
Economically Disadvantaged Students		62	47	76%	58	46	79%
Unknown		1	--	--%	1	--	--%
Special Education Program Participation							
Students Receiving Services		69	46	67%	51	22	43%
Students Not Receiving Services		802	732	91%	792	718	91%

Test	ELA	Math	% Passing	ELA	Math
Passed	747	715	African American	75	50
Failed	57	74	Asian	93	97
			Hispanic	86	65
			White	94	84
			English Learners	70	93
			Special Ed	74	43
			SED	81	85
Attempted	**804**	**789**	**Total**	**93**	**91**

The California English Language Development Test (CELDT)

327 students were tested on this exam in 2002. The percents for each level are as follows.

CELDT Levels
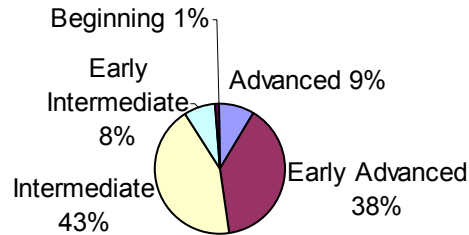
A longitudinal analysis of the 301 students taking the exam in 2001 shows significant upward movement on their 2002 exams. For example, 36% were at Early Intermediate or Beginning in 2001. One year later, of these same 301 students only 9% were classified as Early, Intermediate or Beginning.

SAT Results

Last year, 82.2% of our seniors took the SAT exam, compared to 77.2% and 75.3% in the two years previous.

All Students	2000-2001	2001-2002	2002-2003
Verbal	537	545	543
Math	625	630	629
Composite	1162	1175	1172
Males			
Verbal	537	544	549
Math	637	635	652
Composite	1174	1179	1201
Females			
Verbal	538	545	537
Math	614	625	606
Composite	1152	1170	1143

University of California A-G Requirements

A major expectation in the community of Arcadia is to prepare students for admission to the University of California. Over the last four years, Arcadia High School has had more students accepted to UC Campuses annually than any school in the state. Even though the University of California is expected to enroll the top 12% of students in the state of California, Arcadia consistently has over half of our seniors qualify. This past year we experienced a drop in students completing A-G requirements as reported by the CSIS system because of system errors rather than a real decline. We are looking to correct that data gathering function.

%	1998	1999	2000	2001	2002
Female	65.3	59	63.5	77.8	72.7
Male	54.4	56.8	54.7	69.5	62.9
White	47.7	49	52.2	57.3	56.8
Hispanic	28.8	34.8	34.6	40.4	43.1
Asian	72.1	65.1	67.5	85.2	76.9
Total	**59.9**	**57.8**	**59.3**	**73.6**	**67.5**

D and F Students

A continuing concern of Arcadia High School is the number of students receiving Ds and Fs on report cards. Over the last three years, the numbers of Ds and Fs has fluctuated as our student population has grown. Counselors devote large amounts of time to discussing how to assist students and departments review their D and F data quarterly.

Year	# of Ds and Fs
2001	801
2002	846
2003	838

Advanced Placement Exam Results

Arcadia High School is certainly proud of high pass rates maintained by its students. But we are especially proud of the advancements we have made to make Advanced Placement classes and exams accessible to more and more students. The number of exams taken by our students has increased dramatically in the past several years from 807 in 1995 to 1,582 in 2003.

AP Exams	2000 – 01	2001 - 02	2002 - 03
Pass Rate Total	78%	81%	76%
# of students passing	1,196	1,228	1,204

		2000 - 01	2001 - 02	2002 - 03	2000 - 01	2001 - 02	2002 - 03
	Tests Given	1533	1516	1582			
	Students Tested	739	738	779	% Passed	% Passed	% Passed
Number of Tests Passed	US History	117	98	96	67%	66%	60%
	Art History	48	54	47	77%	65%	72%
	Biology	77	102	120	73%	84%	81%
	Chemistry	61	60	63	88%	85%	66%
	Computer Sci A	47	63	70	82%	97%	83%
	Computer Sci B	1	7	3	33%	100%	50%
	English Comp	101	88	105	89%	87%	93%
	English Lit	114	77	55	93%	99%	98%
	Environmental Sci	23	16	21	53%	76%	48%
	French	1	1	7	50%	100%	88%
	Government	58	64	44	77%	74%	58%
	Comp. Govt.	48	66	64	96%	93%	93%
	Calculus AB	166	164	131	82%	89%	77%
	Calculus BC	102	122	126	89%	93%	91%
	Statistics	64	75	72	64%	76%	79%
	Physics B	78	60	92	72%	56%	80%
	Physics C - Mech	6	12	13	67%	92%	93%
	Physics C - E & M	6	12	12	67%	92%	100%
	Music Theory	13	13	7	46%	45%	21%
	Spanish Lit	5	10	8	82%	84%	81%
	Spanish Lang	60	63	47	71%	91%	67%
	Psychology		1	1		100%	100%
	Total Tests Passed	1196	1228	1204			

CBEDS Enrollment

Arcadia High School continues to grow. The largest growth comes from our Asian community that is made up largely of Chinese and Taiwanese with measurable populations of Korean and Japanese students as well. Our white population continues to decrease and there is a fluctuation in the percentage of Hispanic students.

Year	2001 - 02	2002 - 03	2003 - 04
Enrollment	3361	3490	3565

Total # of Students

Asian	2070	2191	2265
White	938	923	902
Hispanic	288	309	325
Black	35	34	39

% of the population

Asian	61.6%	62.8%	63.5%
White	27.9%	26.4%	25.3%
Hispanic	8.6%	8.9%	9.1%
Black	1.0%	0.9%	1.1%

Dropouts

The number of dropouts for Arcadia High School continues to stay very, very low. This is made possible because of the alternative programs that are available to our students through the independent study program and adult school program. Arcadia is also fortunate to have an Alternative Program as part of the comprehensive high school that is located off campus. This small school within a school with a low student/teacher ratio allows many of those students, who otherwise would drop out, the ability to complete their educational requirements in a more focused environment. However, the students are still part of the general school population and attend our activities and compete on our athletic teams and performing groups.

Suspension Data

Suspensions for Arcadia High School continue to fluctuate with our latest data indicating a reduction in the number of suspendable offenses. Suspensions are a function of our Dean's office that has seen many years of transition. Since 1996, we have maintained a two-dean system and have had seven different deans in that time. In each case, the dean who moved on was promoted to an Assistant Principal position either in the Arcadia Unified School District or in another district. To stem the flow from the office, since the departure of our latest dean in October of this school year, the district has authorized to increase the responsibility of one dean position to that of our new Assistant Principal for Student and Parent Support Services. This position will serve as a super-dean overseeing more areas than just discipline. We also hope to bring stability to the office. Most suspendable offenses have been in the areas of defiance and altercations both verbal and physical. The percentage of students who are suspended remains very low.

CATEGORY	1999 - 2000	2000 – 2001	2001 - 2002	2002 - 2003
(a) Physical injury or Threatening Physical Injury	136	75	108	96
(b) Possession or Use of Dangerous Object	10	3	10	16
(c/d) Possession / Sale / Under Influence Alcohol/Drug	16	29	22	26
Violation of Attendance Contract / Off Campus / Truant	0	0	0	0
(e) Robbery / Extortion	0	0	0	0
(f) Damaging School or Private Property	4	1	25	6
(g) Stealing / Attempting Theft / Forgery	8	6	21	13
(h) Possession / Use of Tobacco	17	4	14	7
(i) Obscene Act / Profanity / Harassment	10	14	5	3
(j) Possession / Sale of Drug Paraphernalia	8	1	0	2
(k) Disrupt / Defy Authority / Lack Respect / Threat	111	120	134	71
(l) Received Stolen Property	2	1	5	3
(m) Imitation Firearm	0	0	0	0
(n) Sexual Assault / Harassment	2	1	0	0

Other	4	12	8	29
Totals	**328**	**267**	**352**	**290**

Algebra 1 by Grade Level

417 students were in enrolled in Algebra in the fall of 2003 compared to about 800 in recent years. This number continues to decrease because of our district's efforts to offer Algebra 1 to all 8th graders. The figure below shows fall 2003 numbers and percents for students enrolled in Algebra 1 by grade level.
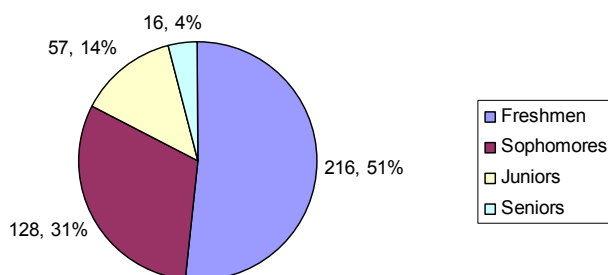
Electronic Portfolio Project

For the past several years, Arcadia High School has maintained an Electronic Portfolio Program. Each freshman attends a training session in the fall. All freshmen are trained in the skills necessary to create and maintain their electronic portfolio. Like all portfolios, this is a place to store and display work as well as a place to reflect on this work. Portfolios are housed on the high school server and are accessible from all student and teacher computer workstations.

Eighty teachers participate in the portfolio program. These teachers are trained regularly both on portfolio strategies as well as on technology skills.

Average Class Size and Class Size Distribution from 2002 CBEDS

	Average	**1 to 22**	**23 to 32**	**33 plus**
English	26.7	51	51	39
Math	26.5	45	38	34
Science	29.1	4	56	8
Social Science	27.5	26	42	31

YES Officer
The Youth Education Support (YES) Officer is a continuing program on the campus of Arcadia High School. The YES officer's (an officer from the Arcadia Police Department) main role is to support the students and staff of Arcadia High School. The officer's knowledge and expertise are a wonderful resource to teachers in the classroom, students on campus, and the staff of Arcadia High School. The officer also serves as a liaison between the school, community, and law enforcement

Teacher Demographics

2002

Male	Female	White	Asian	Hispanic	Multiple
78	91	132	19	17	1

Teachers: Male vs. Female

Teachers: Ethnicity
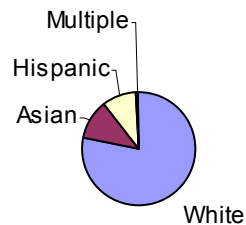
Administrative and Classified Personnel

Our administrative staff consists of the principal, two assistant principals for curriculum, teaching, learning and assessment, one assistant principal for operations and athletics, and a dean of students. The school is currently undergoing a process to hire for a new position, an Assistant Principal for Student and Parent Support Services.

Our school has eighty-five classified employees who fulfill numerous important roles on campus. These positions include: the principal's secretary and main office supervisor, the main office assistant, attendance technicians, registrars, library personnel, food services and student store personnel, counseling services aides and secretaries, custodians, a health office nurse and assistants, ROP technicians, campus security assistants, school office assistants, instructional assistants for special education, technology support staff, and other secretaries and assistants to support the various offices and needs of the school.

Counselors and other Support Staff

Arcadia High School has seven counselors on staff for a pupil to counselor ratio of 499 to 1.

The *Counselor of the Day Program* allows a counselor to be readily available to assist students immediately with a variety of needs, separate from the regular counseling services. Student Services provides additional counseling services through the use of intern counselors. The Arcadia Unified School District provides assistance from District psychologists as well.

Beginning with the 2000-2001 school year, Arcadia High School Counselors adopted the National Standards for School Counseling Programs. This is a comprehensive school-counseling program, which focuses on three domains: Academic, Personal/Social, and Career. The Arcadia High School Counseling Programs employ strategies to enhance academic performance, provide career awareness, develop employment readiness, encourage emotional and physical well being, foster interpersonal communication and decision-making skills, and impart life success skills for all students.

The Support Counselor position is considered the "Counselor for the Dean and Attendance Offices." The Support Counselor deals primarily with students displaying at-risk behavior, both on and off- campus, as well as with students having difficulties attending classes. The Support Counselor creates a safe and caring environment for students to express and deal with their individual personal issues that impact their school attendance and behavior while also providing strategies such as anger management/conflict resolution to students on an individual basis. The Support Counselor works closely with the Deans of Students and the YES Officer to promote school safety.

The Career Center has state-of-the-art technology and is open extended hours providing individual guidance from a Career Counselor. Career planning and information is provided to all students and parents through individual counseling and workshops. Career testing information is also part of the Career Center's services. Student Services' goal is to provide guidance and information to students and families to ensure academic success and emotional support.

Student government and activities are overseen by the Director of Activities. There is also an ASB office assistant and account assistant. The sports program is overseen by the Athletic Director and an assistant.

School Site Leadership

Arcadia High School has representative site-based management. The School Site Leadership Team is comprised of representative constituents from the community: students, teachers, parents, administrators, and classified. The team meets every other week, following an agenda of school-related issues. The SSLT creates policies, establishes procedures, sets goals, and resolves issues. SSLT uses an accountability rubric to the school regarding its goals. The school uses operating principles in order to establish procedures.

Faculty Congress

Faculty Congress is an elected body of teaching staff that meets with administrative and counseling representatives to discuss solutions to various problems and issues on the campus. The role of Faculty Congress is advisory and issues regarding the operations of the school are often the items on the agenda. The group meets monthly and works in conjunction with Department Chairs and the School Site Leadership Team to make decisions using the Shared Decision making model. Decision-making areas in this model include budget, personnel, discipline/attendance, scheduling, and curriculum development and implementation.

Department Chairs

The members of this body serve as curricular leaders and liaisons for departments. They are involved in all curricular decisions of the school. Membership in this body also includes the Assistant Principal for CLTA, Athletic Director, school librarian, and two counselors. They meet twice per month.

School Safety Plan

The Safe School Plan is in effect and reflects current practices and strategies to ensure a safe campus for students. The main elements include crime reporting, child abuse procedures, disaster procedures, suspension and expulsion policies, sexual harassment policy, and school rules and consequences.
Arcadia High School provides a safe and clean environment conducive to learning. The facility is serviced on a regular basis for routine maintenance and safety hazards.

Surveys

During the fall of 2003, student surveys, parent surveys, and teacher surveys were distributed and the results collected. These results can be found in the appendix.

Clubs, Activities, Athletics, and Unique Programs

Clubs, performing arts groups, academic and athletic teams are an integral part of student life at Arcadia High School. There are six major performing arts groups, forty-nine athletic teams, seven academic teams, and about sixty clubs on campus. Over 800 students are members of clubs and academic teams and, during 2002-2003, 853 students participated on athletic teams. During 2002-2003, the average grade point average for varsity squads was 3.25 on a 4.0 scale. Close to 75% of the student body are involved in some form of organized clubs or teams. Noteworthy is the fact that members of these teams and clubs perform hundreds of hours of community service each year.

There are 450 students enrolled in band, 340 enrolled in orchestra, 70 in color guard, and over 150 enrolled in choral programs. These performing arts groups compete at the highest level of regional, state, and national competitions. The marching band has won more than eighty major

championships and each separate orchestra performs at least two concerts each quarter. The Chanteurs singing group performs over sixty concerts each year including numerous community and service club appearances.

Each year the school's academic teams are recognized for excellence and win numerous awards. These teams include Academic Decathlon, Science Olympiad, Speech and Debate, Destination Imagination, Quiz Bowl, Science Bowl, and the U. S. Constitution Team. The U. S. Constitution Team is the only team that has, since its inception in 1988-89, annually placed in the top three in the State "We The People" U. S. Constitution Contest.

Other noteworthy programs at the school include drama, dance, television production, Cross-Age, *Pow Wow,* and *The Arcadian*. These programs combine elements of clubs, performance, and coursework and give students unique perspectives and opportunities. Close to 200 drama students perform in five major on-campus productions and several off-site productions each year. There are about 180 dance students who perform at numerous events throughout each year. The television production students produce a weekly news program, *Apache News*, as well as other productions for the district's cable network television station. These students' efforts have won First Place/News Magazine at the Foothills Film Festival and First Place at the NHRA Career Opportunity Faire Video Contest.

AHS Cross-Age students teach children at the district's elementary schools. These students teach in the areas of literacy, to strengthen reading skills, physical education, and science. These students are trained in their classes at AHS and teach to the elementary curriculum standards. *Pow Wow* is the school's student-produced newspaper and it is widely recognized for its excellence. *The Arcadian* is the school's yearbook and last year received the First Place Award from the American Scholastic Press Association as well as a Bronze Award from the Columbia Scholastic Press Association.

In 2002, AHS was the recipient of the BRAVO Award given by the Music Center of Los Angeles. This prestigious award recognized the school for its outstanding achievement in the arts and its contribution to cultural literacy among young people.

External Factors

The success of the curricular and extra curricular programs is also due to dedicated parental support. Arcadia High School parents are involved in every phase of the community. Parental organizations, such as Athletic Boosters, Arcadia Music Club, P.T.S.A., Arcadia Education Foundation, Chinese Parents Club, and Bilingual Advisory Committee contribute time and/or monies in order to maintain and to improve various programs. Parents also assist with academic and co-curricular activities.

CHAPTER II

EXPECTED SCHOOLWIDE LEARNING RESULTS

The process to formulate Expected School-wide learning results (ESLRs) for our students was initiated in the spring of 1997 (see next page). These ESLRs were presented in the school's 1997-1998 Focus On Learning Self Study and formed the basis of curricular discussions and the examination of student work. These ESLRs also formed the basis for the students' reflection on their own work in their electronic portfolio.   The process for developing and utilizing these initial ESLRs is addressed in Chapter III. C. of this Self Study.

In the spring of 2003, the school began the process for revising the ESLRs and identifying critical areas of need for the school. Staff members, and other members of the school community, met to review and discuss the implications of student testing data. This data included detailed information regarding student standardized test results, student achievement data, and school profile data. A list of highlights and concerns was drafted and the implications discussed.

As a result of these discussions, three critical areas of need were identified: 1) The academic performance of our minority population groups (about 10% of the student population) lagged far behind that of the Asian and Caucasian populations; 2) The enrollment in our most rigorous courses was disproportionate to our student population; and 3) School-wide reading scores were identified as not matching school expectations. Everyone agreed that the two ESLRs that most directly addressed these critical areas were *Problem-Solving Skills* and *Communication Skills.*
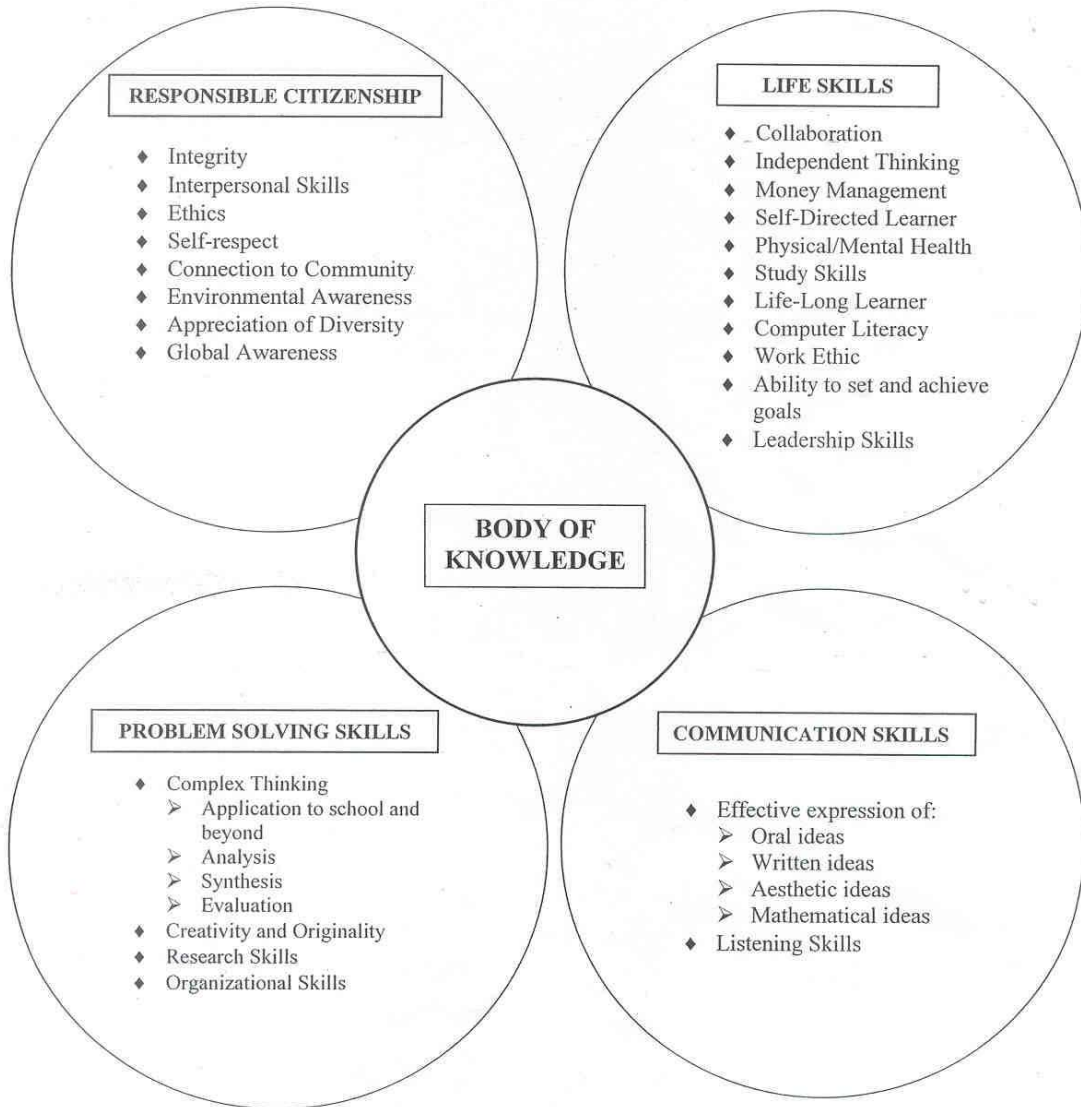
During the summer of 2003, members of the FOL Leadership Team and Department Chairpersons met twice to revise the school's ESLRs. This process was undertaken with the following considerations: 1) the identified critical areas of need; 2) the need to incorporate academic standards into the ESLRs, and 3) the need to make the previous ESLRs more measurable. These considerations plus the implications of the student testing data provided the basis for discussing and revising the ESLRs.

The result of these meetings was two newly revised ESLRs: *Effective Communicators who . . . and Problem solvers who . . .*   A third ESLR was revised in the fall of 2003 to incorporate elements of two of the earlier ESLRs. This third ESLR, *Capable and responsible citizens who. . . .* addresses interdisciplinary and global considerations and helps to further define and answer the question: *What should every student who leaves Arcadia High School be able to do, know, understand, and value to be successful in the real world?*

The newly revised ESLRs were discussed in Focus Groups and Home Groups (departments) and adopted by the school in October, 2004. We believe that these newly revised ESLRs, along with our goals stated in our FOL Action Plan (Chapter V), will provide the cornerstone of school improvement at Arcadia High School.

ESLRs Adopted in 1997-1998

Arcadia High School
ESLRs
(Expected Schoolwide Learning Results)

RESPONSIBLE CITIZENSHIP

- Integrity
- Interpersonal Skills
- Ethics
- Self-respect
- Connection to Community
- Environmental Awareness
- Appreciation of Diversity
- Global Awareness

LIFE SKILLS

- Collaboration
- Independent Thinking
- Money Management
- Self-Directed Learner
- Physical/Mental Health
- Study Skills
- Life-Long Learner
- Computer Literacy
- Work Ethic
- Ability to set and achieve goals
- Leadership Skills

BODY OF KNOWLEDGE

PROBLEM SOLVING SKILLS

- Complex Thinking
  - Application to school and beyond
  - Analysis
  - Synthesis
  - Evaluation
- Creativity and Originality
- Research Skills
- Organizational Skills

COMMUNICATION SKILLS

- Effective expression of:
  - Oral ideas
  - Written ideas
  - Aesthetic ideas
  - Mathematical ideas
- Listening Skills

DRAFT: 9/24/97

ESLRs – 2003-2004

ARCADIA HIGH SCHOOL WILL GRADUATE:

Effective communicators who . . .
- Read, comprehend, and interpret a variety of written materials
- Write clear, concise and grammatically correct prose
- Speak and listen reflectively and critically, and respond appropriately
- Reflect and critically evaluate oral and written work according to applicable standards
- Communicate within and across cultures
- Create appropriate oral and visual presentations

Problem solvers who . . .
- Research, identify, access, and organize data
- Demonstrate critical thinking skills by
  - ➢ Comparing, analyzing and evaluating data and arriving at informed conclusions
  - ➢ Synthesizing data to create hypotheses or determine original approaches
- Apply acquired skills and knowledge to define, investigate, and solve problems

Capable and responsible citizens who . . .
- Exhibit awareness of environmental issues
- Appreciate and respect diversity in local and global communities
- Collaborate effectively with others
- Make choices which promote good physical and mental health
- Function ethically in society
- Practice and fulfill civic responsibilities

CHAPTER III

PROGRESS SINCE PREVIOUS FULL SELF STUDY IN SPRING 1998

III. Progress Since Previous Full Self-Study in Spring, 1998

A. A description of any significant developments at the school since the last full visit that have had a major impact on the school or specific curricular programs.

Since the last full visit in the spring of 1998, one area that has remained constant is the leadership in the school and in the district. Although our former Superintendent retired, the Deputy Superintendent was promoted to the position. The vision of the district has stayed consistent throughout the last six years. Furthermore, the administration at the high school has stayed consistent. The principal and two of the three assistant principals have remained the same and the third assistant principal is now serving as the Secondary Coordinator for Curriculum, Assessment and Staff Development for the district.

The most significant development at the school since the last full visit has been the Digital High School Installation Grant installed the year following our WASC accreditation. Because Arcadia benefited from a school bond in 1994, the technology infrastructure was already in place when the Digital High School Grant became available. The grant provided over one million dollars for technology and support for our campus. Over $800,000 was spent in the classroom to upgrade our hardware. You will read more about what the DHS grant has done for the future of the high school in our report. The most exciting component is the electronic portfolio program.

B. A description of the school's procedures for the implementation and the monitoring of the school wide action plan.

The School Site Leadership Team has ultimate responsibility for implementing and monitoring the FOL action plan. The School Site Leadership Team is comprised of representative constituents from the school community: students, teachers, parents, administrators and classified. The group meets every other week, following an agenda of school related issues. The SSLT also serves as our School Site Council who oversees all budget and planning issues related to the Single Plan for Student Achievement.

To fulfill its FOL mission, SSLT created a committee in 1999 to oversee implementation of the FOL action plan. The Coherence Committee was comprised of administrators, chairpersons of the six committees that evolved from the FOL action plan and other staff members with knowledge of the FOL process. The Coherence Committee met once a month and reported its progress to the SSLT through its minutes which were submitted monthly. Communication of progress to the SSLT was also accomplished through informal reports given by Coherence Committee members who serve on the SSLT and by occasional attendance of the SSLT Chairperson at Coherence Committee meetings.

The Coherence Committee's mission encompassed two fundamental responsibilities: implementation and monitoring of the FOL action plan and ensuring that implementation and monitoring of the FOL action plan supports the vision and mission of the school: Stimulating

intellectual curiosity and fostering an enthusiasm for learning by creatively designing the work we give our students to do, that will lead to better results for all students.

After a year of hard work, the Coherence Committee felt that enough progress had been made to return the work of following up on the FOL action plans to the SSLT in 2001. At that time, a new group was formed and supported by release time and stipends to continue the forward progress of Arcadia High School. A group called Curriculum Leaders was selected to continue moving the school forward towards the mission of the Arcadia Unified School District. The Curriculum Leaders were funded through a combination of site and district funds. Similar to the Coherence Committee, the Curriculum Leaders spent the last two years working on the integration of curriculum, teaching, learning and assessment. Unfortunately, due to the budget cuts in the state, the funding for Curriculum Leaders is no longer available. The schools' Administration, department Chairs and the School Site leadership Team have had to assume the responsibilities of the action plans.

Since the end of the self-study process in 1997-1998, state supported staff development days were eliminated from the school calendar year in the Arcadia Unified School District. However, in 2001, our district and teachers union negotiated to include the three staff development buy-back days into our teachers' contract. We now have days scheduled into the school calendar for staff development purposes which have assisted us in the FOL process this time around. In 2002 the state also cut our 1882 staff development money, which has hampered our efforts to find time for teachers to work collaboratively towards our district and FOL goals.

Arcadia High School, as other secondary schools throughout the nation and the state, has been challenged by a series of events that have come to the forefront during the past six years since completion of the self-study. Some of these challenges have been entered into voluntarily, while local, state and/or national officials have mandated others. Each of them has had a significant impact on the school, the FOL process, and the execution of the six action plans that evolved out of the self-study.

State Standards were one of the first challenges the school faced after the self-study that encouraged the school to reevaluate its action plans. The implementation of State Standards specifically impacted Action Plan No. 1 *Clarification and Refinement of Expected Schoolwide Learning Results,* Action Plan No. 2 *Assessment of Schoolwide Learning Results* and Action Plan No.6 *Assessment of Quality Work*. It became necessary for all departments, working with district guidance, to review curricula and materials in relationship to these standards and make needed changes in order to adhere to the new state guidelines. The district has assisted this process by restructuring the district office and creating 3 new positions of Coordinators for Curriculum, Assessment and Staff Development. There is one coordinator each for elementary school, middle school and high school.

Implementations of the aforementioned Action Plans 1, 2 and especially Action Plan No. 6 (Assessment of Quality Work) have also been affected by new state accountability measures. The SAT9 (now CAT6), the High School Exit Exam, the resulting API index and the AYP have forced the school to reflect on many of its practices and question their viability vis-à-vis *the test*. The school has also been attempting to make sense of the results and what they actually mean in

regards to the program. This has been a noteworthy and on-going challenge and has been furthered by the federal No Child Left Behind Act and the Single Plan for Student Achievement.

The school has dedicated resources to disaggregate data from test scores to help identify populations and areas requiring special attention. In the spring of 2000, a reading coach (one period a day), paid for by a school district grant, interviewed students who were below the 30th percentile on the SAT 9 test to establish a profile of these students. As a result of this work, a Reading class was established for the year 2000-2001 for students below the 35th percentile on the SAT9. The district also added a student academic intervention counselor to our site who has worked at identifying students who would potentially struggle on the High School Exit Exam and place them in intervention programs. In addition, staff development in reading comprehension was given to all members of the Science, Social Science and English departments in the spring of 2000 based on assessment of the SAT9 results. Staff meetings were also spent in-servicing the staff on content reading strategies.

In the year following the self-study, the high school began the ambitious process of applying to become part of the state's Digital High School program. This was in a very real sense an extension of the FOL process and the self-study. It required the school to continue reflecting upon its future needs and existing resources, as well as further identifying and clarifying those things we were doing well and the areas where we wanted to make changes and improve.

In the years since the last full visit the district has embarked on two very clear and related areas. The first area is designing engaging work for students that result in learning. The Schlecty Group from Kentucky worked with the district for three years on an initiative to have more engaging work presented in the classrooms for students. The second area is assessment for learning. The district again has worked closely with Rick Stiggins and his group out of Oregon to integrate our instructional and assessment programs. The school continues to work at making both of these efforts a core part of our school culture.

As we learned during the self-study, leadership is key to the success of the process. The principal believed then that the size of the institution and the vast challenges facing it would tax the leadership of the school. In many ways this has been the case. Undoubtedly, the school is not unique on this account, but it has had a decisive impact nevertheless.

Each of these situations has been cause for thought and reflection. Each has required the school to reevaluate its program and its direction. Correspondingly, each has resulted in some modification of the plans developed during the self-study process. The impact has been greater in some areas than others, but the school has remained faithful to the FOL process within the context of the current environment whenever and wherever possible. As one reads through the reports, one is struck by the fact that while the plan structure was altered in certain instances, the basic provisions within the six original plans weave their way through the work the school has dedicated its time and resources to the past six years.

Of the six original plans, the work associated with Action Plan No. 5 *Design Quality Work* most closely resemble that submitted as part of the self-study. The others, as previously stated, have been altered to meet changing needs and conditions in varying degrees. Action Plan No. 4

School Culture encountered a revealing challenge, which seems obvious now, but was not at the time, in that culture changes more rapidly than it can be addressed in certain instances.

C.   Follow-up of Action Plans and Critical Areas of Need

__Action Plan #1__
Clarification and Refinement of Expected School wide Learning Results

__Critical Area of Need # 6__
The need to develop ESLRs that are defined in the terms of what students will know and be able to do.

ESLRs have been an ongoing topic of conversation for the past six years at Arcadia High School. After our review six years ago, an ESLR Committee was formed to tackle the challenges of 1) making sure that the philosophy behind the ESLRs was communicated to all members of the staff, 2) that ESLRs become the driving force behind our school programs, and 3) that students are aware that the courses they take are steering them toward fulfilling the goals stated in the ESLRs. The committee was made up of volunteers from each department, a parent, and various administrators.

In 1999, all the departments were asked to devote a department meeting to examining student work and determining the ESLRs that were addressed in the various assignments. The ESLR committee created a document tallying the various ESLRs that were addressed from information provided by the various departments who submitted information to determine which ESLRs were being addressed and where there were gaps.   Examining the information seemed to indicate that the areas where there seemed to be gaps were the areas of connection to the community, study skills, and life-long learning. This exercise indicated to the committee that the staff feels that we are addressing the ESLRs in our daily teaching at AHS, that this is what teaching at AHS is all about. The lessons provided by the teachers seem to support this point of view.

Working with the Electronic Portfolio Committee, the ESLR Committee asked each Academic Mentor to describe the ESLRs and allow students not only to link the work they are including in the portfolio to a particular subject, but also to reflect upon the particular assignment and its relationship to achieving the ESLRs. We predict that as the years go by, students will be become more aware that the work they are doing has relevance to the overall goals established in the ESLRs.

The committee felt a great deal of frustration when they met. They felt the ESLRs are very important concepts that reflect what school is all about and why we are teachers. However, they were at a loss at how to set up some kind of measurement tool that would reflect whether or not we were actually achieving these goals. They hoped a survey would reflect this. However, they realized the survey reflected what the teachers' aims and goals were in various lessons, but there was not a way to tell if these lessons were actually achieving these objectives. The teacher evaluations were purely subjective.

As we work through our second FOL process, the leadership team and staff has re-looked at our original ESLRs and all of the work and interactions we have had with them and have refined them to make them more specific and measurable.

ESLRs Adopted in 1997-1998

Arcadia High School
ESLRs
(Expected Schoolwide Learning Results)

RESPONSIBLE CITIZENSHIP

- Integrity
- Interpersonal Skills
- Ethics
- Self-respect
- Connection to Community
- Environmental Awareness
- Appreciation of Diversity
- Global Awareness

LIFE SKILLS

- Collaboration
- Independent Thinking
- Money Management
- Self-Directed Learner
- Physical/Mental Health
- Study Skills
- Life-Long Learner
- Computer Literacy
- Work Ethic
- Ability to set and achieve goals
- Leadership Skills

BODY OF KNOWLEDGE

PROBLEM SOLVING SKILLS

- Complex Thinking
  - Application to school and beyond
  - Analysis
  - Synthesis
  - Evaluation
- Creativity and Originality
- Research Skills
- Organizational Skills

COMMUNICATION SKILLS

- Effective expression of:
  - Oral ideas
  - Written ideas
  - Aesthetic ideas
  - Mathematical ideas
- Listening Skills

DRAFT: 9/24/97

ESLRs – 2003-2004

ARCADIA HIGH SCHOOL WILL GRADUATE:

Effective communicators who . . .
- Read, comprehend, and interpret a variety of written materials
- Write clear, concise and grammatically correct prose
- Speak and listen reflectively and critically, and respond appropriately
- Reflect and critically evaluate oral and written work according to applicable standards
- Communicate within and across cultures
- Create appropriate oral and visual presentations

Problem solvers who . . .
- Research, identify, access, and organize data
- Demonstrate critical thinking skills by
  - ➢ Comparing, analyzing and evaluating data and arriving at informed conclusions
  - ➢ Synthesizing data to create hypotheses or determine original approaches
- Apply acquired skills and knowledge to define, investigate, and solve problems

Capable and responsible citizens who . . .
- Exhibit awareness of environmental issue
- Appreciate and respect diversity in local and global communities
- Collaborate effectively with others
- Make choices which promote good physical and mental health
- Function ethically in society
- Practice and fulfill civic responsibilities

Action Plan #2
Assessment of School wide Learning Results

The school's success in this area has been in regard to the Electronic Portfolio/Academic Mentor program that is in its fifth year of implementation (and it has been an on-going process with revision.)

In its first three years, students were assigned an Academic Mentor with whom they would meet two to four times a year. As part of each student's portfolio, they were required to scan in a certain number of pieces of work that were representative of the academic progress they were making. A critical component in this process is the piece that requires them to reflect on their work in relationship to the ESLRs and identify in the portfolio the ESLRs to which the work correlates. Academic Mentors led discussions with their mentees to deepen their understanding of the purpose and significance of the ESLRs that increased the knowledge and concern about the ESLRs. In a very real sense, the students are clarifying and defining for themselves and the school community the true meaning of the ESLRs as they actually relate to the students and their work.

In the fourth year of the program, we shifted away from having Academic Mentors and instead embedded the work of the portfolio into the classroom. About 75 teachers, who choose to be involved in the program, work with their own students (approximately half of our students) to put work into their portfolios and help the students assess the work utilizing a rubric that our lead teacher devised. Not only are the students asked to assess their work in terms of ESLRs to help clarify their progress but also in terms of the standards for the class.

Action Plan #3
Develop, Monitor and Assess a Personal Learning Plan for all Students

Critical Area of Need # 2
The need to refocus student support services to encompass college and/or career-bound students through improved career resources, community service opportunities and the development of a personal learning plan for all students.

During the spring of the 1998-99 school year, the Leadership Team at Arcadia High School selected a Committee Chair to head the Personal Learning Plan (PLP) Committee. The Personal Learning Plan was determined by the Leadership Team to be a component of the Electronic Portfolio, developed as a result of receiving the Digital High School Grant. The Personal Learning Plan would contain information on the student's academic history, their involvement in school extracurricular activities, as well as any other work or volunteer service experiences they participated in over their four years of high school.

During the fall of the 1999-2000 school year, the PLP Committee Chair recruited five committee members. The committee consisted of two teachers, one parent, two students and one counselor. In the 2000-2001 school year, an additional teacher was added as the computer technology consultant for the committee, along with a member of the school's clerical staff. The PLP

Committee reviewed the last WASC report regarding the need to develop a personal learning plan, and a venue for monitoring and assessing the plan. The committee also spent time developing a structure or template for the PLP and the fields or categories it would contain.

Also, as part of the total PLP program, each sophomore student is given an individual appointment to utilize other college and career search and inventory programs under the guidance of the counseling staff.

Although in its original design the PLP was going to be embedded into the Electronic Portfolio program, there were many impediments that made the plans of the committee unadvisable. In its place, the counseling staff has stepped in to provide an on-going and consistent plan development for our students. All students go through a programming process to select the classes that they wish to take. Included in the process is assessing the students' desire for post-secondary education and career interest. In the spring of 2003, all 9th, 10th and 11th grade students registered for their courses on-line with the assistance of the counseling staff and PTSA volunteers.

Furthermore, seniors are encouraged to fill out their student college profile that includes their academic record, career aspirations, activities in which they participate and information about the colleges that they are considering attending. Again, in the spring of 2003, the juniors developed this profile on-line and submitted it prior to the beginning of their senior year. This profile is used to assist school staff in writing the students' letters of recommendations.

All tenth-grade students are given the opportunity to access the Discover Career and College Search Program to research their career interests, abilities and values to begin the process of connecting this information to post secondary plans. A personal appointment is made with a member of the guidance department to assist the student in completing this computerized interest inventory. In addition, evening sessions are designed for the high-risk eleventh grade student population and their parents to review the results of their interest inventory and to provide academic advisement.

Eleventh-grade students can choose to continue this career and college search by making an appointment with their current guidance counselor, who is available after school for these sessions in a small group structure. They may also request that they be called to the Career Center during an elective class to further their college and career search.

A very inclusive Regional Occupation Program (ROP) exists for all of our eligible students to gain practical experience in a variety of career fields. The ROP Program is quite extensive and provides students the opportunity for on the job training classes as well as connecting students to jobs within the community. In addition, personal advisement in career research, resume writing, job interview skills, volunteer service and organizations, as well as the development of a career portfolio are available through the ROP guidance program, in conjunction with the counseling staff.

College Application Workshops and Financial Aid Workshops are available for all twelfth-grade students preparing for the college admissions process. These workshops are also available for

our parents in order that they may better understand the process and assist their child in making appropriate post-secondary decisions. Students receive support from the counseling staff in writing college essays, completing their college applications and in researching scholarships and receiving financial aid. In addition, the counseling staff manages letters of recommendation and the college files, transcripts and necessary forms for all twelfth-grade students who need them (approximately 300-350 students per year for a total of approximately 1,000 letters of recommendation). Workshops on helping students narrow down their college choices and on making college visits are also available.

Action Plan #4
School Culture

Critical Area of Need # 1
The need to institutionalize the gains made in the self-study process: site-based decision-making and group process skills.

Communication and the decision-making process continue to challenge Arcadia High School. The Arcadia Unified School District contract with the Arcadia Teachers Association has language that includes some decisions that are shared on the campus between teachers and administrators. The language can be vague and has led to many challenging situations in its interpretation. Because of the interpretiveness of the contract and with an increasing and changing staff, struggles continue. The elected and appointed members of the School Site Leadership Team continue to advise and support the principal in the implementation of programs designed to further the district vision. An expectation continues that operating principles and ground rules (see appendix) agreed upon before the self-study process began in 1997-1998 are adhered to whenever and wherever groups of staff members meet to discuss business. One of the interesting challenges in this area is the on-going need to educate new staff members and individuals new to positions of leadership to these principles and rules, as well as continually reminding veteran staff members that this is the manner in which business is conducted at our school.

Action Plan #5
Designing Quality Work

Critical Area of Need # 3
The need to develop quality indicators for student work in order to use this data to improve the instructional program for all students.

Critical Area of Need # 5
The need for extensive technology training for the instructional staff so that technology becomes an integral part of the instructional program.

In the four years since receiving the Digital High School Grant, the school has made tremendous advancements to make technology more accessible to students and faculty members. The library

has been reconfigured to include twenty computer workstations as well as printers and scanners for student use. Teachers can also make these computers available to entire classes. A staff technology room has been added to the west side of the library and is used by teachers with classes of students and teachers for staff development. A new student computer lab was added in 2000, which brings the total of academic classroom labs to four. There are over 1100 computers on campus for student use.

Curriculum Technology Mentors
After the Digital High School implementation grant, the school chose four Curriculum Technology Mentors. These members of the staff dedicated one period per day to assist teachers to integrate technology with teaching and learning. CTM's promoted and provided resources for the incorporation of technology into the curriculum to enhance student learning. This included working with departments, individual teachers, and developing and facilitating in-services for the entire staff on topics such as making instructional presentations with MS Power Point, conducting Internet searches, and making personal web pages. Curriculum Technology Mentors worked closely with Staff Development and Working on the Work committee members to address both faculty and student technology needs.

In the spring of 2000, Curriculum Technology Mentors gave a presentation of Arcadia High School's 1999-2000 accomplishments to the School Site Leadership Team and AUSD School Board. This list included assisting numerous teachers with designing lessons, researching and evaluating Internet web sites and related processes, and disseminating instructional technology related information to the staff.

Electronic Portfolios
Arcadia High School was awarded a grant for technology of over one-million dollars. Because of this grant, Arcadia High School is equipped with the latest technology allowing students to be ready for the " 21st Century." All classes have access to laptop computers, scanners, digital cameras, and video equipment. Students are gaining skills in the areas of PowerPoint, using the Internet, making web pages, and file maintenance with the benefit of this new technology and guidance from their Academic Mentors and classroom teachers.

A major component of this grant is to have students create Electronic Portfolios. These portfolios contain work that students have completed at Arcadia High School. Electronic Portfolios are beneficial to students and teachers because they enable students to evaluate and reflect on their work and set goals for subsequent years. Portfolios have been used for several years to showcase and evaluate student work, but Arcadia High School is on the "cutting edge" of technology by allowing students to create Web Pages showing their work and progress. These portfolios will be useful not only during the students' high-school years, but also for college admissions and future employers. In its initial year of implementation freshmen and sophomores were assigned an "Academic Mentor," an AHS teacher, to guide them when planning and assembling their portfolio. Academic Mentors had 25-30 freshmen students in their caseload. Mentors for sophomores had three sections of approximately eight students each. Students met with their mentors approximately three times a year during the school day. Mentors were given technology training on the equipment purchased for student use in their rooms.

As the program grew, the teachers involved in the program, under the direction of a teacher who spearheaded the program, met on a regular basis to discuss how to make the program more effective. Once all four grade levels became involved in the program, the academic mentors felt that it was time to embed the program in their classes rather than outside of the class. In its fourth year, we eliminated the academic mentor period and had teachers voluntarily work with their classes on placing work in the portfolio. As a part of the portfolio, students reflect not only on the work and the reasons why they chose to put it in the portfolio, but also upon which ESLRs they believe the work demonstrated and why.

Technology on Campus
The intent of technology on our campus is "Access, Not Ownership", with our focus on providing computer access to the whole student population on an as-needed basis. This is accomplished through the use of thirteen mobile, wireless laptop computer carts as well as the student computer labs. Each mobile cart contains ten wireless laptops and a networked laser printer. Additional computer availability to students includes the placement of at least two student-use desktop computers with Internet access, along with a scanner and laser printer, in every classroom. Every teacher also has a desktop computer with a full suite of software and Internet access.

The district provides a core suite of software to ensure continuity between all computers, and to assure that all computers are usable in the classroom upon delivery. The compliment of software includes:

- Microsoft Word
- Microsoft Works
- Microsoft Publisher
- Microsoft Internet Explorer
- Microsoft Excel
- Microsoft PowerPoint
- SASIxp
- Integrade Pro
- Student Writing Center
- Ultimate Writing and Creativity Center
- Netscape Navigator
- Electric Library
- HyperStudio
- UltraKey Typing/Keyboarding Program
- Inspiration

In the Library, students use the computers to complete their school work and add work to their portfolios before and after school and during lunch with the help of the Librarian and the Library staff. Students also use the library workstations during class time with their teacher and entire class.

Working on the Work
In 1997, Arcadia High School adopted the philosophy and goals of Philip Schlecty's Center for Leadership in School Reform. The WOW (Working on the Work) Team was established with six teacher leaders along with administrative representatives. In its second year, the WOW team expanded to twelve members and began to plan the implementation of WOW on a schoolwide basis. In the 1999-2000 school year, the entire teaching staff was invited to attend staff development in the WOW principles. WOW meetings continued monthly for four years.

In these workshops, leaders shift the focus from the work and performance of teachers, to that of the students. Teachers found a supportive environment for sharing student work and collaborating on creation of new quality work for students. The average attendance at these "workshops" was 25 to 35 teachers and support staff, plus two to three administrators. Classified employees such as counselors, Librarian and others were encouraged to attend. The goal is to create a "WOW Culture" at Arcadia High School, where teachers enthusiastically present students with quality work, which is perceived, by the student as valuable and applicable to their own life.

Through WOW, teachers are supported in a collaborative environment to create, share, and encourage others in their development of quality student work. WOW teachers believe they function as facilitators and inventors of quality work for students. The WOW leaders met regularly with the Assistant Principal of Instruction and Learning to assess progress and continue goal setting toward our vision of establishing a "WOW Culture" at Arcadia High School.

Finally, creating the WOW culture on campus has come to be a part of who we are as a school through our school vision. The vision for our school includes "stimulating intellectual curiosity and fostering an enthusiasm for learning." These principles have been at the core of our school.

A noteworthy amount of capital resources was dedicated to achieving this goal by the school district, the 1882 Staff Development Committee and the Digital High School Committee. Training in a broad scope of software programs and instructional techniques has been offered during school, after school and in the summer. Teachers from various grade levels throughout the school district and the high school's own Curriculum Technology Mentors, campus LITE Techs (staff members paid to provide tech support) and other staff members have provided this training. Specified training in the areas of technology necessary to meet the needs of students in the Academic Mentor program has been offered to staff members participating in the program during the summer. Short brush-up sessions are provided during the year.

Technology has also been a focus of the Designing Quality Work Committee. Several of the teachers' buy-back sessions have concentrated on teacher use of technology in designing lessons and student use of technology in performance based assessment. Recently, the school district surveyed the staff concerning technology hardware and software competencies to aid the school district and the high school in planning future training.

Action Plan #6
Assessment of Quality Work

Critical Area of Need #4
The need to embed assessment tasks into the instructional program to develop a results-driven continuous planning process.

For about three years, a group of 35-40 teachers met on a continuous basis to discuss what makes quality work and how to assess it. They brought student work (*or assignments)* they had designed for their students. Using a Protocol approach, they discussed how the work aligned with an agreed upon rubric. As a result of this peer review, these teachers are more critical of the work they design for students, which ultimately improves the instructional program. The goal is that this process be a natural one for all teachers in the school. Through our department chairs, we are introducing many different activities that allow for our teachers to explore their assessment practices. Even after our 1882 funds were removed, teachers consistently met with each other to discuss instruction, standards, and assessment.

Although a core group of teachers has worked on designing quality work in which assessment is embedded, the fact is that developing a "results-driven continuous planning process" is slowly emerging. Thanks to our district technology, we now have the capability to readily access our California Standards Tests and STAR testing data for every teacher. We are spending time training teachers on using the technology to access their students' records so that they can help evaluate their instructional program.

The English, math, science, and social science departments have spent many meeting hours aligning their curricula with state standards. We now are moving into the next step looking at our CST data and evaluating how we are meeting the expectations of the state. This is one of our next big areas of growth.

In the meantime, authentic assessment of quality work determined by teacher and student-created rubrics are still uneven throughout the school. Those working on WOW are using this process more consistently, but we need more energy and effort concentrated on this goal.

CHAPTER IV

SELF STUDY FINDINGS

CRITERION A.

CURRICULUM AND INSTRUCTION

CO-CHAIRS
RANDY COX
MEL YOUNG

A. Standards-based Student Learning: Curriculum and Instruction

A1.   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 expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]

Findings	Evidence
All students participate in a rigorous, standards-based curriculum.	- Curriculum Guide (UC approved offerings) - Master Schedule - Samples of student work
Basic skills are being taught well to ALL students. CAHSEE passing rates are much higher than county and state averages (across ethnic groups, ELD, special ed, etc.). Passing rate data below is for the year 2002-2003.	- Demographic analysis of CAHSEE - CAHSEE by programs - Student survey

	Arcadia High School		**County**		**State**	
	Math	ELA	Math	ELA	Math	ELA
Overall	88%	89%	47%	71%	53%	74%
Asian	97%	90%	84%	84%	78%	81%
White	81%	92%	71%	89%	72%	89%
Hispanic	55%	82%	35%	62%	37%	61%
Black	38%	---	29%	65%	32%	64%
Special Ed: Receiving Services	43%	67%	11%	24%	14%	28%
ELL (LEP)	88%	63%	25%	39%	27%	38%

(To protect privacy, no results for any group with 10 or fewer students will be released.)

Findings	Evidence
Students are well prepared for college. AHS graduates' UC a-g completion rates (65.5%) far exceed county (36.5%) and state averages (34.5%). Percentages given are for the year 2001-2002.	CA Department of Education UC a-g completion statistics
The number of AP tests given has steadily increased in the past 9 years. In 1994-1995, 807 tests were given; in 2002-2003, 1582 tests were given. AP passing scores (score of 3 or better) far exceed county and state averages.	- Demographic analysis of AP passing rates - Student survey

	Arcadia High School	County	State
2001-02	81.0%	55.5%	59.0%

Student work & assignments are rigorous and support ESLRs and standards to a high degree.	• Student work samples • Teacher survey
Curriculum standards are aligned with district and state standards.	• District standards • Department curriculum standards • State standards
Departments, with support from the High School District Coordinator for Curriculum, Assessment and Staff Development and site's assistant principals charged with overseeing curriculum, teaching, learning and assessment, engage in evaluation and revision of curriculum.	• District Curriculum Guides • Interviews with High School District Coordinator, assistant principals, department chairs and instructors.
The ethnic make-up of students in advanced level courses does not match the ethnic makeup of the general student population (02-03). Asian White Hispanic Black AP enrollment (857) 84% 14% 2% 0% AHS demographics (3490) 62.8% 26.4% 8.9% 0.9%	• CBEDS enrollment data. • AHS student demographic by course level data.

CAHSEE and CST test scores of minority groups (White, Hispanic, Black) are significantly below the majority group (Asian) within AHS. For CAHSEE results, see above.
CST Results for 2002-03 (Proficient and Advanced)
     Ethnicity   English Language Arts   Summative Math
     Asian   68%   81%
     White   61%   53%
     Hispanic   38%   38%
     Black   29%   0%
	• WASC student data numbers
	• API detailed by sub-groups
	• CAHSEE and CST results by ethnic designation

36% of all students performed at Basic or below on the CST English/Language Arts. Below are scores of subgroups: African-American—62% performed at Basic or below. Hispanic—60% performed at Basic or below. White—39% performed at Basic or below. Socio-Economically Disadvantaged—60% performed at Basic or below.	• 2003 CST English/Language Art scores
Instructors take the opportunity to propose and write new course offerings to meet the needs of student interests. Examples include: Robotics, Asian Art History, Shakespeare, and Calculus D.	• Department Chair minutes • Curriculum Impact

	Reports • Curriculum Guide • Interviews with assistant principals, department chairpersons, instructors
Some courses are specifically designed to integrate curriculum, i.e., Robotics and Academy of Healthcare Sciences. Most integration is informal due to overlap of disciplines, i.e., math with science and economics.	• Classroom observation • Curriculum Guide • Teacher interviews • Academy of Healthcare Sciences • Sample student work
No regular process exists for continuous articulation among departments to discuss curricular issues except when new courses are being introduced.	• Interview with department chairs and administrator
A deliberate and ongoing effort is made by the district in K-12 articulation. High school/college level articulation is handled by counselors.	• Interviews with counselors • Interviews with district curriculum coordinator • Students Curriculum Guide • College representative visits and students sign-ups
Many courses (i.e. SDAIE and AP) are specifically designed for students with varying levels of ability and fluency in English. Underachieving and average students require more attention.	• Master Schedule • Peer tutoring • Curriculum Guide

WASC CRITERION: A-1

AREAS OF STRENGTH
All students participate in a rigorous, standards-based curriculum. Passing rates on standardized tests are much higher than county & state averages.   CAHSEE, CST, AP, and SAT The Number of Advanced Placement tests given and passed has doubled in 8 years Work and assignments are targeted to standards and ESLRs, curricula are aligned to state standards. There are a large variety of offerings aimed at different levels of students in a comprehensive high school environment.

AREAS OF GROWTH
There needs to be ongoing strategies implemented to support minority students' performance on statewide assessments. Strategies are needed to encourage more underrepresented students to enroll in advanced level courses. There needs to be systemic efforts related to improving reading scores for all students given CST English/Language arts performance levels. A process is needed to promote ongoing articulation among departments and between K-8 and high school.

A. Standards-based Student Learning: Curriculum and Instruction

A2. To what extent do all students have 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?

Findings	Evidence
There are a wide variety of programs available to all students, such as ELD, Special Education, Academy of Healthcare Sciences, Alternative Program, Honors/AP, and ROP.	• Curriculum Guide • Master Schedule
Students have opportunities to make appropriate choices in selecting their courses.	• Curriculum Guide • Past year course requests (how many got their first choice) • Master Schedule
Students do not always get their first choice electives, due to conflicts in the master schedule. However, by the senior year students do have priority in accessing elective choices.	• Counselor interviews • Master Schedule • Course request tallies • Curriculum Guide • Student course history
Students have opportunities to pursue their personal and school-to-career goals based on the career interest inventories, *Discover* and *Choices*, available in the Career Center.	• Freshman career interest survey (CHOICES) • Sophomore and Junior counseling survey (DISCOVER)
Personal learning plans are constructed, however, eleventh and twelfth grade students do not receive sufficient support for their learning plans, except for special education and alternative students.	• Counselor interviews • Counselor guidance folder per grade level • Counseling calendar with meetings • AHS website • Services offered by counselors (in Curriculum Guide) • Study team meetings • IEPs • Progress Reports • Report Cards • Back-to-School Night presentations

There is not sufficient counseling staff to monitor all personal learning plans.	• Counselor interviews
Course offerings are responsive to the academic requirements of postsecondary institutions.	• Counseling surveys on where students go after AHS • ROP programs • UC approved list and enrollment • AP enrollment statistics
Course offerings include numerous opportunities for career exploration, preparation for postsecondary education, and pre-technical training.	• Curriculum Guide • Master Schedule • Counseling seminars for college prep • ROP • Academy of Healthcare Sciences • Career explorations class • 9th grade Choices
Procedures are in place for monitoring the progress for all students at regular intervals, including opportunities to make course changes.	• Counselor meetings twice yearly by class to update progress • E-Select • Counselor meetings • Curriculum Guide • Student Handbook
There are many means of assistance for students in making post-graduate plans. These include: College presentation visits, financial aid workshops, military representative presentations, counselor-student contact, parent workshops, and counselor classroom visits.	• Counselor interviews
Nearly all honors and AP level courses offered have prerequisites.	• Curriculum Guide • Department meeting minutes
Enrollment in higher-level courses does not reflect the demographics of the overall student population.	• Honors/AP enrollment data.

WASC CRITERION: A-2

AREAS OF STRENGTH
There are a wide variety of programs available at Arcadia High School for students at all academic levels and interests including Special Education and English language learners. There are high caliber programs that are available at Arcadia High School for students who are academically motivated (e.g., AP and Honors programs). Career planning for all students is emphasized by means of the computer programs available in the Career Center. Arcadia High School's counseling staff provides strong direction and assistance in guiding students through achieving academic goals and career planning. Academic programs adapt in response to the changing demographics and needs of the community (e.g., ROP courses, Visual and Performing Arts, Academy of Health Care Sciences, ELD).

AREAS OF GROWTH
AHS needs to improve support for the construction of personal learning plans for eleventh and twelfth grade students. All students should be given the opportunity to take the course load that is most appropriately challenging to them. Growth in counseling staff would meet the needs of an increased student population.

A. Standards-based Student Learning: Curriculum and Instruction

A3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Findings	Evidence
Virtually all students (99%) are able to meet the requirements of graduation upon completion of high school.	- CBEDs - AHS Pass Rate - CAHSEE pass rate
All students have access to a rigorous curriculum.	CST Results
All students have access to one or more prerequisites for entry to the most rigorous honors and AP classes including department testing, teacher interview, teacher recommendation, and performance on state mandated tests.	- Curriculum Guide - Departmental policies
There is increased enrollment in honors and advanced placement classes while Advanced Placement Test pass rates remain consistently high.	- Master Schedule - AP participation rates and results
All students have access to a standards based and UC/CSU approved curriculum.	- Curriculum Guide - Department Curriculum Math State Standards - Class enrollment figures - ROP enrollment (1600+)
All students have access to extensive opportunities to explore real world applications of their educational interests. There are many career speakers who make presentations. Students have access to Choices and Discover software in the Career Center. The school offers a course of studies in its Academy of Healthcare Sciences. Students can take the ASVAB test. There are numerous volunteer opportunities in the community.	- Curriculum Guide - Class enrollment figures - ROP enrollment (1600+) - Counselor interviews
The master schedule reflects a broad offering of courses and is based on student demand.	- AP of Curriculum interview - Counselor Interview - Master Schedule

Teachers and administrators are willing to experiment with new courses.	• Curriculum Guide • Department Chair minutes • (Robotics, Calculus D, Shakespeare, Academy of Healthcare Sciences)
All students have access to academic, career and personal counseling services throughout the school day.	• Counselor of Day Desk • Peer counseling • Career Center • Six counselors plus Alternative Education • Academic Intervention Counselor
Despite an 800 to 1 ratio, grade level counselors succeed in providing academic support so that all students meet graduation requirements. Counselors visit English classes two or three times per year. There is an eight-grade orientation each year. Counselors attend SAC meetings and meet with individual parents as needed.	• Interview with counseling staff
As a result of the 800 to 1 grade level counselor ratio, students sometimes have difficulty meeting with their assigned grade-level counselors in a timely manner.	• Student interview • Counselor interview
Extensive academic support programs exist for special education and English Language Learner students. There is a Coordinator for Special Education as well as an Academic Intervention Counselor. There is a counselor dedicated to Special Education and ELL students. Counselors attend IEP meetings and provide support and resources for students. There are study skills classes and intervention classes.	• Teacher interview • Counselor interview
In general, there is extensive academic support available for all students outside of the classroom.	• Peer and teacher tutoring. • Classroom flyers • Career Center flyers

	• ASB club charters • (See Math, Chemistry, Peer tutoring clubs)
Peer counselors are trained in counseling techniques.	• Peer counseling courses • Curriculum Guide • Master Schedule
The school provides for a high level of parental involvement both in supporting their children's personal academic success and in supporting the institutions and programs of the school. There is an active PTSA, Chinese Parents Booster Club, Korean Parents Booster Club, Hispanic parents Booster Club, Athletic and Music Booster Clubs. Parents are also members of SSLT.	• Parent interviews
Parents are encouraged to be actively involved in their children's academic success through many sources of communication. Parents have access to academic records via the online ISIS program. Parents also have access to teachers via e-mail.	• Student Bulletin • Parent conferences • Grade and Progress Reports • Curriculum Guide • AHS Website • Department Websites • Student Handbook
A comprehensive Career Center exists to aid students in exploring educational real world interests as well as future goals. The Career Center has an extensive library of college catalogs and information. This center also provides applications for work permits, SAT information, scholarship information, financial aid applications, summer internship information, and the Discover program. There are also about seventy-five visits to the school by university representatives each year.	• Career Center observation • Counselor interviews
Several processes are in place to communicate graduation requirements and the status of each student in meeting those requirements. Students and families receive the AHS Curriculum Guide and parent-Student Handbook. Both publications address graduation requirements.	• Grade and Progress Reports • Parent group meetings • Student Handbook • Parent conferences • Academic Intervention Counselor

	• Counselor interview • Automatic counselor meetings for D and F students • RSP reviews • IEP team meetings • SAC meeting
To a large extent, flexibility exists in our educational program to accommodate changes in interest or career exploration.	• Variety of course descriptions offered • Senior English electives • New courses introduced annually • Access to all electives at a certain grade level • Transition Partnership Program in Special Education • Career Exploration/Choices survey program • Counselors' Accountability Report Card • Student/Parent Handbook • Teacher/Counselor recommendations • Athletic Handbook • Student surveys
There is more flexibility in the scheduling of academic courses than in the scheduling of elective courses owing in part to limited facilities.	• Counselor interview • Student surveys • Master Schedule
Alternatives to traditional high school exist to support students in meeting graduation requirements.	• ALT Brochure • Rancho Brochure • Independent Study Brochure • Administrative regulations • Counselor interview

WASC CRITERION: A-3

AREAS OF STRENGTH
Our drop out rate is exceptionally low. Our graduation rate is very high. We have a wide and varied number of class offerings available to students. There is increased enrollment in honors and advanced placement classes while Advanced Placement Test pass rates remain consistently high. The high degree of parental involvement has a positive impact upon the instructional program. An outstanding career center helps students, counselors and parents to access post-secondary opportunities. Innovative classes have been developed by teachers and are accessed by students. The Counselor of the Day ensures continuous student access to a counselor.

AREAS OF GROWTH
The student counselor ratio remains too high and we need to find avenues to mitigate the problems associated with this ratio.

A. Use of Educational Resources

A4.   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? To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?

Findings	Evidence
Students are engaged a variety of challenging work. 73% of students in a schoolwide, grade-level survey (Survey A) said that they have access to a challenging and rigorous curriculum. In a separate focus group conducted survey/interview of 8% of the population in English, Foreign Language and Social Science classes (Survey B), a majority of students completed over 13 different types of assignments. Department observation and assessment of student work indicate a wide variety of tasks assigned that incorporate state standards. Over 800 students are enrolled in 114 sections of AP and Honors courses during the 2003-04 school year.	• Student survey A • Student survey/ interview B • Student interviews • Classroom observation • Department assessment of student work • Examples of student work • Statewide assessments • API • CBEDS enrollment data • Master Schedule

Students and parents generally know what is expected in the classroom, regarding both state standards and teacher expectations.
 	
    74% in Survey A are aware of the learning standards for their classes.
 	
    64% of students in Survey B know what their teacher expects of them in the classroom.
 	
A majority of parents know the learning standards for their child's classes.
 	
Over 75% of parents reported that the instructional program at AHS is aligned to state standards
	• Schoolwide survey
	• Parent survey
	• Student survey A
	• Student survey B
	• Student interviews
	• Classroom observation
	• Department observation and assessment of student work

Students and parents are aware that Arcadia High School has adopted Expected Schoolwide Learning results. However, they are unfamiliar with the specific content of the ESLRs. Over 60% of parents indicated that they were familiar with the ESLRs. 50% of students in Survey A know the ESLRs, but are not sure how	• Student survey A • Student survey B • Student interviews • Parent survey • Parent interview

they are applied in their work. In Survey B, 56% are familiar with or have heard of the ESLRs.	
Students participate in a rigorous curriculum that includes numerous Advanced Placement and Honors courses.	• Advanced Placement and Honors table • Master Schedule • CBEDS data
More students took the SAT - 82.2% of seniors took the SAT in year 2002-2003.	• School Data Notebook
Increased number of AP tests given (12%) and increased number of students took the test (16%). Note: Percentages are given over a five-year period.	• School Data Notebook
Students experience integrated curricula combining language arts, sciences, and social sciences.	• Student projects • Student work samples • Department curricula • Department observation and assessment of student work
There is a need for improvement in reading and writing proficiency in support of understanding academic content.	• Department observation and assessment of student work • Student work sample • Assessment data
There has recently been a decrease in collaborative course offerings (i.e. course offering whereby resource instructor and mainstream instructor are teamed with corresponding students and interdisciplinary programs (i.e. team classes—English and Social Science).	• Master Schedule
The English department develops language arts skills through individual and group work, allowing students to apply their understanding of literature, writing instruction focused on 6-traits oral presentations and speeches, providing for presentation and peer feedback, while incorporating a variety of modalities, which emphasize the strengths of all students.	• Department observation and assessment of student work • Classroom observation • Examples of student work • Department Curriculum • Electronic portfolio

The Math department enhances critical thinking and problem-solving skills through individual and group work focusing on reasoning and applied skills, and tests and quizzes, which assess student ability and understanding.	• Department observation and assessment of student work • Department Curriculum • Classroom observation • Electronic portfolio
The Foreign Language department enriches culture and language learning through field trips to language-rich or culturally based locations where students are offered the opportunity to utilize their skills, culture-related projects, and connecting language and culture to geography and history.	• Department Curriculum • Student projects • Department observation and assessment of student work • Classroom observation • Calendar of Events • Electronic portfolio
Speech and debate students regularly participate in local and state competitions that showcase student ability to integrate oral speaking skills with information gathering in an organized manner.	• Department Curriculum • Calendar of Events • Teacher interviews
Cross Age program allows AHS students to interact with elementary students teaching them physical education while encouraging community interaction.	• Department Curriculum
Students at the Academy of Healthcare Sciences are engaged in standards-based authentic investigations in all core subjects. Students and teachers actively develop technology skills to explore, collaborate, and to "show what they know".	• Department Curriculum • Teacher interview
Social Science students participate in field trips that allow real-world applications of their learning, creation of internet projects and research, and interactive dramatizations.	• Department Curriculum • Department observation and assessment of student work • Calendar of Events • Classroom Observation • Student projects • Student work • Electronic portfolio
Visual and Performing Arts students provide public performances and exhibits throughout the academic year, and participate in drama and choral competitions, local art festivals, dance	• Department Curriculum • Department observation and

performances and major parades and competitions.	assessment of student work • Calendar of Events • Video-taped evidence • Classroom observation • Exhibitions • Art Exhibits on campus • Weekly video-taped Apache News • Electronic portfolio
Students within the TV Production program using both digital and analogue technologies write, produce, edit and broadcast the weekly program Apache News and participate in production competitions.	• Department Curriculum • Department observation and assessment of student work • Calendar of Events • Video-taped evidence • Classroom observation • Weekly video tape of Apache News
The English Language Development program gives English language learners access to core academic content and standards, employing strategies such as pre-reading and graphic organizers in an inter-disciplinary manner.	• Department Curriculum • Department observation and assessment of student work • Classroom observation • Student work • Student projects • Electronic portfolio
There is a wide variety of instructional strategies implemented in the classroom.	• Classroom observation • Teacher survey • Student survey • Administrator survey
Student work demonstrates capacity to think, reason, and solve problems in both individual and collaborative endeavors.	• Samples of student work • Classroom observation • Assessment data • Student interviews
Technology is an integral tool in the learning process for all students. The use of technology is planned specifically to help	• Classroom observation

students achieve the academic standards, the expected schoolwide learning results, and the high school technology standards. Teachers use the following resources: Computers, scanners, printers Productivity and communication tools, Word processing, spreadsheets, presentation, and research tools. Digital cameras/video cameras, tape recorders, PDAs (Personal digital assistant), Books on tape, Electronic dictionary/thesaurus, DVD/video tapes, and Smartboard/boxlite projectors are also used.	• Teacher survey • Student survey • Administrator survey • Student work • Data on use of laptop carts
Course outlines, textbooks, and other instructional materials serve as the basis for the curricular program and instructional methods used in the classroom. Technology and library resources, including online subject databases, are available to help students improve their skills, apply knowledge, develop hypotheses, explore topics, and work on projects.	• Classroom observation • Teacher survey • Student survey • Administrator survey • Student work • Library and District Information Services (Tech) reports
Teachers have expressed a desire to participate in continuing training opportunities with technology.	• Classroom observation • Teacher survey • Administrator survey

WASC CRITERION: A-4

AREAS OF STRENGTH
Students are provided a variety of challenging learning experiences that are aligned to state standards and incorporate ESLRs. All stakeholders are generally well informed as to the expectations of classroom work. Teachers excel at creating work that is both engaging and standard-oriented. The number of students taking the Advanced Placement and SAT tests has increased. Many teachers use technology in implementing their lessons.

AREAS OF GROWTH
Articulation with students and parents regarding content of the ESLRS needs improvement. Student reading and writing proficiency needs to improve across all disciplines. Departments need to examine working toward increasing collaborative course offerings (i.e. course offering whereby resource instructor and mainstream instructor are teamed with corresponding students) and interdisciplinary programs (i.e. team classes-English and Social Science). Expand training opportunities for teachers in support of use of technology in the classrooms.

CRITERION B.

ASSESSMENT AND ACCOUNTABILITY

CO-CHAIRS
JEANNIE ACKERMAN
MADELINE ANTILLA

B. Standards-based Student Learning: Assessment and Accountability

B5. **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?**

Findings	Evidence
Teachers in all departments employ a wide variety of strategies to evaluate student learning. In the Math department, these strategies include: multiple-choice tests, free-response tests, quizzes, homework, projects, journal reflections, student presentations, electronic portfolios, final exams, peer assessments, student reviews, and self assessment.	• Teacher interviews • Observations • Department Chair interview • Faculty survey
In the English department, assessment strategies include: essays, Six-Traits writing assessment tools, open-ended short responses, grammar and vocabulary checks, objective tests, oral presentations, oral response, visual and performing arts projects, peer and self reflections, and homework.	• Teacher interviews • Observations • Department Chair interview • Faculty survey
In the Social Science department, assessment strategies include: objective tests and quizzes that include map tests, essay writing and exams, student projects and simulations, notebook assessment, oral presentations and debates, graded homework, student diaries, and self assessment.	• Teacher interviews • Observations • Department Chair interview • Faculty survey
In the Science department, assessment strategies include: objective tests--that include multiple choice questions, short answer, essays, and tasks—laboratory performance and report evaluations, oral and visual presentations, book reports and journals, various worksheets and homework assignments.	• Teacher interviews • Observations • Department Chair interview • Faculty survey
In the Foreign Language department, assessment strategies include: a variety of objective and subjective testing methods for the assessment of student listening, speaking, reading, and writing of the target language, various projects and checks for vocabulary, grammar, and cultural considerations, oral and visual presentations and performances, teacher observation, peer review, and informal assessment of impromptu student speaking.	• Teacher interviews • Observations • Department Chair interview • Faculty survey
In the Art department, assessment strategies include: teacher observation of student work on a daily basis, project evaluation based on criteria, some objective and subjective testing, some use	• Teacher interviews • Observations • Department Chair

of rubrics for presentations, student and teacher critiques of work based on the elements of art and principles of design.	interview
The Special Education department employs the following assessment strategies: oral reviews and exams, written exams, objective quizzes, student oral and visual presentations, and informal teacher observations.	- Teacher interviews - Observations - Department Chair interview - Faculty survey
In the Performing Arts department, the following assessment strategies are employed: teacher assessment of student performance, peer assessment, oral and written assessment tools.	- Teacher interviews - Observations - Department Chair interview - Faculty survey
The AHS Alternative Program uses the following assessment strategies: objective and subjective assessment of written and oral work, performance evaluation, tactile assessment, and product-oriented assessment.	- Teacher interviews - Observations - Department Chair interview - Faculty survey - Alternative Program teacher input
In the Physical Education department, assessment strategies include: testing of writing skills, rubrics based on appropriate criteria, student self-assessment, peer evaluation, teacher observation, and tests based on physical skills levels.	- Teacher interviews - Observations - Department Chair interview - Faculty survey
In the Careers and Technology department, assessment strategies include: objective tests and quizzes, oral and visual presentations, written assignments, modeling, subjective evaluation of completed projects, peer evaluation, and student portfolios.	- Teacher interviews - Observations - Department Chair interview - Faculty survey
Members of the ELD department use the following strategies for formative and summative student assessment: SRI Reading scores; evaluation of reading, writing, speaking and listening skills determined by CELDT scores; CST reading scores, SAT9 scores, CAT6 scores, AUSD proficiencies and CAHSEE scores.	Department Chair interview and documentation

WASC CRITERION: B-5

AREAS OF STRENGTH
A wide variety of formative and summative assessments are used by the faculty members of the school. Some teachers accommodate all levels of learners. Most staff members are willing to incorporate multiple and varied forms of assessment within content level.

AREAS OF GROWTH
All teachers should utilize technology to access assessment data to determine areas of need. All teachers need to accommodate all levels of students - particularly special education students. All general education teachers need to be familiar with instructional and assessment strategies in order to assist special education students. In order for all students to have the opportunity to succeed on the CST, there is a need for semester alignment of curriculum.

B. Standards Based Student Learning: Assessment and Accountability

B6.   To what extent does the school, district, and community regularly review student progress toward achievement of the academic standards and the expected schoolwide learning results and report to the parents and other stakeholders of the community?

Findings	Evidence
In all departments there is evidence that teachers use the standards to create lessons and assessment. The school community establishes and monitors some level of accomplishment for the academic standards. There is some evidence that the school community uses expected schoolwide learning results. There is some evidence that departments work collaboratively on lesson design and assessment. **Math Department:** AP scores have been increasing every year. Numbers of students taking the AP test are increasing. Math standards for every subject matter have been identified. Teachers attend monthly department and staff meetings to discuss curriculum and standards, including ESLRs. **Social Studies Department:** Some teachers have identified major standards for the core curriculum. Teachers meet informally to discuss the curriculum and standards. **English Department:** Curriculum was revised in spring, 2003, to conform to the new state standards. The department meets by grade level to create curriculum that meets state standards and assess texts and supplemental material. Teachers have monthly department staff meetings and grade-level meetings to discuss the standards. **Science Department:** Teachers have bi-monthly department meetings to discuss identified standards for every discipline/subject. Teachers are piloting common standards-based lesson in the classroom. **Visual and Performing Arts Department:** Students' growth is assessed through frequent public performances of music selected to adhere to California State Music Standards. The department meets regularly throughout the year to discuss the	• Teacher interviews • Teacher observations • Student work • Home-group meetings • A.P., CTLA interviews • Department Chair meeting minutes

state standards and student work.
Students enter work into several art shows and contests that coincide to the state standards.

Foreign Language Department:
Teachers have identified standards for all levels and all languages. Teachers attend monthly department and staff meetings to discuss curriculum, standards, and ESLRs.

Other Information:
Arcadia High School has a 97% pass rate on the CAHSEE
CAT6 is another vehicle used to assess students meeting the academic standards.
In the Electronic Portfolio Program, teachers meet on a regular basis to discuss and evaluate the extent to which the student's portfolio meets standards and expected schoolwide learning results.

Communication between teachers, administration, and school community organizations about assessment is sporadic and often untimely. There are often roadblocks in disseminating information. In addition, the school community sometimes receives inconsistent and conflicting information. Notes are sometimes generated from meetings between teachers, administration and school community organizations, and dispersed to the school community. Only some departments take extensive notes during departmental meetings about student progress and achievement. Notes from IEP meetings are available to all faculty and administration. Individual student progress checks are done on a monthly basis for Special Education students. Teacher/parent conferences often generate notes on student progress. Minutes from SSLT meetings are on the Internet. Discussions from Department Chair meetings are relayed to departments by their chairs as it relates to their members, but not necessarily to the entire community. This is not always done in a timely fashion. Minutes from Faculty Congress meetings are given to the faculty on a regular basis.	• Teacher interviews • Department/Home meetings • A.P., CTLA interviews

The district, with support and assistance from the school, assesses its progress toward meeting the academic standards by analyzing student performance on its own internal assessments, on standardized tests, and on state measures. There are many other indicators of student achievement that are regularly reviewed by the board. Cindy Laureano, AUSD Curriculum Coordinator for Secondary Education, is extensively involved in creating, implementing and reviewing the high school curriculum and evaluating how well students achieve academic standards. With this information, she works extensively with the AUSD Board, the assistant principals in curriculum and instruction, departments, and teachers to create and improve instruction. The AUSD does a detailed analysis of assessment results. The Board supports the electronic extended test history program. There are extensive reports to board members on curriculum, standards, test results, and assessment for all grade levels. The AUSD Board has extensive study sessions to evaluate old and new programs. The district employs a consultant who desegregates information according to specific needs at the time. This information is given to department chairs who disseminate it to individual teachers at department meetings. The goal of the district is to give teachers, department chairs, administration, and the board as much information as they need to evaluate programs. The Curriculum, Teaching, Learning and Assessment team meets a minimum of four hours per week for curricular discussions for the school.	• Interviews with Assistant Superintendent; AUSD Curriculum Coordinator for Secondary Education; Principal; AHS Assistant Principals for Curriculum, Teaching, Learning and Assessment • AUSD Board Member interview

There is some evidence that departments and individual teachers are involved in the review process of student progress. Examples of this include:
    The English department devises multiple assessments for entrance into honors and AP classes.
    The Social Science department has just begun to review the process for which students have access to AP and Honors courses.
    The Math department created new classes as well as restructured and re-sequenced curriculum. A standardized calculus test is given to all students.
	• Department Chair interviews

Some departments, including Science, Math, English, and Foreign Language, meet by subject (e.g. Chemistry, Algebra II, Spanish I, Sophomore English) to discuss student progress and standards. Review of the school's site standardized assessment data is used to justify or modify programs, services, and resource allocations. Assessment data are made available to the parents and community via school/parent organizations/cable TV/ newsletters. Parents and other community members are involved in the review process. The AUSD Board invites the public to meetings and publishes minutes from its meetings. Parents receive mailed student grade reports for each quarter and semester and progress reports at mid-quarter and mid-semester. Parents and students have Internet access to grade reports and history using the ISIS system located at: http://www.ausd.k12.ca.us/ahs/ There are regularly scheduled PTSA meetings held at the school. The school maintains its web site with valuable school information regarding all school policies and links to district information. AUSD Board and AHS school information is disseminated to the community via the city's cable television network while students are updated on school news each week via *Apache News*—created by AHS Advanced Video Production students. The school sponsors an annual parent orientation on CAHSEE. Information regarding standards in core classes is given to parents during Back-To-School Night. Parents are invited to meet and speak with teachers and view student work that is displayed during the annual Showcase evening. The AHS PTSA Newsletter is mailed to all school parents on a bi-monthly basis. This newsletter contains updates regarding standards and ESLRs. It also contains information regarding academic calendar notices (e.g. testing dates), support services and counseling information. It also contains a couple of pages of important information translated into Chinese.	• Various school documents, minutes, and interviews with students, parents, teachers, classified staff members and administrators • AHS Curriculum Guide • AUSD Board Policies • AUSD and AHS web sites • Computer Instructor interview • Counselor interview • Administrator interview • Administrator interview • Copies of PTSA Newsletter in main office

The AUSD provides timely and appropriate reports of its assessment and planning efforts to the school board members. The assessment data are shared with the board and they drive district support to the school through program development and resource allocation. CTLA coordinates the assessment results and "next steps" for the departments at the high school. She shares this information about the assessment results and develops programs with the district and board.	• Interview with AUSD Curriculum Coordinator for Secondary Education
Students receive updates regarding standards and ESLRs via *Apache Pow Wow,* the school's student-produced newspaper.	• Copies of document on file
In our Performing/Visual Arts department, the parents and community are involved in reviewing student progress as they view performances that demonstrate learning has occurred.	• Department Chair interview
The Special Education department staff reviews quarterly standards based IEP goals and objectives and mails assessments to parents.	• Department Chair interview
Student progress is reported to the district and board members through annual review of assessment data and school site plan, Single Plan for Student Achievement, discussions with the Rotary, school web site District Public Information Officer, and parent committee minutes.	• Principal interview

WASC CRITERION: B-6

AREAS OF STRENGTH
The district gives ample information to parents regarding student achievement. The district provides the school with ample achievement data, resources, and support. In all departments there is evidence that teachers use their findings to create a variety of lessons and assessments. Some departments have extensive meetings where student work, standards, assessment and results are discussed. Some departments, or individual teachers within the departments, work collaboratively on lesson designing and assessing. Some departments restructure and re-sequence curriculum to ensure the growth of student achievement.

AREAS OF GROWTH
AHS needs to have a plan to disseminate information to all stakeholders in a timely manner. More effort needs to be made within some departments about discussing student work, assessment, and ESLRs. Consistent policy and procedure needs to be established so that there are ongoing discussions within departments re: alignment of state standards, standards achievement, curricular pacing, student work, assessment and ESLRs.

B. Standards Based Student Learning: Assessment and Accountability

B7.   To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program and resource allocation and use?
To what extent are human, material, physical and financial resources sufficient and utilized effectively to support students in accomplishing the academic standards and the expected schoolwide learning results?

Findings	Evidence
There is evidence at the District level that the school community has made connections between the analysis of available data, the school's vision for expected schoolwide learning results and academic standards, and the available resources. At the school level, Academic Mentors use the ESLRs to help students examine work for the Electronic Portfolio. Students also reflect on their own works in this program. The use of empirical data from testing during the course of the year by the teaching staff is not systemic, but it is concentrated in pockets (Chemistry, some U.S. History, Academy of Healthcare Sciences). Through the training in the use of extended test history, department chairs and some teachers are beginning to access this data to make modifications in programs and curriculum.	• Interview with AUSD Curriculum Coordinator for Secondary Education • Teacher input • Teacher questionnaire
Assessment data has guided professional development during Staff Preparation days (Buy Back Days) in Reading Apprenticeship, Stiggins Assessment, eFacts, WOW, Standards Based Lesson Design and various other departmental workshops.	• Interview with AUSD Curriculum Coordinator for Secondary Education • Interview with Curriculum Leaders
In all departments there has been constant communication at school about test results, but there is slight evidence of input by all of the stakeholders in the planning process. Small groups of teachers in some departments have been reviewing test results using eFacts and then modifying curriculum. All department chairs have been trained in reviewing test results. We have not yet achieved the result using it schoolwide for continuous planning and setting goals for achievement, but we are making some steps toward this goal. Programs that have been a direct result of the review of test results: • The purchase of Read 180 was a result of an examination of test results and the implementation of this program has	• Interview with AUSD Curriculum Coordinator for Secondary Education • Teacher interviews

produced significant changes in the pass rate for the CAHSEE. • Aligned curriculum and reading material in ELL and SP. Ed., Read XL • Part-time Academic Intervention Counselor • English Zero Period Intervention • Test taking classes • Riverdeep and math labs • Implementation of the Academy of Healthcare Sciences • New materials for all core classes • Purchase eFacts software and staff development	
Staff members recognize their contributions to the school's success. Funds, though limited, are adequate to provide staff development, learning materials, technology, and support personnel to special education, planning and collaboration time.	• Conference Request forms • Buy Back Day agenda • Technology workshop offerings
The school facility supports the learning environment. It is adequately maintained and free of graffiti and repaired when there is a problem. The cleanliness of the classrooms seems to be affected by the amount of custodial time devoted to lunch cleanup.	• Cleaning schedule • Teacher interviews
Although resources are limited and the physical plant is currently at maximum capacity, a great deal of effort is made to use strained classroom resources for benefit of the learning program. Some departments such as science and foreign language have inadequate facilities. Many teachers have to travel, which impairs their ability to teach as effectively as they would if they had a permanent classroom. The use of facilities is clearly planned out to limit the amount of travel, to put each classroom to its best use, to accommodate teaching styles, and to support the expected school-wide learning program. Effort is made to give teachers staff rooms and computers during conference periods, but space is too limited. There is an adequate supply of current textbooks and resource materials aligned with the standards, but not necessarily with the ESLRS. New library materials are constantly being updated to comply with the academic standards. We have excellent access to computers and other technology in the classroom for teacher and student use. Especially noteworthy is our access to online resources and databases that support both academic standards and the ESLRs from every classroom and the library.	• Room assignment chart • Teacher interviews • John Tipton interview and email • Librarian interview • John Tipton email • Statistics on numbers of computers • Teacher interviews

All teachers also have access to all student attendance records on classroom computers.	
The goal of the District is to hire and maintain a qualified faculty. Teaching staff is credentialed and new teachers are supported by BTSA and pre-intern programs, staff development, and support providers. Well-qualified and credentialed teachers are generally given teaching assignments based on the need to cover the master schedule, extra-curricular assignments, teacher preference and compliance with state credentialing requirements. Assessment data is not used to make teacher assignments except for intervention programs.	• Human Resources Director, interview and email • BTSA Coordinator, email • Interview AUSD Curriculum Coordinator for Secondary Education • Assistant Principal interview • Emails from Department Chairs
Assessment drives the procedures for selecting students, teachers, materials, and facilities for intervention classes and programs. Assessment plays a part in the identification of students for certain honors and AP courses, but procedures for filling these classes are not uniform from department to department or from teacher to teacher. Counseling procedures for scheduling students into specific programs are driven by individual teachers and department processes, as well as reviewing individual students' transcripts.	• Interview AUSD Curriculum Coordinator for Secondary Education • Teacher interviews • Counselor input • Assistant Principal input
The resource allocation and development of the long-term school improvement plan is coordinated through the Office of Curriculum. The District Office utilizes the three Curriculum Coordinators to review state standards and assessment data, and then work with site curriculum administrators. Department Chairs and teachers align curriculum and resources to support student achievement. This process also guides future resource allocations. School Site Council is beginning to work on the development of the Plan for Student Achievement. This plan will determine the allocation of resources in the future.	• Interview AUSD Curriculum Coordinator for Secondary Education • SSC minutes

WASC CRITERION: B-7

AREAS OF STRENGTH
Our ability to analyze and access test information using eFacts enables us to modify our instruction and assessment strategies. Access to technology and online resources for instruction and student learning is extensive. The establishment of intervention programs as a result of assessment results has improved the quality of instruction students receive. The teaching faculty of AHS is extremely well qualified, given the district commitment to hire well-qualified teachers and the inclusion of departments and department chair representatives in the hiring process. Resources are used very effectively in view of budget cuts. There are extensive programs for the support of new teachers.

AREAS OF GROWTH
Although we have an ability to use the "filters" to access data concerning student achievement, we still have to build trust within the teaching faculty and the administration about the use (and sharing) of this data. Integration of technology skills is not systemic. Further staff development and accountability measures need to be put in place. To take advantage of our well-qualified staff, development of master schedule (programs, teaching assignments, interventions) should be student driven. Assessment data should be used more extensively to modify course offerings and teacher assignments. All core disciplines should reevaluate the criteria used to support equity and access students for honors, advanced and AP classes. We need to involve all stakeholders in the results-driven process for the schoolwide continuous planning in order to institute long range change. There is a need for a long-range facilities plan that includes additional classrooms, laboratory space and staff work areas.

CRITERION C.

STUDENT PERSONAL AND ACADEMIC SUPPORT

CO-CHAIRS
WINNIE CHIN
MICHEL MUNSELL

C. Support for Student Personal and Academic Support

C8. **To what extent do all students receive appropriate support to help ensure academic success?**

Findings	Evidence
The school has developed and implemented extensive programs and interventions to ensure the success of all student programs including: English Language Development, Special Education, concurrent enrollment in Rancho HS, the Alternative Program, Opportunity, Reading, Math, and CAHSEE interventions, Workability and Transition Partnership Program, Academy of Healthcare Sciences, Technical Support, and Intervention Counselor.	• Interview with school administration
The most recent API data indicates a 17 point increase in the overall rating. API scores have continued to increase over the last three years. All populations improved with the exception of socioeconomically disadvantaged, which dropped.	• API data
There are 24 students with 504 plans.	• Counseling Office
The English-Language Development program provides the limited- ELL student access to the core-curriculum for high school graduation credit and for college-preparation credit. In addition, the English, Science, and Social Science departments offer SDAIE classes in order to provide access to the core curriculum.	• Curriculum Guide • State CST assessment results in Language Arts
Students in ELD are making marked improvement in Language Arts.	• ELD query • CELDT • Level Change query
The ALT Program was developed for students who are moderately short credit for graduation, need more individualized attention in the classroom environment, would strive in a smaller (fewer student population) setting. ALT is an outcomes-based program offering variable credit. The ALT Program shares a part-time counselor two days per week with the district's other high school level alternative educational programs on the site (Rancho Independent Study and Opportunity Program). The ALT Program is unique to Arcadia Unified School District because the students are AHS students who participate in all extra	• ALT Program brochure • Support Counselor interview • ACT teacher interview • Curriculum Guide

and co-curricular activities and receive an AHS diploma. Rancho High School Independent Study Program (IS) – See brochure The Rancho High School Independent Study Program provides concurrent enrollment for students deficient in credits for whom no further summer school is available to remediate credits. Rancho Opportunity Program (OP) The Opportunity Program is an involuntary program designed for 7th through 12th grade students who are having significant behavioral issues at school which impacts their academic success.	
Special Education Department AHS is providing appropriate support for the Special Education population to achieve academic success. Last year, 97% of graduates planned to attend a college or trade school. Students in the RSP program have available a class in study skills to provide additional academic support to ensure academic success in core content.	• Staff Master Schedule • Master Schedule • Workability log
Teachers and students have ample access to Assistive Technology to assist those students with disabilities. This enables these students to access curriculum and express ideas. Novels and textbooks are available on tape and there are books on CD Rom. There are also many programs available, including: Kurzweil, Texthelp, Co-Writer, Dragon Dictate, Board Maker, Talking Spells, Reading Pen, and electronic dictionaries. AT available through the Special Education department includes ridged paper and NCR paper for note takers.	• License agreements • Purchase orders • Teacher interviews

The Special Day class program is for students requiring more than 49% of their day in a Special Education classroom.	• Curriculum Guide
Two one-period elective classes using the Language! Supporting students in grades 9-12 in Special Education. Five students from that program passed the CAHSEE in spring 2003. Annual pre vs. post test results are excellent.	• CAHSEE data • Teacher administered standardized tests • Master Schedule
In the last two years, the Special Education curriculum in Math and Language Arts has been aggressively examined to achieve alignment with state standards. The curriculum has been aligned with appropriate materials purchased and staff development provided. Courses have been sequenced. A significant number of students are successfully progressing through the sequence.	• Special Education Math course sequencing (see Curriculum Guide)

LA County Special Education	
There are two LACOE classes located on campus. Students are mainstreamed into at least 1 general ed class and some have two. All students are involved in work experience either on campus or in the community.	• LA County teaching staff interviews

Designated Instructional Services	

The high incidence of services provided as needed per students' IEPs are in the areas of:
 	
  Language-Speech Specialist
  Deaf and Hard of Hearing Specialist
  Adaptive PE Specialist
  MIS
  APE Specialist
	• Curriculum Guide
	• IEP records

Workability 1	
Workability1 is a grant program administered by the Arcadia Unified School District in conjunction with and funded by the California Department of Education, Special Education Division. It is available to all students with an Individual Education Plan (IEP). Most students are successfully engaged in post secondary activities appropriate to their job/career goals. In Spring 2002, 98 students participated in the Job Shadowing event.	• Curriculum Guide • Workability 2 year follow-up study results

Transition Partnership Program	
The AUSD in conjunction with the Sate Department of Education and Department of Rehabilitation (DR) has made available the Transition Partnership Program (TPP) through a grant. 50% of clients are now employed for 90 days or more in a career track job.	• Curriculum Guide • CA Dept. of Rehab. Counselor Follow-up study

Psychological Services	
Psychological services are readily available to students in regular and special education programs.	• Curriculum Guide • Psychologist assignments

Intervention Counselor, Serving all students	
In Fall 2001, the position was created as a half-time position to administer and/or monitor interventions for students not passing the CAHSEE. A zero period Reading Intervention class meets two days a week and includes tenth, eleventh and twelfth graders.	• Intervention Counselor interview

All twelfth graders who haven't passed district proficiency levels are either in English/Language Arts support classes, or have been offered programs to assist them with passing proficiency this year.	
Peer Tutoring is available in all subject areas in the Library three days per week.	• Published Flyer • Librarian interview
Technical Support Arcadia High School teachers and students have ample access to state-of-the-art technology that supports academic success. Support for staff is readily available via campus lite techs and district information services.	• School Community Profile • Library Tech Center • District Technology Plan • TIS Technology Standards
Read 180 The Read 180 program is designed to deliver individualized, adjusted reading instruction to help move students up to their grade level. The program also provides practice and skills in multiple contexts to increase achievement. This program also helps to motivate and support the reader. There has been a significant increase in the passage rate of the CAHSEE for students enrolled in Read 180. Statistics for the entire school improved to a 93% pass rate for English/Language Arts and a 91% pass rate for Math on the High School Exit Exam.	• Intervention Counselor • CAHSEE results
There has been steady growth in student performance levels in the area of Language Arts.	• CST scores

Academy of Healthcare Sciences The focus of the Academy of Health Care Sciences is to create a unique non-traditional, challenging classroom experience where individual students develop as learners through self-assessment, connect to learning through standards-based instruction, and explore cross-curricular collaboration through the case study model. The targeted student population focused on the so-called "average student". The program is self-funded with a $285,000 grant.	• Master Schedule • Grant application • Curriculum Guide http://teachers.ausd.net/medical/
Math Course Options The math department offers two higher-level courses for students who want to continue to take UC approved math courses, but are struggling to achieve this. Non AP Statistics and Non AP Calculus are offered.	• Master Schedule • Department Chair interviews
Library Services The Library is open before and after school, with all resources available to students, teachers and the school community. Library resources include fiction, nonfiction and reference books, periodicals, online subject databases, computers with Internet access, as well as textbooks to support the school curriculum at all grade levels. The staff includes the librarian, a library assistant and a library textbook assistant, who assist students with library and textbook materials.	• Librarian
Over 40 day sections for ROP (AHS students only) are offered.	• Master Schedule • Published course offerings
Arcadia High School offers three types of summer school classes with a total seat enrollment over 2767. Classes are offered through the state funded program the Arcadia Educational Foundation, and the ROP program.	• Summer School Principal • State Funded Summer School mailer to parents • AEF course listings • ROP program brochure published course offerings
Special Education also offers extended school year for students deemed eligible through their IEPs as requiring review to maintain skills between school years. 19 students attended the district SDC program in summer 2003.	• IEPs • Enrollment records

12 attended the SELPA MMR SDC extended school year program.	
Parents of every ethnicity express a high level of satisfaction with the level of support available.	• Parent survey results
Student satisfaction in the level and types of support available for academic success decreases as students progress through the grade levels from about 75%-80% in 9th grade to about 45% in 12th grade. Students are allowed more opportunity to self-assess as they advance in grade level.	• Student survey
Some elective sections have 25%-30% enrollment of students with special needs.	• Master Schedule • School Community Profile

WASC CRITERION: C-8

AREAS OF STRENGTH
Many alternative and intervention programs are available to students as support for academic success. There is increased intervention and resources to support students in the face of budget cuts. Intervention programs result in significant increase in the number of students passing CAHSEE. The school has extensive library support services. There are a wide variety of summer offerings and high student enrollment. There is a dramatic increase in CELT scores, consistent growth in academic achievement for ELL students, many offerings of SDAIE. There is extensive technology available to support student success in achieving standards and ESLRs. Students receive career and vocational training, counseling, and planning.

AREAS OF GROWTH
Investigate classroom support for students in elective sections with disproportionate enrollment of students with special needs. There is a need to investigate what supports are needed for socioeconomically disadvantaged students.

C. Support for Student Personal and Academic Support

C9. To what extent do all students have access to a system of personal support services, activities and opportunities at the school and within the community?

Findings	Evidence
Most teachers are highly involved with students within the classroom. Many support their students in achieving academic standards by assessing them in a variety of ways and sometimes individualizing and modifying instructions and assignments as needed.	• Classroom observations • Student survey • Staff surveys
There is substantial evidence that there is curriculum that promotes inclusion. However, over the last few years there has been a decrease in the number of collaborative classes offered to special education students to provide them with added support in a general education classroom. At least 24 students are currently given modifications such as extended time on tests and/or assignments, alternate seating, and varied teaching strategies as a result of being on a 504 plan for medical or psychological disabilities. Core curriculum standards for Special Education classes are taken from regular education classes but taught with supplementary materials, modifications and at a slower pace. 13 RSP students receive extra support in a regular education Social Science class. One general education teacher and one RSP specialist work together to plan lessons, assignments, and projects so that the material is comprehended by all students in the class. ELL students are mainstreamed in Math, P.E., and all elective classes. In addition, 34 ELL students are enrolled in AP or Honors Science courses, 3 ELL students are enrolled in AP or Honors Social Science courses, 72 ELL students are enrolled in AP Math related courses, and 9 ELL students are enrolled in AP or Honors Art courses. 1 RSP student is enrolled in Honors English and 1 RSP student is enrolled in an Honors Social Science course. Each semester, regular education teachers receive information and forms from the special education department familiarizing the teacher with students' disabilities. RSP specialists consult regularly with teachers to provide academic support to all RSP	• List of students on 504 plans • Curriculum of Special Education Classes • Collaborative Modern World History class • Master Schedule • Special Education Department procedures

students and to facilitate accurate placement of students.	
Teachers are highly involved with students outside of the classroom. Every teacher on campus is required to sponsor a club, advise an academic team, organize and chaperone field trips, supervise sport/performing art event, etc. as an adjunctive duty. However, many teachers volunteer to sponsor more than one activity. In addition about 29 teachers coach an athletic team and about 5 coach two athletic teams. Approximately 10 teachers help to run sporting events.	• Adjunctive Duty List • Coaching Assignment List
There are many opportunities and resources available for students to feel connected to the school community. There are forums for students to voice their concerns on issues facing the school community, which also give them voting rights. Students also receive information through various venues such as through the student bulletin, Apache News, and the Apache Pow Wow newspaper. Students can also receive immediate information daily through the Counselor of the Day desk. During the 2002-2003 school year, 73% of students report accessing information through the COD desk. In addition, a student survey indicates that 68% of students believe they receive accurate, clear, and timely information regarding meetings, activities, and events.	• Student Congress • Student Representative to the Board • Students on School Site Leadership Team (SSLT) • Interclub Council (ICC) • Student Bulletin • Apache News • Apache Pow Wow • Counselor of the Day desk • Student survey
Diverse students participate in a variety of school-sponsored activities such as clubs, sports, and service organizations. During the 2003-2004 school year, there were approximately 52 chartered clubs and service organizations open for all students to participate in. All students also have the opportunity to tryout for athletic teams and performing arts groups. The Apache Pit, an after school program, is open to all students as well. Approximately 20-50 students daily come into the Pit to hang out, play games and to receive homework and counseling assistance.	• Athletic teams • Club list • Performing Arts groups • Apache Pit
There are many co-curricular and extra-curricular activities that are connected with academic standards and expected schoolwide learning results.	• Peer Tutoring program • Club list • Extracurricular Advisor list • Regional Occupational Program courses • Peer Counseling program • Student survey

meet with all students twice a year in large assemblies to review transcripts and help guide them in making decisions for their future. However, due to the high caseload of each counselor, there are no individual meetings with students to discuss planning and working towards their personal academic and/or career goals over the four years. Many of our students enroll in additional courses at the Community Colleges. Senior students may also take courses at the Arcadia Adult School to remediate credits for graduation. IEPs are conducted annually for all special education students, in which each student's goals and objectives are reviewed and updated and transition to post-secondary school and/or work is facilitated. In addition, all ELL students are given placement tests each semester to determine their progress in the program.	• Career Center • College Rep visits • Evening parent meetings • Enrollment in Community College courses • Arcadia Adult School • Curriculum Guide • IEPs • Transition Partnership Program • Workability • Regional Center • ELD placement tests
There are some connections between academic standards and expected schoolwide learning results and allocation of resources to student support services. The Academic Performance Index was 777 for the 2002-2003 school year. 76% of students, who took AP exams, passed their tests with a score of 3 or better. There are also approximately 1,500 students on the Principals' Honor Roll each semester, one third of the student population qualify for CSF. In addition, all students have access to a counselor. Although counselors have a high caseload of students, services provided to all students are directly connected to academic standards. The counselor caseload is as follows: Senior Counselor-664, Junior Counselor-641, Sophomore Counselor-780, Freshman Counselor-737, Resource & ELD-488, Academic Intervention Counselor-218, and ALT Counselor-44.	• Counselor caseload • Seminars and events listed on Counseling Calendar • API Index • AP scores • Principal's Honor Roll • CSF
There is a comprehensive approach to guidance and counseling with a strong emphasis in personal/social, academic, and career development for all students. All services are directly linked with the National Standards for Counseling. 68% of students believe the school's support services successfully help students in their academic, career and personal/social areas. 65% of students believe they are receiving academic support and counseling to ensure that they are meeting their educational requirements.	• National Standards for Counseling • Counselor of the Day • SPARC • ASCA Program Audit • Philosophy Statement of Counseling Department • Curriculum Guide • Student surveys
There are a wide variety of articulation services in place to assist students to transition successfully.	• Freshman Orientation

Student and schoolwide profiles are updated and reviewed annually to evaluate the level of personal, career, and academic support that is available to all students.	- School Profile - Support Personnel Accountability Report Card (SPARC) - Principal's Accountability Report Card - School Safety Plan - ASCA Program Audit
There is a formal process for identifying and finding solutions to students' personal and academic concerns. A part-time academic Intervention Counselor helps to identify students who are in need of academic support according to grades and test scores. There are special programs to assist these students to achieve academically and meet the standards. Students who were identified as being in danger of not passing district proficiencies or Algebra 1 to meet graduation requirements were offered the READ 180 program, Algebra Lab class and/or Reading Intervention classes. Sections of the READ 180 program were specially designed for ELD students, regular education, and special education students. Students who have taken Read 180 had a pass rate for the CAHSEE as follows: - Special Education – 75% - ELD – 57% - Regular education – 90% In addition, there was a 90% pass rate on the Language Arts section of the CAHSEE for students who were enrolled in the Reading Intervention classes. Although there are intervention programs available to our lower performing students, approximately one fourth of the entire student population receive a D/F grade at each grading period. Letters are sent home to students who receive a D/F at each quarter grade report to inform parents of available resources such as teacher conferences, Friday cards, private student and adult tutoring, ISIS, e-mail list to support the academic success of their student. Counselors meet with these students twice a year to discuss these academic concerns however there are no programs or classes available to support these students.	- Student Assistance Committee (SAC) - Interview with Academic Intervention Counselor - Read 180 program - Algebra Lab - Reading Intervention classes - D/F list - D/F letter
There is evidence that the strategies in place within the classroom help to support students in being successful.	- Student surveys - Staff surveys
There are numerous services in place to provide comprehensive support and assist students in reaching their goals. Counselors	- Counseling Calendar - Grade level assemblies

Approximately 350 Freshmen and new students were linked with Big Brothers/Big Sisters to help them acclimate to the high school.	• Programming sessions • Parent evening meetings • Student Council Orientation Committee (SCOC) • College Night
There are some services available to students who are in need of psychological and health services. Approximately 55 students are identified and referred for free ongoing individual counseling services on campus. However, due to limited resources, some students remained on the waiting list and were referred for outside counseling services. There is evidence that each student is connected to at least one adult who provides support and guidance. 67% of students believe there are staff members available to go to if they have personal/social concerns.	• Outreach Counseling • Counseling referral list • Referral for Special Education services • AB3632 • Department of Children and Family Services (DCFS) • Arcadia Child Health Council • Health Office services • Student surveys • SPARC • YES Officer

WASC CRITERION: C-9

AREAS OF STRENGTH
Good communication and information given to all students to help them feel connected to the school community. There is a high level of teacher involvement in extra and co-curricular activities. A wide variety of service, academic, athletic, and special interest groups are available to students to connect them with the school community. High level of support for academically at-risk students. The Counselor of the Day desk provides immediate support to students who need assistance for various situations.

AREAS OF GROWTH
Due to the high student to counselor ratio, students do not have the opportunity to meet with their counselor individually to create a four-year plan to work towards their personal, academic and/or career goals. There is a shortage of collaborative classes that allow more special education students to be challenged with regular education classes. Programs and/or classes need to be established for the numerous students who continually receive D/F grades but do not qualify for intervention classes to help support them.

CRITERION D.

CULTURE

CO-CHAIRS
OLIVER BECKWITH
BARBARA YOUNG

D. Culture

**D10.   To what extent is the school a safe, clean, and orderly place that nurtures learning?
To what extent is the culture of the school characterized by trust, professionalism, and high
expectations for all students, and a focus on continuous school improvement?**

Findings	Evidence
The perception is that AHS is a safe campus with 70% or more of all constituent groups agreeing that discipline and attendance policies are known and implemented on a fair and consistent basis.	• Parent, student, staff surveys
The perception is that 70% or more of all constituent groups feel the appearance of school buildings, grounds and classrooms are satisfactory, well maintained, and inviting places to learn.	• Parent, student, staff surveys
97% of students surveyed feel that the bathrooms are unclean.	• Random student survey
AHS is well prepared for most emergency situations. In excess of 70% of students know what to do in an emergency situation and over 70% of students and parents feel AHS has adequate resources to address such emergencies. Drills are scheduled regularly, and an emergency plan is revised annually. 27% of staff is trained in CPR/FA and additional training in search and rescue has been provided to staff members.	• Surveys • Drill Bell Schedule • Emergency Plan • Confidential Health List
Staff regularly attend and support school extra-curricular activities further adding to the supervision and safety of our students.	• Adjunctive Duty List
There is a process to address safety issues related to facilities and equipment. These concerns are addressed in as timely a period as possible.	• Work orders • Custodial job orders • E-mail
Student suspension data indicates fewer suspendable offenses in 02-03 compared to most previous years. 7 of 9 areas of suspension were lower in 02-03 than in 01-02. In 01-02, 25 % of students suspended were repeat offenders. In 02-03 the number of repeat offenders was 18%. Only 2% of the entire student population in 02-03 was suspended more than one time.	• Suspension data
Some students perceive that discipline procedures may not be implemented fairly and consistently.	• 11th grade Student survey • 12th grade Student survey

Caring for all students is demonstrated on a daily basis. Students feel they have a trustworthy adult available on campus to turn to for personal/social concerns.	• Student survey
Students receive support in planning ways to meet their educational and career goals.	• Student survey
Students have ready access to a counselor at any time.	• Counselor of the Day Desk
Teachers provide help with school work beyond class time.	• At Risk Counselor • Peer Counselors

Stakeholders believe that the staff shows a sincere concern for students:
  83.5% of faculty and classified
  60.5% of students
	• All surveys

Faculty members sponsor approximately 75 chartered extra-curricular/special interest clubs.	• Adjunctive Duty List • Inter Club Council (ICC)
After school programs on campus, e.g., Apache Pit, Peer Tutoring, provide a forum to support a variety of student interests.	• Youth Master Plan • Curriculum Guide • Health Care Sciences Academy
Students have access to a wide variety of electives and special programs to meet their particular interests.	• Alternative Program • Rancho Learning Center • Academic Mentor Program
The school consistently maintains high expectations for all students.	
Classes prepare students for post-secondary education and/or jobs.	• Student survey • Parent survey
75.8% of students surveyed have a trustworthy adult available on campus to turn to for academic concerns.	• Student survey • Parent survey
Students are required to take a challenging and rigorous curriculum to graduate: 225 credits required for graduation.	• Curriculum Guide • Student survey

Students have access to a wide variety of accelerated courses:
  17 Honors classes
  19 AP courses
	• Curriculum Guide
	• Master Schedule

The majority of staff believe there are high expectations for all students.	• Faculty survey • Classified survey

Students consistently demonstrate high ethical values and good citizenship habits.	
72.5% of staff surveyed feel that there is a tone of high moral standards and positive messages.	• Faculty survey • Classified survey
The majority of students feel that the school helps them become capable and responsible citizens.	• Student survey
Many service clubs are active on campus (Senior Men and Women, NHS, Interact Club, Key Club, Red Cross Club, My Friend and I, etc.)	• ICC Minutes • Student Bulletin
Staff members have opportunities to participate in discussions on current educational research via staff development.	
All teachers are required to participate in 3 student-free days of staff development.	• ATA Contract
Some faculty meetings include discussions about current educational research and theory.	• Faculty Meeting Agendas
Technology training is provided for teachers via e-mail, at lunch, etc.	• LITE Techs • AUSD Information Services
AUSD provides release time for some departmental needs, e.g., curriculum development, Six Traits Writing Program, Riverdeep, etc.	• AHS Curriculum Coordinator
No other formal staff development program is in place; other needs are handled individually, e.g., by department or teacher.	• GATE Committee • Department Chairs • Curricular APs
Morale and trust among various staff groups on campus have been an ongoing concern for the last six years.	• Survey by Ad Hoc Morale Committee (Spring 2002)
Low morale among staff members has been evident at times: 61% of those who turned in a survey favored hiring a consultant to deal with morale issues (5/02).	• Faculty Meeting (Spring 2001)
Ratings of trust and professionalism between groups by the staff show room for growth:	• Faculty surveys
-trust between teachers: 58% responded "high degree of trust" -professionalism between teachers: 63%	

-trust between teachers and admin: 43% high -professionalism between teachers and admin: 63% high	
In recent years there has been a noticeable decline in staff involvement in some organizations and events. Attendance at traditional faculty social events has declined in the past 6 years. There has been a lack of individuals willing to run for and serve in leadership roles, including: School Site Leadership Team (SSLT), Arcadia Teachers' Association (ATA), Faculty Congress, Social Committee, some Department Chair positions.	• Records from Social Committee Chairs • Minutes and ballots from various committees • Numbers of ballots cast in elections/surveys
Occasional efforts to address immediate cultural problems have been made, however, there is not an ongoing system to resolve these types of problematic issues. Following a meeting in Spring 2001 re: professionalism, a document was written, but it wasn't adopted into the AHS culture. The Ad Hoc Morale Committee in Spring of 2002 found that 66 of about 150 people on the staff were concerned enough about morale to support hiring a consultant. There was no follow up since it did not meet the threshold set forth by the committee. Some departments are fractionalized to the extent that meetings are not attended or separate meetings are held.	• Professional Behavior Expectations (8/30/01) • Ad Hoc Morale Committee minutes and survey • Department meeting minutes
Even though the lack of classrooms has been an ongoing issue for years, teachers have been unable to reach agreement with the AHS and AUSD administration as to how to resolve this problem. Several committees have been formed to address the issue yet we have more students and fewer classrooms now.	• Minutes of FACTS committee

WASC CRITERION: D-10

AREAS OF STRENGTH
AHS is a safe campus that nurtures learning. The staff maintains high expectations for all students. There is genuine concern for the well being of students.

AREAS OF GROWTH
Student perception of improvement of buildings and grounds outside the classrooms i.e.- bathrooms. Staff perception of other staff in relationship to discipline procedures not always being consistently followed. Although there is a decrease in the number of suspensions overall, and in particular those that involved physical threats or injury over past years, one third of all suspensions are in this category. There are additional or sustaining programs needed to address this concern- i.e.- peer mediation, diversity summit, anger management, etc. Some students believe that discipline procedures may not be implemented fairly and consistently. A more cohesive, systemic approach to staff development is needed. Within some departments teachers do work together on specific projects or tasks, however, generally, teachers work individually (or in small groups) on curriculum and teaching strategies. There is a need to improve staff cohesiveness, unity and involvement. A unified, well organized approach to resolving cultural problems must be adopted.

CRITERION E.

LEADERSHIP AND STAFF

CO-CHAIRS
LINDA COLLEY
TOM LANDES

E. Leadership and Staff

E11.   To what extent does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

Findings	Evidence
School leadership provides meeting time and money to align the curriculum with state standards. Lists of those standards are given to parents at Open House. Both staff members and administrators are involved in curriculum decisions in each department, and those decisions become part of the official curriculum for each grade level in each subject.	• SAT-9 scores • Exit Exam scores • Department minutes • Curricular rewrites • SSLT minutes
The English Department held an in-service to examine SAT 9 and Exit Exam scores, broken down for their subject area. In addition, the Six Traits Writing Program has been adopted for use throughout the district, and the English Department attended two days of implementation training in Six Traits in Spring 2003.	• English Department minutes • Six Traits in-service agenda • Conference request forms
The Science Department has examined CST scores in science. The Physical Education Department has a handbook of department standards and a curriculum notebook for first-year teachers.	• CST scores • P.E. Handbook • P.E. Curriculum Notebook
Over the last few years, electronic communication has become central to Arcadia High School, as virtually every staff member is now online. For example, information that was once included in a traditional faculty handbook is now sent electronically and is regularly updated. Hard copies of important information are also provided at the start of each school year along with an Emergency Plan. However, it would also be helpful to have the Student Handbook and Curriculum Guide available electronically. Currently there is no updated Faculty/Staff Handbook. Leadership has developed a support service structure for the electronic conversion, which has included opportunities for staff enrichment and development.	• Staff Bulletins • Memos from administration • Emergency Plan • Digital High School Grant • Interview with Classified staff • Conference Request form • LITE Tech records • In-service agendas
Five Curriculum Leaders were selected in 2002 to assist in curriculum development and teaching strategies. As a start-up activity, all teachers met with Curriculum Leaders to explore training needs related to curriculum development and implementation and to communicate the needs of individual	• Agendas and Minutes • Staff interviews • Curricular re-writes

teachers, classes and departments. Curriculum Leader support was provided to the individual departments to assist them in aligning their curricula with the State Standards. These positions were eliminated in the Fall of 2003.	
Three major groups on campus – Department Chairs, SSLT (School Site Leadership Team) and Faculty Congress – provide the primary format for internal communications and for resolving differences. Staff/Faculty interviews indicate that the decision-making process/procedures are not always being followed.	• Department Chair agendas and minutes • SSLT agendas and minutes • Faculty Congress agendas and minutes
AHS Administration, with support from AUSD, has implemented Staff Development "classes" to support student learning such as: 　　Standards-Based Lesson Design 　　Brain Compatible Learning 　　Strategies for Struggling Readers 　　Working on the Work 　　eFacts 　　Stiggins	• Staff Development Day agendas • Administration interviews
Numerous clubs on campus support learning, including the following: The Biochemistry Lab Club, Chemistry Club, Chinese Club, Crescendo, French Club, German Club, Spanish Club, Art History Society, Math-4-All, Philosophy Club, Students Promoting Literacy, Psychology Club, Writers' Bloc, and Tutor Volunteer Association.	• ASB Club lists, logs, records
The Academic Mentor Program, introduced 4 years ago through the Digital High School Grant, required students to produce Electronic Portfolios (Websites) designed to showcase students' work and progress throughout high school. Portfolios are intended to demonstrate academic work across the curriculum and they also provide the opportunity for students to reflect on their work. However, the extent to which they are actually used by students is unclear.	• Academic Mentor meeting agendas • Bell schedules for "Portfolio Days" • Annual calendars for "Portfolio Days" in 99-00, 00-01, and 01-02 school years.
Assistant Principals for Curriculum and District Office staff initiate activities that promote inclusion of State Standards and ESLRs in curriculum.	• Assistant Principal job descriptions • District staff job descriptions

WASC CRITERION: E-11

AREAS OF STRENGTH
Leadership helps to provide many opportunities for members of the staff to engage in meaningful interactions on issues relating to policy and practice throughout the school, curriculum and staff development. Since our last WASC Accreditation, modern electronics has become increasingly important to the intra-school communication. The school leadership has been central to this conversion.

AREAS OF GROWTH
Our use of electronic communications is becoming increasingly sophisticated. However, we still have a ways to go. Types of electronic communications could include, but are not limited to: Clarification of role of Electronic Portfolio in curricular testing, Employment and formatting of Faculty/Staff Handbook, Formatting of Student Handbook, Formatting of Curriculum Guide The role of the Electronic Portfolio is unclear.

E. Leadership and Staff

E12.   To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

Findings	Evidence
Teachers are teaching in areas for which they are most qualified. 87% of teachers are fully credentialed and teaching in their subject areas. No teachers are teaching out of their subject areas. All teachers are involved in staff development. The District interviews only fully credentialed teachers in their subject areas.	• School report card • Department Chair surveys • Master Schedule • Credentialed staff data sheet • Staff development attendance records • Interviews with district staff; faculty degrees, years of service
Teachers attend Working on the Work (WOW) meetings to encourage the creation of engaging lessons. Teachers attend workshops and are provided with substitute coverage to allow them to visit other classrooms; teachers attend training with substitute release time. Teachers are teaching in their areas of expertise.	• WOW meeting attendance records • Conference Request forms • Master Schedule • Department Chair surveys • Staff interviews
When appropriate, there is cross-departmental utilization of staff. New teachers are observed and evaluated at least once each semester with discussion following. However, feedback from administrators is inconsistent. Administrators observe these teachers to see whether State Standards and ESLRs are being addressed. At year's end, teachers are assessed on their strengths and areas for improvement. Category 1 teachers set goals connected to the standards and ESLRs, which are approved by administration and then evaluated by the teachers themselves.	• Interviews with site administration • Interviews with site administration • Interviews with new teachers • Teachers' annual goals and self-evaluation

A teacher can request to be assigned a "buddy teacher" who is typically paid a stipend to work with Category 2 teachers.	• JPAR Procedures
ALL new teachers attend a five-day New Teachers Academy prior to the beginning of the school year, which is intended to introduce them to school policies and procedures as well as providing an orientation to the school community as a whole. However, specific instructional and curricular issues are not always clearly communicated to new teachers.	• Interview with site and district administration • Interviews with new teachers
The BTSA Program provides specific, structured support for new teachers, although many find the paperwork overwhelming and, in some cases, more relevant to elementary teaching than to the secondary level.	• Interviews with new teachers
Articulation of curriculum from one grade level to the next is often minimal, which is especially a problem when new students come to the high school lacking pre-requisite skills. CAHSEE writing scores underline this concern.	• Staff interviews • CAHSEE scores • CST scores
Department Chairs indicate that they need clarification of the role of the administrator in support of teachers who are struggling with curriculum (i.e., State Standards and/or ESLRs and other instructional issues).	• Department chair interviews

WASC CRITERION: E-12

AREAS OF STRENGTH
Release time is readily available for teachers who need to work on curriculum/standards. Leadership encourages new programs. The school is staffed by highly qualified teachers. Staff has a high level of willingness to do extra things (tutoring, lessons, clubs, etc.). Teachers make a strong effort to understand and apply standards.

AREAS OF GROWTH
Administration needs to improve communication with new teachers concerning curricular and instructional expectations as well as school rules and procedures. Administration needs to be vigilant about making sure that classroom instruction and student work are clearly connected to State Standards. CAHSEE writing scores should be higher. This issue could be addressed by focusing more on articulation of subject matter between grade levels. New teachers' training at the secondary level should focus on high school related issues and activities and should include less busy work. To this end, the BTSA program may need re-examination and revision.

E. Leadership and Staff

E13.   To what extent are leadership and staff involved in ongoing professional development that focuses on identified student learning needs?

Findings	Evidence
The Arcadia Unified School District has consistently provided staff support to its teachers. For example, in the 2000-01 school year, while still participating in the "buy back" model of staff development, the Arcadia High School faculty took advantage of a wide variety of offerings in mathematics, technology applications, special education, writing, literature, and the Philip Schlechty model of *Working on the Work*. Student engagement in meaningful classroom work was emphasized in all of these sessions in order to create a common goal throughout the departments on our campus. Teachers chose up to three days of staff development to address their specific areas of interest.	• Materials from various workshops • AUSD staff development attendance logs • Teacher surveys and interviews
One notable example of a well-attended staff development program was *Reading Apprenticeship*. Teachers from a wide variety of departments met on a monthly basis to discuss the *Reading Apprenticeship Framework*, its implications for student work and teaching strategies, and the evolution of the *Reading Apprenticeship* model in their classrooms. They analyzed what helps and what prevents good reading comprehension, as well as what teaching strategies can be used to make the invisible act of reading visible, especially to students who struggle with text. These meetings provided an ongoing source of collegial support for teachers working on integrating this framework into their classrooms.	• Agenda and materials from Reading Apprenticeship workshops • AUSD staff development attendance logs • Teacher surveys and interviews
Over 60 teachers district-wide, each having nine or more years of teaching experience, are currently participating in the SB 395 training to meet the needs of students who are English Language Learners. In the past year, these teachers have been trained in Guideline 3, which includes standard-based instruction, ELA/ELD alignment, laws and regulations, and the impact of culture on student needs. Teachers have also received training in Guideline 4, which includes learning about CELDT, in order to better prepare students for multiple measures of assessment and the assessment of literacy. Over the next four months, these teachers will receive training in	• Teacher interviews

Guideline 5, ELD lesson plan guide and development of literacy; and Guideline 6, SDAIE strategies and development of literacy. At the end of their training, each teacher will prepare a lesson plan, which reflects what they have learned.	
Another important facet of our professional development program is the Beginning Teacher Support and Assessment (BTSA) program, which provides beginning teachers with beneficial opportunities to develop as professionals. The year long assessments, completed consecutively during a two-year period, allow both the beginning teacher, pre-intern, and support provider to assess their pedagogical skills, classroom management techniques and the efficiency of the learning environment they have created. This process also focuses on how these elements affect the learning process for all students, thus allowing the beginning teacher to make positive and necessary curriculum and environmental changes to improve both their teaching and their classroom.	• BTSA worksheets and documentation • New teacher interviews
Staff Development has been provided for all English teachers, including ELD and Special Education teachers and curriculum leaders, in the area of Six Traits Writing Assessment and Instruction. Participants spent three days learning instructional strategies, practicing writing assessment, and sharing their ideas for increasing student achievement in all types of writing. The content of the workshops focused on the Six Writing Traits of Word Choice, Sentence Fluency, Conventions, Ideas, Organization, and Voice, as well as the use of rubrics to assess writing. However, many teachers were unaware of this opportunity and there was no follow-up to include other teachers in this training.	• Teacher interviews • Staff development training • Lesson plans
Staff Development was provided to Special Education teachers in order to assist them in creating a sequenced, standards based curriculum appropriate for their student population. In the past, students in Special Education classes (both Modified and Assisted) have had curriculum designed by their individual teachers according to their individual needs and in coordination with their Individual Education Plans. Efforts were, and still are, made to provide as much of the high school core curriculum as possible in a modified presentation so as to make it accessible to learning disabled students. The problems with this model were numerous: 1) There was little consistency from teacher to teacher in what was being taught to each class of students. 2) Teachers were left to themselves to develop adapted	• Special Education teacher Interview • Exit Exam results • Student work

curriculum. 3) There were no standards written for teachers to follow. 4) Student achievement was not at the expected level.	
The Special Education Language Arts teachers and curriculum leaders met monthly to develop English Language Arts Standards for Special Education classes at the high school in order to increase student achievement. The team developed standards appropriate for special education students in all areas of reading writing, listening, and speaking. These standards parallel the state and district standards in English Language Arts. Then, based on those standards, the team designed curriculum for each semester of a four-year cycle. This is necessary for consistency and the need to offer continuously challenging curriculum to our students who are in Modified or Assisted English classes all four years of high school. Students and teachers now have specific objectives of increasing complexity to complete each semester, which are expected to increase student achievement. This will be evidenced by increasing numbers of special education students passing the state exit exam.	• Special Education teacher interviews • Exit Exam results • Student work
During the 2000-2001 school year, 51% of the students surveyed utilized the Counselor of the Day Desk to seek guidance information. By the 2002-2003 school year, the number of students who utilized the Counselor of the Day Desk to seek guidance information had risen to 73%. The Counseling Staff also participates in many college conferences, including the annual conferences sponsored by the University of California, the California State University and The College Board. As a result, approximately 68% of the graduating class each year matriculates to a four-year college or university. Approximately 31% of the student body pursues their post high school education at a two-year college. In addition, members of the Counseling Staff participate in a variety of professional workshops that address the emotional and mental health needs of high school students. Workshops address such topics as Attention Deficit Disorder, Suicide Prevention, Anger Management, Chemical Dependency and the Assessment of Child Abuse. As a result, counselors identify and refer approximately 60 students a year for free ongoing individual counseling services provided by Outreach Family Counseling Services.	• Student surveys • Senior surveys given annually • Data maintained by counseling staff

There is no time for counselors to disseminate this information to the staff. Counselors do not have buy-back days.	• Teacher Interviews • Counselor Interview • APSA Contract
Members of the Special Education Department provide guidance on a consistent basis to individual teachers in order to support their inclusion of specific students with disabilities in regular classrooms. The relationships formed between the special and regular education staff members form the foundation and the support that fosters the success of students in a challenging regular class setting. For example, several students with autism are enrolled in classes that range from AP Calculus to Spanish to Physical Education. Regular teachers are faced with the aspects of autism that are manifested when students are challenged with the rigors of the regular class setting. Ongoing, consistent, individually tailored professional development addresses the needs of both the students and their teachers so that the mainstreaming is supported.	• Interview with staff • Email communication data • Special Education teacher comment sheets • IEP documents • Staff interviews

WASC CRITERION: E-13

AREAS OF STRENGTH
A critical area was in school-wide reading scores matching the AHS expectations (ESLRs). The staff development focused on programs such as cross-curricular Reading Apprenticeship. Consequently, all teachers who participated in the program embedded various active reading strategies in their curriculum to improve student comprehension. Staff Development opportunities include the concerns of all special needs student populations as well as the general population.

AREAS OF GROWTH
The Counseling Staff at Arcadia High School is concerned that they are not included in Mandatory Staff Development and therefore miss many opportunities to work collaboratively with the teaching staff. Teachers and counselors attend wonderful staff developments and conferences, but in most cases, there is no organized way to share information with other teachers, even within departments.

E. Leadership and Staff

E14.   To what extent does the school-leadership employ a wide range of strategies in order to encourage parental and community involvement?

Findings	Evidence
School leadership employs a variety of technology-based strategies in order to encourage parental and community involvement. Both the school and AUSD maintain an Internet web site with valuable information regarding academics, counseling, links to teacher email, athletics, community events, etc. This includes the ISIS system, which enables parents to access the academic records of their students.	• http://ausd.net/ahs • Interview with AHS Computer classes teacher
The school leadership charters numerous campus booster clubs, e. g. Chinese Parents, Hispanic Parents, Music, Athletics, who meet on a regular basis and offer opportunities for involvement for many school families.	• Site administrator interview • PTSA Newsletter
All staff members have email addresses as well as telephones with voice mail in each classroom. This gives parents avenues of communication with teachers. There is also an emergency hotline number published for the school, as well as a homework hotline and an AT&T Language Line for needed translations.	• Site administrator interview • PTSA Newsletter • AHS web site
Arcadia's cable network is utilized by AUSD to communicate with the public regarding a variety of topics and announcements.	• Video Production class teacher interview
School leadership authorizes and maintains a variety of organizations in order to encourage parental and community-involvement. These organizations include: the PTSA, School Site Leadership Team (with parent and student representatives), Arcadia Athletic Booster Club, Music Booster Club, AUSD English Learners Advisory Committee, AHS Chinese Booster Club, Hispanic Booster Club, and the Korean Parents Association.	• Various school newsletters • SSLT minutes • PTSA Newsletter • Back-To-School Night Program • AHS Showcase Arcadia Program • Interviews with school personnel
School-Leadership hosts a variety of functions and programs to encourage parental and community involvement. These events include: AHS Back to School Night which is held for all school families each fall; AHS Showcase which is held for all school families each spring; Freshman Orientation, held annually; Student Counseling Sessions by grade level; "P-Days," which are	• Counselor of the Day interview • Site administrator interviews

the student registration days held prior to the opening of school each year; IEP meetings, held as needed and mandated; English Language Learners meetings; Wednesday College sessions.	
Translators are provided by AHS and AUSD to encourage parental participation in meetings with teachers and other school personnel. These languages include: Chinese (various dialects), Spanish, Japanese, Korean, Arabic, and Farsi.	• Counselor of the Day interview • School receptionist interview

WASC CRITERION: E-14

AREAS OF STRENGTH
AHS maintains an extensive system of electronic communication, e.g. web sites, email, voice mail, recorded telephone messages, automatic attendance dialing, that encourages participation of school families. There are extensive counseling services for students and families at the school, e.g. the At-Risk Counselor, ELL counseling, and the Academic Intervention Counselor. There are many booster clubs and parent organizations that encourage parent participation in the school. The school's annual events, such as Back-To-School Night and Showcase Arcadia, encourage participation of families and the public.

AREAS OF GROWTH
We need to continue to encourage more parents to contact teachers through e-mail and telephone/voicemail systems. There is a need for more translators (Indonesian, Hindi, Farsi, Vietnamese, Tagalog). There is a need to translate more mass-mailings (e.g. report cards, progress reports, and deans' office letters). There is a need to educate parents on the importance of communication. There may be cultural barriers. There is a need to investigate the need for an annual spring survey that reaches all parents.

CRITERION F.

VISION

CO-CHAIRS
KIMBERLY CABRERA
MARTIN PLOURDE

F. Vision and Purpose

F15.   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 high levels? To what extent is the school's purpose defined further by expected schoolwide learning results and the academic standards and supported by the governing board and the central administration? To what extent do the expected schoolwide learning results stress attainment of academic standards?

Findings	Evidence
AHS has a clearly stated vision that is based on perceived student needs, however, we need to continually re-examine student needs at all levels and assess how our vision meets those changing students' needs.	• Vision Statement • ESLRs • Student surveys • Profile data • Student interviews • Standards • History of the vision • PTSA newsletters
AHS has a clearly stated vision that is based on educational research, and has not been revised since 1998-1999 and the subsequent institution of California State Standards in 2001.	• Vision statement • California State Frameworks • California State Content Standards
AHS has a clearly stated vision that is based on a core set of beliefs including the expectations that all students can be their best in all areas.	• Student surveys • Parent surveys • Student interviews • Parent interviews
An inconsistency exists with the implementation of the vision.	• Parent interviews • Faculty interviews • Student written and oral interviews • Parent surveys • Student surveys
The vision is further defined by the ESLRs and California State standards and is supported by the governing board and district administration.	• Interviews with board members and district personnel • Hiring of additional staff • Creation of new programs (Academy of

	Healthcare Sciences, Math Lab, Read 180, Study Skills) • Staff development opportunities • Teacher goals
Content standards were used when ESLRs were redefined in summer 2003.	• Interview with ESLR redefinition committee member • Student interviews • SAT scores • Teacher interviews
Curriculum, instruction and assessments are based on the school's vision of desired student learning results, established graduation requirements, college entrance requirements, perceived student needs and interests, and a belief that all students can learn.	• Student interviews • Faculty interviews • Parent interviews • ESLR redefinition meeting • Written list of ESLRs • ESLR description of the definition process • Interviews with members of curriculum development committees
Teachers set their own professional goals guided by the vision, district direction and content standards.	• Teacher goals • Principal Memo regarding goals

WASC CRITERION: F-15

AREAS OF STRENGTH
The school's vision has all the necessary components. It is clearly stated and is based on educational research. The school's vision, mission, beliefs and ESLRs are subject to a continual process of reflection and revision. The governing board, district administration, and community organizations are very supportive of the school's vision.

AREAS OF GROWTH
There is a need to continually re-examine student needs. The vision needs to be consistently implemented. Articulation of, and accountability for, the vision must be shared by all stakeholders. There are high expectations for students that create stress on the school community.

CHAPTER V

SCHOOLWIDE ACTION PLAN

I. ACTION PLAN: READING SKILLS

GOAL: To improve scores for students not scoring at the proficient level on the CST Reading Assessment.

Rationale: Review of school data revealed that the decline in student reading performance in grades 9, 10, and 11 over a three-year period indicates that reading instruction is an area to be improved.

Benchmark: Reading scores of student cohort groups, including all significant sub-groups, who score below the proficient level in reading will have a 2% increase at the proficient level or higher on the CST State Assessment.

TASK	WHO IS RESPONSIBLE	PROFESSIONAL DEVELOPMENT/RESOURCES	ASSESSMENT METHODS	TIMELINE	METHODS TO REPORT
Establish a Literacy Team focusing on reading instruction school-wide.	Curriculum Admin Department Chairs Librarian	District Curriculum Coordinator Teachers Site Administrators ELD Coordinator	Review team roster Meeting schedule and agenda	Spring Semester of 2004 (no later than April)	SSLT/SSC Department Chair CTLA Principal's Monday Memo
Identify reading instructional strategies and training needs for departments	Administration Department Chairs District Admin Literacy Team	EFACTS TIS Director CST Scores and cluster info Blueprint for CST ESLRs	Review of analysis and findings	Spring 2004 and then annually	Report of findings to faculty and counselors
Group departments by reading instruction needs	Department Chair Literacy Team Curriculum AP's	Site Budget for release time Coaching from Literacy Team	Survey Department meeting	Fall 2004	Department Chair Curriculum AP's District Curriculum Coordinator Literacy Team
Create a staff development plan	Curriculum AP's, Administration	District Curriculum Coordinator Teachers	Outline of Training	Spring 2004	SSLT/SSC Department

for the Literacy Team Members	Literacy Team	Site Administrators			Chair CTLA Principal's Monday Memo
Literacy Team attend reading training	Reading Consultant	District and Site Budget	Attendance Verification Training Manual/Materials Review at CTLA	Summer 2004	SSLT/SSC Department Chair AC Principal's Monday Memo
Develop a staff development plan, including progression to determine priority needs within departments.	Curriculum AP's, Administration Literacy Team	District Curriculum Coordinator Teachers Site Administrators	Outline of Training	Spring 2004	SSLT/SSC Department Chair CTLA Principal's Monday Memo
Provide training for departments to meet the identified reading instructional needs	Consultant and/or Literacy Team	District and site budget Staff Development Days District curriculum staff	Staff Development Plan Attendance verification Training evaluations Agendas/materials/ activities	Fall 2004 (initial training) and then targeted by department for subject specific strategies	District SSLT/SSC Dept Chairs
Literacy Team will support	Curriculum AP's Administration	District and site budget Assessment Data for students	Observations Materials created	October 2004 Reevaluate in	Administration Curriculum AP's

coaching for small teams of teachers	Literacy Team	Training Materials Release time District Content Standards/ESLRs	for instruction Lesson plans	June of 2004	Departments SSLT/SSC
Expand Summer School Reading Offerings	Site Administrator Summer Principal AEF Principal	Site Budget District Budget Curriculum and support materials	Course Syllabus Student Enrollment Teacher Evaluation	March 2005	Administration Curriculum AP's Departments
Support existing reading intervention programs/classes and identify areas to expand support	Site Administration Curriculum AP's District Curriculum Coordinator Intervention Counselor Literacy Team	District and Site Budget District Curriculum Coordinator Intervention Teachers Literacy Team EFACTS	CAHSEE Results CST Results New course offerings Teacher assessment of students in class Curriculum Guide	Annually (August) scores will be evaluated	AHS Administration Curriculum AP's CTLA Department Chairs Literacy Team SSLT/SSC Teachers Parents and Students
Articulate with feeder school and identify incoming Title I 9th graders	Curriculum AP's Intervention Counselor Middle/HS Curriculum Coordinator Literacy Team	Intervention Counselor Middle School Curriculum Coordinator Extended Test History	Review 8th grade Title 1 students CST and CAT 6 reading scores MS Title I Teacher recommendations	Summer 2004 Annually	Middle School Principals Curriculum AP's 9th grade Teachers Literacy Team
Create a support LA/Reading class for former Title I students in 9th grade	Curriculum AP's Intervention Counselor Middle/HS Curriculum	Curriculum AP's Master Schedule Section Allocation	Review of CST Reading Results Teacher evaluation of reading skills	Summer 2004 Annually	Teacher Parents/Students CTLA Department Chair

	Coordinator Literacy Team				SSLT/SSC
Purchase necessary materials to support reading instruction	Curriculum AP's Department Chairs Literacy Team High School Curriculum Coordinator	Site Budget District Budget	Evaluate CST Reading Scores	Summer of 2005 Annually	Parents and Students Curriculum AP's CTLA Department Chairs Literacy Team SSLT/SSC Teachers
Establish small, self-selected study groups focused on embedding instructional reading strategies	Curriculum AP's Department Chairs Literacy Team High School Curriculum Coordinator	Site Budget for release time Coaching from Literacy Team Curriculum AP's District Curriculum Coordinator	Classroom observations Review of meeting agendas and CST Reading Scores	Spring of 2005 Annually	Teachers Literacy Teams Students/Parents Curriculum AP's Department Chairs Curriculum AP's

II. ACTION PLAN – INSTRUCTIONAL PRACTICES

GOAL: To implement effective instructional practices that enable all students to achieve success on standards-based assessments and ESLRs.
Rationale: The school community recognizes the need to improve student achievement on ESLRs and standards by developing and implementing effective instructional practices.
Benchmark: The percentage of students scoring at the proficient levels on all areas of the CST scores will improve by 2% annually.

TASK	WHO IS RESPONSIBLE	PROFESSIONAL DEVELOPMENT/RESOURCES	ASSESSMENT METHODS	TIMELINE	METHODS TO REPORT
Train staff to access and interpret the data	District and Site Technology personnel	District and Site Technology personnel AUSD Curriculum Coordinator for Secondary Education	Administrative evaluation logs of Staff Development programs Student achievement data	Annually beginning Fall 2004	Board Report
Provide training on effective strategies	District staff and facilitators	Staff Inservice materials AUSD Curriculum Coordinator for Secondary Education	Evaluation forms from Staff Development days	Annually beginning Fall 2004	Staff Development agendas and sign-in sheets
Staff training on formative and summative assessment	District staff and facilitators	Meeting time and materials AUSD Curriculum Coordinator for Secondary Education	Evaluation forms from Staff Development days	Annually beginning Fall 2004	Staff Development agendas and sign-in sheets
Identify existing assessments that measure ESLRs.	Department Chairs and individual departments	Existing assessments used at AHS	Department Chair meetings	Fall 2004	Staff meetings

Develop additional assessment tools to measure progress in achievement of ESLRs as needed	Department Chairs	AHS Department Chairs	Department Chair meetings Department meetings	Fall 2004	Staff meetings
Department and subject-alike groups will develop standards-based approach to assess student achievement of ESLRs and Standards	Department Chairs and Staff	Meeting Time	Input from staff and chairs	Ongoing beginning Fall 2004	Staff development agendas and sign-in sheets

III. ACTION PLAN – ACCESS TO PROGRAMS

GOAL: Increase the number of underrepresented students enrolled in higher-level honors/AP courses and courses which reflect their specific interests.

Rationale: Enrollment in higher-level courses does not reflect the demographics of the student body. All students should be given the opportunity to take the course load that is most challenging to them.

Benchmark: Increase in the number of underrepresented students enrolled in identified courses.

TASK	WHO IS RESPONSIBLE	PROFESSIONAL DEVELOPMENT/RESOURCES	ASSESSMENT METHODS	TIMELINE	METHODS TO REPORT
Define the "identified courses" referred to in the benchmarks	Each department Counselors Taskforce of Stakeholders	SASIxp Queries, student schedules, school data reports, master schedule data	Review of disaggregated data	Spring 2004	Departmental reports
Analyze factors that influence the targeted student populations to make coursework choices	Taskforce	SASIxp Queries, transcripts, ISIS, student, parent and staff interviews	Department discussion (documented minutes) Discussion groups by discipline	2004-2005 school year	Departmental reports
Develop strategies to encourage underrepresented students to enroll in honors and AP courses (e.g. Mentor program, use of technology to identify	Assistant Principals CTLA Department Chairs Counselors Teachers Students College Representatives	Booster club meetings, department chair meetings, department meetings, PTSA meetings, schoolwide data, career assessment software, outreach programs, college representatives, AP Potential College Board technology program	List of current strategies, prioritize and select strategies to be implemented Generate lists from AP Potential program and	Spring 2005	Publish information with all booster clubs, PTSA AP Potential lists and actual enrollment lists.

potential for advanced academic programs, use of parent/booster organizations, outreach programs from the colleges).	Parent Booster Clubs		compare to lists of current actual enrollment Student interviews		
Implement and evaluate prioritized, selected strategies (e.g. look at minimum of three strategies)	Assistant Principals CTLA Department Chairs Counselors Teachers Students College Representatives Parent Booster Clubs	Booster club meetings, department chair meetings, department meetings, PTSA meetings, schoolwide data, career assessment software, outreach programs, college representatives, AP Potential College Board technology program	A 3% increase in the number of underrepresented students enrolled in higher level courses	Annually with a cumulative 3-year report	Publish information with all booster clubs, PTSA Departments will publish findings from their own data review

IV. ACTION PLAN - COMMUNICATION

GOAL: To improve existing communication and to develop new avenues for timely and effective exchange of information between administration and staff.

Rationale: Better communication among staff has been identified as a key element in creating a positive culture, and improve morale, which will facilitate progress toward achieving school-wide goals.

Benchmark: Raise the number of staff who will agree that communication has improved based on annual surveys.

TASK	WHO IS RESPONSIBLE	PROFESSIONAL DEVELOPMENT/RESOURCES	ASSESSMENT METHODS	TIMELINE	METHODS TO REPORT
Develop better communication among all staff concerning curricular and instructional programs.	Administration Department Chairs Appropriate staff	Surveys, Flow Charts, Interviews, input from Departments, SSLT, FC	Electronic Memos, Review of Minutes of meetings of SSLT, Faculty Congress, Department Chairs, School Website Better attendance at staff meetings, staff survey	Partial implementation by Fall of 2004	Survey Results communicated to staff via email.
Review and revise procedures for the exchange of pertinent school information among all staff members	Administration SSLT FC Department Chairs	School email, Newsletters, Minutes of meetings on the school website, Published agendas and District Handbook on Shared-Decision Making, Communication Flow Chart	Survey of stakeholders	Fall of 2004	Memo to Staff, Mid term WASC Review, School newsletters
Establish a process for	Administration, SSLT	Email, Newsletters, Published Agendas	Survey of stakeholders	Fall of 2004	Community survey results

communicating the schoolwide vision to all stakeholders	FC Department Chairs Appropriate community leaders				via electronic memos, school newsletters

ARCADIA HIGH SCHOOL
FOCUS ON LEARNING
LEADERSHIP TEAM
2003-2004

Rick Onderdonk, FOL Co-Chair
Ken Johnson, FOL Co-Chair

Randy Cox, Curriculum and Instruction Co-Chair
Mel Young, Curriculum and Instruction Co-Chair

Jeannie Ackerman, Assessment and Accountability Co-Chair
Madeline Antilla, Assessment and Accountability Co-Chair

Winnie Chin, Student Services Co-Chair
Michel Munsell, Student Services Co-Chair

Oliver Beckwith, Culture Co-Chair
Barbara Young, Culture Co-Chair

Linda Colley, Leadership and Staff Co-Chair
Tom Landes, Leadership and Staff Co-Chair

Kimberly Cabrera, Vision Co-Chair
Martin Plourde, Vision Co-Chair

Deborah Baroi, AHS Assistant Principal CTLA

Cynthia Laureano, AUSD Director of Curriculum and Assessment
for Secondary Education

Brent Reiske, Technology representative, computer teacher

Jack Paschal, ASB President

Michelle Dulake, AUSD Board Student Member

Janet Chew, AHS PTSA President

Kai-Jen Leong, AHS Parent, PTSA member

David Lee, AHS Parent, President of Chinese Parents Booster Club

WASC FOCUS GROUPS -- AHS PARENT MEMBERSHIP

A.   CURRICULUM AND INSTRUCTION
        -Josiah Au
        -David Lee**
        -Teresa Tsai
        -Kai-Jen Leong
        -Sue Narevsky

B.   ASSESSMENT
        -Liz Westphal
        -Susan Chang
        -Wendy Chan

C.   STUDENT SUPPORT
        -Pearl Chen
        -Sharon Eberhardt
        -Lee Segal

D.   CULTURE
        -Mel Giangrande
        -Fran Herman
        -Kathy Yamane

E.   LEADERSHIP AND STAFF
        -Sylvia Yu
        -Glenda Vanni
        -Carol Rosenthal
        -Tom Martinet

F.   VISION
        -Tao Kuo
        -Janet Chew**

**Leadership Team Member

11/07/03

WASC Home Groups

Name	Home Group	Focus Group
Baroi, Debbie	Admin	Assessment
Powell, Catherine	Admin	Assessment
Tipton, John	Admin	Culture
Young, Mel *	Admin	Curr and Inst
Villarreal, Ernie	Admin	Leadership
Diaz-Sutliff, Claudia	Admin	Student Supp
Plourde, Martin @	Admin	Vision

Name	Home Group	Focus Group
Fujiwara, Lloyd @	Alt	Assessment
Belzer, Cindy	Alt	Curr and Inst
Shultz, Don	Alt	Student Supp
Gardner, Jackie	Alt	Vision

Name	Home Group	Focus Group
Chapman, Bill	Computer Sci	Curr and Inst
Shen, Caven	Computer Sci	Student Supp
Reiske, Brent	Computer Sci	Technology

Name	Home Group	Focus Group
Fox, Toni	Counseling	Assessment
McLaughlin, Sandy	Counseling	Culture
Domenici, Joanne @	Counseling	Curr and Inst
Franz, Cindi	Counseling	Leadership
Sandoval, Sharon	Counseling	Leadership
Chin, Winnie *	Counseling	Student Supp
White, Gina	Counseling	Student Supp
Rapkin, Kathy @	Counseling	Vision

Name	Home Group	Focus Group
Feher, Margaret	ELD	Assessment
Guy, Mary Lou	ELD	Curr and Inst
Silverstein, Sandy	ELD	Leadership
Axtel, Val	ELD	Student Supp

Name	Home Group	Focus Group
Rochefort, Betty	English	Assessment
Swift, Judy	English	Assessment
Tedesco, Priscilla	English	Assessment
Wilson, Heidi	English	Culture
Barbour, Cari	English	Curr and Inst
Cordero, Charmaine @	English	Curr and Inst
Gray, Natalie	English	Curr and Inst
Heintzman, Kathy	English	Curr and Inst

WASC Home Groups

Name	Home Group	Focus Group
Lee, Lesley	English	Curr and Inst
Neuwirth-Bishop, Robin	English	Curr and Inst
Novak, Ashley	English	Curr and Inst
Schultz, Chris	English	Curr and Inst
Colley, Linda *	English	Leadership
Kelly, Trisha	English	Leadership
Laing, Caren	English	Leadership
Lucas, Lisa	English	Leadership
Luethke, Karen	English	Leadership
Rowe, Jean	English	Leadership
O'Brien, Jim	English	Leadership
Tucker, Nicole	English	Leadership
Uranga, Laraine	English	Leadership
Markham, Carrie	English	Student Supp
Apelian, Gennie	English	Vision
Flentie, Julie	English	Vision
Sutliff, Phil *	English	Vision

Laidlaw, Jack @	Fine Arts	Assessment
Illgenfritz, Robert	Fine Arts	Culture
Brack, Larry	Fine Arts	Curr and Inst
Bradley, Carol	Fine Arts	Leadership
Tuttle, Georgette	Fine Arts	Student Supp
Mu, Ing	Fine Arts	Vision
Johnson, Ken	Fine Arts	WASC Chair

Benedict, Scott	Foreign Lang	Assessment
Ortiz, Margarita	Foreign Lang	Assessment
Rountree, Edna	Foreign Lang	Assessment
Tierney, Patrick	Foreign Lang	Assessment
Summers, Jessica	Foreign Lang	Culture
Cheng, Melissa	Foreign Lang	Curr and Inst
Cox, Randy *	Foreign Lang	Curr and Inst
Adams, Steve	Foreign Lang	Curr and Inst
Druker, Beryl	Foreign Lang	Leadership
Atallat, Paola	Foreign Lang	Leadership
Misawa, Keane	Foreign Lang	Leadership
Hsia, Ann	Foreign Lang	Student Supp
Lopez, Cheryl	Foreign Lang	Student Supp
Brown, Les	Foreign Lang	Vision

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WASC Home Groups

Name	Home Group	Focus Group
Edwards, Nancy	Home Ec	Assessment
Frontino, Karen	Home Ec	Assessment
Citrin, Bill	Industrial Tech	Culture
Cleary, Pat @	Industrial Tech	Leadership

Name	Home Group	Focus Group
HasBrouck, Janet	Librarian	Curr and Inst

Name	Home Group	Focus Group
Burt, Jill	Math	Assessment
Erickson, Tamra	Math	Assessment
Reed, Doug	Math	Assessment
Zurla, Carol	Math	Assessment
Sobieck, Kim	Math	Culture
Sylvia, Al	Math	Curr and Inst
Walker, Brian	Math	Curr and Inst
Chiang, Joanna	Math	Curr and Inst
Miller, Nils	Math	Curr and Inst
Nairi, Bea	Math	Curr and Inst
Rajamani, Umesh	Math	Curr and Inst
Silah, Dave	Math	Curr and Inst
Smith, Ben	Math	Curr and Inst
Araiza, Norma	Math	Leadership
Daniel, Dorothy	Math	Leadership
Lisbin, Barry	Math	Leadership
Freberg, Chuck	Math	Leadership
Kennedy, Dennis	Math	Leadership
Wang, Sharyn	Math	Leadership
Zurla, Brian @	Math	Leadership
Chuang, Janet	Math	Student Supp
Mehta, Dhyuti	Math	Student Supp
Parotti, Karen	Math	Student Supp
Young, Melody	Math	Student Supp
King, Kerry	Math	Vision

Name	Home Group	Focus Group
Maxson, Rollie	Performing Arts	Assessment
Sherrill, Kevin	Performing Arts	Assessment
Lamb, Mike	Performing Arts	Curr and Inst
Wynn, Bethany	Performing Arts	Curr and Inst
Landes, Tom *@	Performing Arts	Leadership
Forbes, Tom	Performing Arts	Leadership

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WASC Home Groups

Name	Home Group	Focus Group
Wilson, John	Performing Arts	Leadership
Farr, Art	Performing Arts	Student Supp
Tedford, Liza	Performing Arts	Vision

Name	Home Group	Focus Group
Oglesby, Mike @	Phys Ed	Assessment
Dimalante, Jon @	Phys Ed	Culture
O'Brien, Jim	Phys Ed	Curr and Inst
Schwanke, Karen	Phys Ed	Curr and Inst
Dohling, Jerry	Phys Ed	Leadership
Morgan, Bill	Phys Ed	Leadership
Parisi, Mike	Phys Ed	Leadership
Speck, Doug	Phys Ed	Student Supp
Bushey, Ashley	Phys Ed	Vision

Name	Home Group	Focus Group
Stallings, Sue	ROP	Assessment
Harrington, Sydnie	ROP	Curr and Inst
McCoppin, Sue	ROP	Leadership

Name	Home Group	Focus Group
Coats, Janel	Science	Assessment
Fretz, Laurel	Science	Assessment
Jones, Tal	Science	Assessment
Tralli, Alisha	Science	Assessment
Young, Barbara *@	Science	Culture
Devor, Brian	Science	Curr and Inst
Leung, Jenny	Science	Curr and Inst
Stevens, Joan	Science	Curr and Inst
Monden, Craig	Science	Curr and Inst
Cromwell, Gary	Science	Leadership
Allee, Mike	Science	Leadership
Williams, Sam	Science	Leadership
Blankenhorn, Rainier	Science	Leadership
Veth, Helen	Science	Student Supp
Vorak, Cherryl	Science	Student Supp
Cabrera, Kim *	Science	Vision

Name	Home Group	Focus Group
Ackerman, Jeannie	Social Science	Assessment
Antilla, Madeline *	Social Science	Assessment
Ridgeway, Susan	Social Science	Assessment
Speh, Becky	Social Science	Assessment
Walker, Pat	Social Science	Assessment

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WASC Home Groups

Name	Home Group	Focus Group
Beckwith, Oliver *	Social Science	Culture
Burke, Ed	Social Science	Culture
Gordon, Mike	Social Science	Curr and Inst
Penny, Gerry	Social Science	Curr and Inst
Millsap, Carissa	Social Science	Curr and Inst
Nowa, John	Social Science	Curr and Inst
Schneider, Dorothy @	Social Science	Curr and Inst
Fisher, Ted	Social Science	Leadership
Litsey, Shari	Social Science	Leadership
Sutro, Ned	Social Science	Leadership
Warren, Tenny	Social Science	Leadership
Greep, Shelby	Social Science	Student Supp
Meiers, John	Social Science	Student Supp
Fox, Kevin	Social Science	Vision
Onderdonk, Rick	Social Science	WASC Chair

Name	Home Group	Focus Group
Jackson, Darvin	Special Ed	Assessment
Maxwell, Phil	Special Ed	Assessment
Sallinger, Mike	Special Ed	Assessment
Diamond, Dorothy	Special Ed	Culture
Day, Mike	Special Ed	Curr and Inst
Greep, Robbie	Special Ed	Curr and Inst
McCarn, Leo	Special Ed	Curr and Inst
Westgate, Julia	Special Ed	Curr and Inst
Press, Ryan	Special Ed	Leadership
Minamoto, Margaret	Special Ed	Leadership
Petersilge, Joan	Special Ed	Leadership
Wilkins, Rita	Special Ed	Leadership
McVay, Carol	Special Ed	Student Supp
Munsell, Michel *	Special Ed	Student Supp

WASC Student Focus Group Participants

A. Curriculum and Instruction
    1. Hillary Powell
    2. Amelia chen
    3. Andrew Macintosh
    4. Nick Albino
    5. Jennifer Ngai

B. Student Assessment and Accountability
    1. Vincent Lin
    2. Kevin Set
    3. Michelle Lee
    4. Mladenka Grgic

C. Support for Student Personal
    1. Brady Reid
    2. Elaine Wheat
    3. Chris Spata

D. Culture
    1. Jessica Simes
    2. Stephanie Lin
    3. Prianka Mantha

E. Leadership and Staff
    1. Henry Wu
    2. Joanna Chen
    3. Mollika Ray
    4. Michelle Chu
    5. Amrot dejene
    6. Luch Zheng
    7. Dorothy Chan

F. Vision
    1. Min Kim
    2. Dan Soli
    3. Diana Wang

WASC Student Survey
Freshmen Results – November, 2003

A. Strongly agree   B. Agree   C. Disagree   D. Strongly disagree   E. I don't know

1. I receive accurate, clear, & timely information from school staff regarding meetings, activities and events.
    | A.25 | B.77 | C.20 | D.6 | E.0 | Total= 128 |
    | A.20 | B.60 | C.15 | D.05 | E.00 | Total= 100% |

2. The school provides opportunities for the students to extend their learning through participation in co-curricular activities and extra-curricular, (i.e. special interest groups, clubs, athletics, etc.) on a regular basis.
    | A.19 | B.64 | C.32 | D.13 | E.0 | Total= 128 |
    | A.15 | B.50 | C.25 | D.10 | E.00 | Total= 100% |

3. My classes are preparing me for post-secondary education and a job.
    | A.6 | B.64 | C.45 | D.13 | E.0 | Total= 128 |
    | A.05 | B.50 | C.35 | D.10 | E.00 | Total= 100% |

4. The school's discipline policy is known and implemented fairly and consistently.
    | A.20 | B.70 | C.13 | D.25 | E.0 | Total= 128 |
    | A.15 | B.55 | C.10 | D.20 | E.00 | Total= 100% |

5. The school is a safe and secure place to learn.
    | A.25 | B.70 | C.13 | D.7 | E.13 | Total= 128 |
    | A.20 | B.55 | C.10 | D.05 | E.10 | Total= 100% |

6. The appearance and condition of school buildings and grounds are satisfactory.
    | A.20 | B.44 | C.51 | D.0 | E.13 | Total= 128 |
    | A.15 | B.35 | C.40 | D.00 | E.10 | Total= 100% |

7. The school support services, (counselors, intervention officers, school psychologists) successfully help students in their academic-career and personal-social areas.
    | A.32 | B.64 | C.19 | D.13 | E.0 | Total= 128 |
    | A.25 | B.50 | C.15 | D.10 | E.00 | Total= 100% |

8. The school library/media center provides students with up-to-date information and access to a wide variety of subjects.
    | A.13 | B.96 | C.0 | D.19 | E.0 | Total= 128 |
    | A.10 | B.75 | C.00 | D.15 | E.00 | Total= 100% |

9. The school handles its attendance problems effectively and satisfactorily.
    | A.13 | B.83 | C.20 | D.6 | E.6 | Total= 128 |
    | A.10 | B.65 | C.15 | D.05 | E.05 | Total= 100% |

10. The teachers and staff show a sincere concern for students.
    | A.26 | B.58 | C.6 | D.25 | E.13 | Total= 128 |
    | A.20 | B.45 | C.05 | D.20 | E.10 | Total= 100% |

11. The teachers and staff value learning and show an interest in learning new skills.
    | A.19 | B.70 | C.13 | D.20 | E.6 | Total= 128 |
    | A.15 | B.55 | C.10 | D.15 | E.05 | Total= 100% |

12. The classrooms are well-maintained and inviting places to learn.
     A.25   B.64   C.13   D.13   E.13   Total= 128
     A.20   B.50   C.10   D.10   E.10   Total= 100%

13. The school has adequate resources to help students in an emergency situation.
     A.20   B.83   C.6   D.13   E.6   Total= 128
     A.15   B.65   C.05   D.10   E.05   Total= 100%

14. Teachers and the school provide help with schoolwork for students beyond class time.
     A.19   B.83   C.13   D.13   E.0   Total= 128
     A.15   B.65   C.10   D.10   E.00   Total= 100%

15. Students at this school are given an opportunity to be successful.
     A.32   B.70   C.20   D.6   E.0   Total= 128
     A.25   B.55   C.15   D.05   E.00   Total= 100%

16. Every effort is made to encourage cooperation among students in the classroom.
     A.25   B.90   C.13   D.0   E.0   Total= 128
     A.20   B.70   C.10   D.00   E.00   Total= 100%

17. AHS teaches students to respect and appreciate all cultures.
     A.13   B.84   C.25   D.6   E.0   Total= 128
     A.10   B.65   C.20   D.05   E.00   Total= 100%

18. AHS helps students to become capable and responsible citizens.
     A.26   B.83   C.0   D.13   E.7   Total= 128
     A.20   B.65   C.00   D.10   E.05   Total= 100%

19. AHS provides adequate technological resources to help students in their learning.
     A.51   B.51   C.6   D.13   E.7   Total= 128
     A.40   B.40   C.05   D.10   E.05   Total= 100%

20. Students are assessed in a variety of ways and regularly given feedback.
     A.32   B.70   C.20   D.0   E.6   Total= 128
     A.25   B.55   C.15   D.00   E.05   Total= 100%

21. Students are allowed to assess their own work.
     A.6   B.51   C.46   D.25   E.0   Total= 128
     A.05   B.40   C.35   D.20   E.00   Total= 100%

22. There are staff members available to whom students can go to if they have academic concerns.
     A.25   B.70   C.20   D.5   E.8   Total= 128
     A.20   B.54   C.15   D.04   E.07   Total= 100%

23. There are staff members available to whom students can go to if they have
     personal/social concerns.
     A.28   B.62   C.22   D.8   E.8   Total= 128
     A.21   B.48   C.17   D.07   E.07   Total= 100%

24. I know the vision of Arcadia High School.
     A.25   B.68   C.10   D.0   E.25   Total= 128
     A.20   B.53   C.08   D.00   E.29   Total= 100%

25. I know the Expected Schoolwide Learning Results (ESLR's) of Arcadia High School.
   A.15   B.60   C.36   D.7   E.10   Total= 128
   A.12   B.47   C.28   D.05   E.08   Total= 100%

26. ESLR's are incorporated into the work I do for my classes.
   A.15   B.55   C.29   D.5   E.24   Total= 128
   A.12   B.43   C.23   D.04   E.18   Total= 100%

27. I am aware of the learning standards for my classes.
   A.30   B.56   C.25   D.10   E.7   Total= 128
   A.23   B.44   C.20   D.08   E.05   Total= 100%

28. I have access to a challenging and rigorous curriculum (or courses of study).
   A.32   B.64   C.16   D.10   E.6   Total= 128
   A.25   B.50   C.12   D.08   E.05   Total= 100%

29. I have opportunities to explore real world applications of my educational interests.
   A.20   B.68   C.25   D.6   E.9   Total= 128
   A.15   B.53   C.20   D.05   E.07   Total= 100%

30. I receive academic support and counseling to ensure that I am meeting my educational requirements.
   A.22   B.68   C.20   D.8   E.10   Total= 128
   A.17   B.54   C.16   D.06   E.07   Total= 100%

31. The educational program at AHS is flexible enough to accommodate changes in my course of study and reflect changes in my career interests and goals.
   A.30   B.68   C.20   D.5   E.5   Total= 128
   A.23   B.53   C.16   D.04   E.04   Total= 100%

32. I am generally pleased with the education I am receiving here at AHS.
   A.30   B.85   C.5   D.0   E.8   Total= 128
   A.24   B.66   C.04   D.00   E.06   Total= 100%

WASC Student Survey Results
Sophomores – November, 2003

A. Strongly Agree   B. Agree   C. Disagree   D. Strongly Disagree   E. I don't know

1. I receive accurate, clear, & timely information from school staff regarding meetings, activities and events.

   | A.21 | B.37 | C.43 | D.3 | E.6 | Total= 110 |
   | A.19 | B.34 | C.39 | D.02 | E.06 | Total= 100% |

2. The school provides opportunities for the students to extend their learning through participation in co-curricular activities and extra-curricular, (i.e. special interest groups, clubs, athletics, etc.) on a regular basis.

   | A.50 | B.41 | C.11 | D.3 | E.5 | Total= 110 |
   | A.46 | B.38 | C.10 | D.02 | E.04 | Total= 100% |

3. My classes are preparing me for post-secondary education and a job.

   | A.26 | B.52 | C.17 | D.7 | E.8 | Total= 110 |
   | A.24 | B.48 | C.15 | D.06 | E.07 | Total= 100% |

4. The school's discipline policy is known and implemented fairly and consistently.

   | A.28 | B.49 | C.16 | D.10 | E.7 | Total= 110 |
   | A.25 | B.46 | C.14 | D.09 | E.06 | Total= 100% |

5. The school is a safe and secure place to learn.

   | A.40 | B.55 | C.5 | D.1 | E.9 | Total= 110 |
   | A.37 | B.50 | C.04 | D.01 | E.08 | Total= 100% |

6. The appearance and condition of school buildings and grounds are satisfactory.

   | A.27 | B.39 | C.17 | D.16 | E.9 | Total= 110 |
   | A.25 | B.36 | C.16 | D.15 | E.08 | Total= 100% |

4. The school support services, (counselors, intervention officers, school psychologists) successfully help students in their academic-career and personal-social areas.

   | A.30 | B.44 | C.16 | D.6 | E.14 | Total= 110 |
   | A.27 | B.40 | C.15 | D.05 | E.13 | Total= 100% |

5. The school library/media center provides students with up-to-date information and access to a wide variety of subjects.

   | A.35 | B.39 | C.15 | D.3 | E.18 | Total= 110 |
   | A.32 | B.36 | C.14 | D.02 | E.16 | Total= 100% |

6. The school handles its attendance problems effectively and satisfactorily.

   | A.39 | B.42 | C.10 | D.3 | E.16 | Total= 110 |
   | A.36 | B.38 | C.09 | D.02 | E.15 | Total= 100% |

7. The teachers and staff show a sincere concern for students.

   | A.28 | B.49 | C.21 | D.5 | E.7 | Total= 110 |
   | A.26 | B.45 | C.19 | D.04 | E.06 | Total= 100% |

8. The teachers and staff value learning and show an interest in learning new skills.
   A.30   B.47   C.21   D.2   E.10   Total= 110
   A.27   B.43   C.19   D.02   E.09   Total= 100%

9. The classrooms are well-maintained and inviting places to learn.
   A.32   B.57   C.11   D.3   E.7   Total= 110
   A.29   B.52   C.10   D.03   E.06   Total= 100%

10. The school has adequate resources to help students in an emergency situation.
    A.37   B.44   C.9   D.2   E.18   Total= 110
    A.34   B.40   C.08   D.02   E.16   Total= 100%

11. Teachers and the school provide help with schoolwork for students beyond class time.
    A.35   B.48   C.15   D.2   E.10   Total= 110
    A.32   B.43   C.14   D.02   E.09   Total= 100%

12. Students at this school are given an opportunity to be successful.
    A.37   B.52   C.8   D.6   E.8   Total= 110
    A.34   B.47   C.07   D.05   E.07   Total= 100%

19. Every effort is made to encourage cooperation among students in the classroom.
    A.30   B.35   C.23   D.6   E.16   Total= 110
    A.27   B.32   C.21   D.05   E.15   Total= 100%

20. AHS teaches students to respect and appreciate all cultures.
    A.27   B.31   C.27   D.11   E.14   Total= 110
    A.25   B.28   C.25   D.10   E.12   Total= 100%

21. AHS helps students to become capable and responsible citizens.
    A.22   B.45   C.17   D.7   E.19   Total= 110
    A.20   B.41   C.16   D.06   E.17   Total= 100%

22. AHS provides adequate technological resources to help students in their learning.
    A.24   B.58   C.13   D.4   E.11   Total= 110
    A.22   B.53   C.12   D.03   E.10   Total= 100%

23. Students are assessed in a variety of ways and regularly given feedback.
    A.22   B.43   C.19   D.9   E.17   Total= 110
    A.20   B.40   C.17   D.08   E.15   Total= 100%

24. Students are allowed to assess their own work.
    A.27   B.53   C.10   D.4   E.16   Total= 110
    A.25   B.48   C.09   D.03   E.15   Total= 100%

25. There are staff members available to whom students can go to if they have academic concerns.
    A.31   B.47   C.13   D.4   E.15   Total= 110
    A.28   B.43   C.12   D.03   E.14   Total= 100%

26. There are staff members available to whom students can go to if they have
    personal/social concerns.
    A.22   B.53   C.12   D.8   E.15   Total= 110
    A.20   B.48   C.11   D.07   E.14   Total= 100%

27. I know the vision of Arcadia High School.
    A.22   B.50   C.13   D.6   E.19   Total= 110
    A.20   B.46   C.12   D.05   E.17   Total= 100%

28. I know the Expected Schoolwide Learning Results (ESLR's) of Arcadia High School.
    A.21   B.24   C.21   D.13   E.31   Total= 110
    A.19   B.22   C.19   D.12   E.28   Total= 100%

29. ESLR's are incorporated into the work I do for my classes.
    A.23   B.23   C.13   D.7   E.44   Total= 110
    A.21   B.21   C.12   D.06   E.40   Total= 100%

30. I am aware of the learning standards for my classes.
    A.33   B.55   C.4   D.1   E.17   Total= 110
    A.30   B.50   C.03   D.01   E.16   Total= 100%

31. I have access to a challenging and rigorous curriculum (or courses of study).
    A.45   B.36   C.12   D.7   E.10   Total= 110
    A.41   B.33   C.11   D.06   E.09   Total= 100%

32. I have opportunities to explore real world applications of my educational interests.
    A.26   B.43   C.16   D.8   E.17   Total= 110
    A.24   B.39   C.15   D.07   E.15   Total= 100%

33. I receive academic support and counseling to ensure that I am meeting my educational
    requirements.
    A.26   B.34   C.23   D.12   E.15   Total= 110
    A.24   B.31   C.20   D.11   E.14   Total= 100%

34. The educational program at AHS is flexible enough to accommodate changes in my course of study
    and reflect changes in my career interests and goals.
    A.21   B.41   C.14   D.14   E.20   Total= 110
    A.19   B.37   C.13   D.13   E.18   Total= 100%

35. I am generally pleased with the education I am receiving here at AHS.
    A.42   B.37   C.12   D.7   E.12   Total= 110
    A.38   B.34   C.11   D.06   E.11   Total= 100%

WASC Student Survey
Juniors – November, 2003

A. Strongly Agree   B. Agree   C. Disagree   D. Strongly Disagree E. I don't know

1.I receive accurate, clear, & timely information from school staff regarding meetings, activities and events.

    A.12   B.34 C.11 D.6   E.5   Total= 68
    A.18   B.50 C.16 D.08 E.08   Total= 100%

2. The school provides opportunities for the students to extend their learning through participation in co-curricular activities and extra-curricular, (i.e. special interest groups, clubs, athletics, etc.) on a regular basis.

    A.24   B.34 C.10 D.0   E.0   Total= 68
    A.35   B.50 C.15 D.00 E.00   Total= 100%

3. My classes are preparing me for post-secondary education and a job.

    A.8   B.28 C.14 D.8   E.10   Total= 68
    A.11   B.41 C.21 D.12 E.15   Total= 100%

4. The school's discipline policy is known and implemented fairly and consistently.

    A.15   B.23 C.16 D.7   E.7   Total= 68
    A.22   B.34 C.24 D.10 E.10   Total= 100%

5. The school is a safe and secure place to learn.

    A.19   B.39 C.4   D.3   E.3   Total= 68
    A.28   B.58 C.06 D.04 E.04   Total= 100%

6. The appearance and condition of school buildings and grounds are satisfactory.

    A.14   B.36 C.6   D.10 E.2   Total= 68
    A.21   B.53 C.08 D.15 E.03   Total= 100%

7. The school support services, (counselors, intervention officers, school psychologist) successfully help students in their academic-career and personal-social areas.

    A.16   B.24 C. 16 D. 6 E. 5   Total= 68
    A.24   B.35 C. 24 D. 9 E. 8   Total= 100%

8. The school library/media center provides students with up-to-date information and access to a wide variety of subjects.

    A. 16   B. 28 C. 14 D. 3 E. 7   Total= 68
    A. 23   B. 41 C. 21 D. 5 E. 10   Total= 100%

9. The school handles its attendance problems effectively and satisfactorily.

    A. 15   B. 28 C. 11 D. 7 E.7   Total= 68
    A. 22   B. 42 C. 16 D. 10 E. 10   Total= 100%

10. The teachers and staff show a sincere concern for students.

    A. 11   B. 31 C. 14 D. 8 E. 4   Total= 68
    A. 16   B. 46 C. 20 D. 12 E. 6   Total= 100%

11. The teachers and staff value learning and show an interest in learning new skills.
    A. 12   B. 31 C. 12 D. 5   E. 8   Total= 68
    A. 18   B. 46 C. 18 D. 7   E. 11   Total= 100%

12. The classrooms are well-maintained and inviting places to learn.
    A. 14   B. 33 C. 15 D. 2   E. 4   Total= 68
    A. 21   B. 49 C. 22 D. 3   E. 5   Total= 100%

13. The school has adequate resources to help students in an emergency situation.
    A. 20   B. 28 C. 6   D. 5   E.9   Total= 68
    A. 29   B. 42 C. 9   D. 7   E. 13   Total= 100%

14. Teachers and the school provide help with schoolwork for students beyond class time.
    A. 17   B.30   C. 14 D. 1   E. 6   Total= 68
    A. 25   B. 44 C. 21 D. 1   E. 9   Total= 100%

15. Students at this school are given an opportunity to be successful.
    A. 21   B. 33 C. 8   D. 2   E. 4   Total= 68
    A. 31   B.49   C. 11 D. 3   E. 6   Total= 100%

16. Every effort is made to encourage cooperation among students in the classroom.
    A.14   B.26   C.21   D.1   E. 6   Total= 68
    A. 21   B.38   C.31   D 1.   E. 9   Total= 100%

17. AHS teaches students to respect and appreciate all cultures.
    A.15   B.32   C.11   D.2   E.8   Total= 68
    A.22   B.48   C.16   D.2   E.12   Total= 100%

18 AHS helps students to become capable and responsible citizens.
    A.14   B.32   C.8   D.3   E.11   Total= 68
    A.21   B.47   C.12   D.4   E .16   Total= 100%

19. AHS provides adequate technological resources to help students in their learning.
    A.20   B.32   C.5   D.2   E.9   Total= 68
    A.29   B.47   C.7   D.2   E.13   Total= 100%

20. Students are assessed in a variety of ways and regularly given feedback.
    A.14   B.31   C.17   D.1   E.5   Total= 68
    A.21   B.46   C.24   D.1   E.8   Total= 100%

21. Students are allowed to assess their own work.
    A.10   B.34   C.13   D.3   E.8   Total= 68
    A.15   B.50   C.19   D.5   E.11   Total= 100%

22. There are staff members available to whom students can go to if they have academic
concerns.
    A.13   B.40   C.3   D.3   E.9   Total= 68
    A.20   B.59   C.4   D.4   E.13   Total= 100%

23. There are staff members available to whom students can go to if they have
    personal/social concerns.
    A.7   B.38   C.10   D.5   E.9   Total= 68
    A.10   B.55   C.15   D.7   E.13   Total= 100%

24. I know the vision of Arcadia High School.
    A.16   B.28   C.8   D.4   E.12   Total= 68
    A.24   B.41   C.12   D.6   E.17   Total= 100%

25. I know the Expected Schoolwide Learning Results (ESLR's) of Arcadia High School.
    A.10   B.21   C.12   D.8   E.17   Total= 68
    A.15   B.31   C.17   D.12   E.25   Total= 100%

26. ESLR's are incorporated into the work I do for my classes.
    A.12   B.20   C.11   D.5   E.20   Total= 68
    A.18   B. 29 C.16   D.7   E.30   Total= 100%

27. I am aware of the learning standards for my classes.
    A. 10   B.42   C.5   D.3   E.8   Total= 68
    A. 15   B.62   C.7   D.4   E.12   Total= 100%

28. I have access to a challenging and rigorous curriculum (or courses of study).
    A.21   B.24   C.12   D.4   E.7   Total= 68
    A.31   B.35   C.18   D.6   E.10   Total= 100%

29. I have opportunities to explore real world applications of my educational interests.
    A.9   B.35   C.12   D.6   E.6   Total= 68
    A.14   B.52   C.18   D.8   E.8   Total= 100%

30. I receive academic support and counseling to ensure that I am meeting my educational
requirements.
    A.10   B.33   C.11   D.8   E.6   Total= 68
    A.15   B.49   C.16   D.12   E.8   Total= 100%

31. The educational program at AHS is flexible enough to accommodate changes in my course
of study and reflect changes in my career interests and goals.
    A.13   B.24   C.13   D.9   E.9   Total= 68
    A.20   B.35   C.19   D.13   E.13   Total= 100%

32. I am generally pleased with the education I am receiving here at AHS.
    A.14   B.33   C.7   D.5   E.9   Total= 68
    A.21   B.49   C.10   D.7   E.13   Total= 100%

1. I receive accurate, clear, & timely information from school staff regarding meetings, activities and events.
   A.13 B.35 C.7 D.9 E.6 Total= 70
   A. 18 B.50 C.10 D.13 E.09 Total= 100%

2. The school provides opportunities for the students to extend their learning through participation in co-curricular activities and extra-curricular, (i.e. special interest groups, clubs, athletics, etc.) on a regular basis.
   A.30 B.26 C.5 D.3 E.6 Total= 70
   A. 43 B.37 C.7 D.04 E.09 Total= 100%

3. My classes are preparing me for post-secondary education and a job.
   A.15 B.25 C.18 D.6 E.6 Total= 70
   A. 21 B.36 C.25 D.09 E.09 Total= 100%

4. The school's discipline policy is known and implemented fairly and consistently.
   A.12 B.18 C.18 D.16 E.6 Total= 70
   A. 18 B.25 C.25 D.23 E.09 Total= 100%

5. The school is a safe and secure place to learn.
   A.19 B.34 C.8 D.6 E.3 Total= 70
   A. 27 B.49 C.11 D.09 E.04 Total= 100%

6. The appearance and condition of school buildings and grounds are satisfactory.
   A.15 B.31 C.13 D.7 E.4 Total= 70
   A. 22 B.44 C.19 D.10 E.05 Total= 100%

7. The school support services, (counselors, intervention officers, school psychologists) successfully help students in their academic-career and personal-social areas.
   A.15 B.29 C.14 D.7 E.5 Total= 70
   A. 22 B.41 C.20 D.10 E.07 Total= 100%

8. The school library/media center provides students with up-to-date information and access to a wide variety of subjects.
   A.17 B.30 C.12 D.5 E.6 Total= 70
   A. 24 B.43 C.17 D.07 E.09 Total= 100%

9. The school handles its attendance problems effectively and satisfactorily.
   A.14 B.32 C.11 D.6 E.7 Total= 70
   A.20 B.45 C.16 D.09 E.10 Total= 100%

10. The teachers and staff show a sincere concern for students.
    A.12 B.27 C.16 D.8 E.7 Total= 70
    A. 17 B.39 C.23 D.11 E.10 Total= 100%

11. The teachers and staff value learning and show an interest in learning new skills.
    A.16   B.30 C.10 D.5   E.9   Total= 70
    A. 23   B.43 C.14 D.07 E.13   Total= 100%

12. The classrooms are well-maintained and inviting places to learn.
    A.12   B.37 C.10 D.5   E.6   Total= 70
    A. 17   B.53 C.14 D.07 E.09   Total= 100%

13. The school has adequate resources to help students in an emergency situation.
    A.18   B.27 C.10 D.5   E.10   Total= 70
    A. 26   B.39 C.14 D.07 E.14   Total= 100%

14. Teachers and the school provide help with schoolwork for students beyond class time.
    A.20   B.35 C.8   D.3   E.4   Total= 70
    A. 29   B.50 C.11 D.04 E.05   Total= 100%

15. Students at this school are given an opportunity to be successful.
    A.23   B.28 C.8   D.4   E.7   Total= 70
    A. 33   B.40 C.12 D.05 E.10   Total= 100%

16. Every effort is made to encourage cooperation among students in the classroom.
    A.10   B.36 C.14 D.0   E.10   Total= 70
    A. 14   B.52 C.20 D.00 E.14   Total= 100%

17. AHS teaches students to respect and appreciate all cultures.
    A.11   B.31 C.13 D.8   E.7   Total= 70
    A.15   B.44 C.19 D.11 E.10   Total= 100%

18. AHS helps students to become capable and responsible citizens.
    A.9   B.35 C.8   D.6   E.12   Total= 70
    A.13   B.50 C.11 D.09 E.17   Total= 100%

19. AHS provides adequate technological resources to help students in their learning.
    A.18   B.27 C.11 D.4   E.10   Total= 70
    A. 26   B.39 C.16 D.05 E.14   Total= 100%

20. Students are assessed in a variety of ways and regularly given feedback.
    A.8   B.34 C.11 D.8   E.9   Total= 70
    A. 11   B.49 C.16 D.11 E.13   Total= 100%

21. Students are allowed to assess their own work.
    A.15   B.31 C.11 D.4   E.9   Total= 70
    A. 21   B.45 C.16 D.05 E.13   Total= 100%

22. There are staff members available to whom students can go to if they have academic concerns.
    A.17   B.34 C.7   D.4   E.8   Total= 70
    A. 25   B.49 C.10 D.05 E.11   Total= 100%

23. There are staff members available to whom students can go to if they have
    personal/social concerns.
    A.13   B.30   C.11   D.7   E.8   Total= 70
    A. 19   B.44   C.16   D.10   E.11   Total= 100%

24. I know the vision of Arcadia High School.
    A.15   B.23   C.11   D.7   E.14   Total= 70
    A. 21   B.33   C.16   D.10   E.20   Total= 100%

25. I know the Expected Schoolwide Learning Results (ESLR's) of Arcadia High School.
    A.9   B.23   C.17   D.9   E.12   Total= 70
    A.14   B.33   C.24   D.13   E.16   Total= 100%

26. ESLR's are incorporated into the work I do for my classes.
    A.8   B.25   C.12   D.7   E.18   Total= 70
    A.13   B.36   C.16   D.10   E.25   Total= 100%

27. I am aware of the learning standards for my classes.
    A.15   B.36   C.6   D.6   E.7   Total= 70
    A. 21   B.51   C.09   D.09   E.10   Total= 100%

28. I have access to a challenging and rigorous curriculum (or courses of study).
    A.16   B.37   C.5   D.3   E.9   Total= 70
    A. 22   B.53   C.08   D.04   E.13   Total= 100%

29. I have opportunities to explore real world applications of my educational interests.
    A.11   B.29   C.13   D.7   E.10   Total= 70
    A.15   B.42   C.19   D.10   E.14   Total= 100%

30. I receive academic support and counseling to ensure that I am meeting my educational
requirements.
    A.15   B.38   C.10   D.0   E.7   Total= 70
    A. 21   B.55   C.14   D.00   E.10   Total= 100%

31. The educational program at AHS is flexible enough to accommodate changes in my course of
study and reflect changes in my career interests and goals.
    A.9   B.31   C.14   D.8   E.8   Total= 70
    A. 13   B.45   C.20   D.11   E.11   Total= 100%

32. I am generally pleased with the education I am receiving here at AHS.
    A.15   B.33   C.9   D.7   E.6   Total= 70
    A. 21   B.48   C.12   D.10   E.09   Total= 100%

ARCADIA HIGH SCHOOL WASC PARENT SURVEY

AHS is preparing for its accreditation visit by the **W**estern **A**ssociation of **S**chools and **C**olleges. Please help us gather important information about AHS as we prepare our self-study report. Parent input is an integral part of this process. If you have any questions regarding this process, please contact us at the AHS Main Office. Thank you for your input, Rick Onderdonk & Ken Johnson, WASC Co-Chairs.

PLEASE RETURN ALL SURVEYS TO THE MAIN OFFICE.

1. My student is   a.male   b.female
2. My student' grade level= a.9   b.10   c.11   d.12
3. My student is: a. Native American   b. Hispanic   c. Asain   d. African American
4. Ethnic background continued: a. Caucasian   b. Filipino   c. Pacific Islander   d. other

FOR THE FOLLOWING QUESTIONS, PLEASE USE THE FOLLOWING RESPONSES:
a. Strongly agree   b. Agree   c. Disagree   d. Strongly disagree   e. do not know

5.   Students and parents receive accurate, clear, & timely information from school staff regarding meetings, activities and events.

6.   The district promotes, sustains, & supports professional development by training & maintaining its personnel & resources.

7.   The school provides opportunities for the students to extend their learning through participation in co-curricular activities (special interest groups, clubs, athletics, etc.) on a regular basis.

8.   Parents feel their children's classes are preparing them for post-secondary education & a job.

9.   The school's discipline policy is known and implemented fairly & consistently.

10. The school is a safe and secure place to learn.

11. The appearance and condition of school buildings and grounds are satisfactory.

12. The district supports school programs by providing facilities, equipment and materials needed to implement high-quality programs in all areas.

13. School leadership is shared among administrators, teachers, classified staff, parents, community, and students.

14. Parents, students, and staff members treat each other with respect and dignity.

15. The school's support services successfully help students academically, personally, and socially.

16. The school library/media center provides students with up-to-date information on a wide variety of subjects

17. The school handles its attendance problems satisfactorily.

18. Students and staff have a sincere concern about each other.

19. The people at AHS value learning and want to learn new skills.

20. Positive behavior is acknowledged frequently. Students and parents feel appreciated.

Parent Survey Responses

Do not know
E.
11%

Strongly
Disagree
D.
3%

Strongly
Agree
A.
26%

Disagree
C.
11%

Agree
B.
49%

A. Strongly Agree

B.   Agree

C. Disagree

D. Strongly Disagree

E.   Do not know
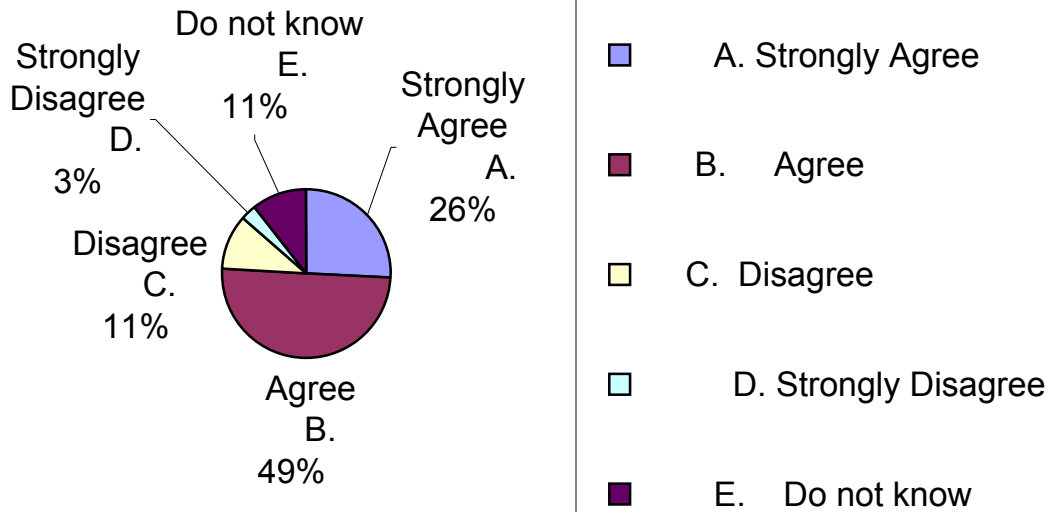
21. The classrooms are well maintained and inviting places to learn.

22. The school has adequate resources to help students in an emergency situation.

23. Help with school work is provided for students beyond class time by the school.

24. There is a tone of high moral standards, positive messages, and high expectations of all at AHS.

25. Everyone at this school can be successful.

26. Every effort is made to encourage cooperation among students in the classroom.

27. AHS teaches students a strong American identity that includes respect and appreciation of different cultures.

28. I communicate with the school staff by telephone, mail, email, or in person.

29. AHS provides sufficient opportunities for parent involvement.

30. The instructional program at AHS is aligned to state standards.

31. AHS provides adequate technological resources to help students succeed in their learning.

32. I know the vision of Arcadia High School

33. I know the Expected Schoolwide Learning Results of Arcadia High School

34. I know the learning standards for my child's classes.

A. H. S.   PARENT   SURVEY   RESULTS

QUESTION	A.	B.	C.	D.	E.	TOTAL
	Strongly Agree	Agree	Disagree	Strongly Disagree	Do not know	
5	146	180	31	31	2	390
6	96	186	52	4	62	400
7	151	194	27	6	16	394
8	133	190	40	9	19	391
9	110	180	46	13	31	380
10	119	119	33	11	13	295
11	91	186	61	10	21	369
12	78	205	43	17	52	395
13	78	202	29	9	75	393
14	99	209	55	9	38	410
15	92	196	54	14	39	395
16	203	204	32	14	54	507
17	111	206	28	6	43	394
18	97	175	49	20	60	401
19	130	214	21	12	19	396
20	99	244	42	17	45	447
21	88	228	38	10	31	395
22	73	186	39	14	79	391
23	84	212	51	8	41	396
24	101	202	43	8	40	394
25	117	171	58	11	36	393
26	84	198	44	12	53	391
27	89	219	43	11	39	401
28	90	210	52	19	22	393
29	86	232	44	3	34	399
30	96	205	30	4	57	392
31	131	197	31	10	38	407
32	75	188	51	13	66	393
33	56	171	65	14	87	393
34	71	229	34	9	56	399
TOTAL	3074	5938	1266	348	1268	11894
AVERAGE	102.47	197.93	42.20	11.60	42.27	396.47
PERCENT	25.84%	49.92%	10.64%	2.93%	10.66%	100.00%

W. A. S. C.
FOCUS ON LEARNING

FACULTY SURVEY ~ RESULTS

a. Strongly agree   b. Agree   c. Disagree   d. Strongly disagree   e. I don't know

1. The district promotes, provides, sustains, and supports professional development by training and maintaining its personnel and resources.

a. 21	b. 68	c. 12	d. 5	e. 2	Total= 108
a. 20	b. 63	c. 11	d. 04	e. 02	Total= 100%

2.The district supports school programs by providing facilities, equipment, and materials needed to implement high-quality programs in all areas.

a. 15	b. 68	c. 14	d. 11	e. 0	Total= 108
a. 14	b. 63	c. 13	d. 10	e. 00	Total= 100%

3. School leadership is shared among administrators, teachers, classified staff, parents, community, and students.

a. 18	b. 61	c. 18	d. 8	e. 3	Total= 108
a. 17	b. 56	c. 17	d. 07	e. 03	Total= 100%

4. There is a tone of high moral standards, positive messages, and high expectations of all at AHS.

a. 21	b. 52	c. 22	d. 10	e. 3	Total= 108
a. 20	b. 48	c. 20	d. 09	e. 03	Total= 100%

5. I know the vision of A. H. S.

a. 37	b. 57	c. 12	d. 1	e. 1	Total= 108
a. 34	b. 53	c. 11	d. 01	e. 01	Total= 100%

6. I know the Expected Schoolwide Learning Results of A. H. S.

a. 45	b. 49	c. 12	d. 0	e. 2	Total= 108
a. 42	b. 45	c. 11	d.00	e.02	Total= 100%

7. I regularly incorporate AHS ESLRs as part of my instructional planning/program

a. 29	b. 60	c. 16	d. 1	e. 2	Total= 108
a. 26	b. 56	c. 15	d. 01	e. 02	Total= 100%

8. I use student assessment results to modify instruction.

a. 56	b. 47	c. 4	d. 0	e. 1	Total= 108
a. 52	b. 44	c. 03	d. 00	e. 01	Total= 100%

9. I use the academic standards to form the basis of my assessment.

a. 45	b. 59	c. 2	d. 0	e. 2	Total= 108
a. 41	b. 55	c. 02	d. 00	e. 02	Total= 100%

10. I incorporate a variety of assessment methods to evaluate student learning.

a. 57	b. 46	c. 2	d. 0	e. 3	Total= 108
a. 53	b. 42	c. 02	d. 00	e. 03	Total= 100%

11. I individualize my instruction, e.g. highlight key concepts, provide outline or notes, specialized seating, provide student note taker . . .

a. 38	b. 56	c. 11	d. 0	e. 3	Total= 108
a. 35	b. 52	c. 10	d. 00	e. 03	Total= 100%

12. I individualize independent student work, e.g. fewer responses, use of technology, extended time, peer tutoring . . .

a. 36	b. 53	c. 17	d. 0	e. 2	Total= 108
a. 33	b. 49	c. 16	d. 00	e. 02	Total= 100%

13. I individualize assessment, e.g. extra time, alternate setting, tests read aloud, answers dictated . . .

a. 36	b. 46	c. 22	d. 2	e. 2	Total= 108
a. 33	b. 43	c. 20	d. 02	e. 02	Total= 100%

14. Teachers and administrators work together to identify and solve problems related to teaching and student learning.

a. 14	b. 52	c. 28	d. 7	e. 7	Total= 108
a. 13	b. 49	c. 26	d. 06	e. 06	Total= 100%

15. The school environment actively promotes a learning environment that is safe, secure, clean and orderly.

a. 25	b. 69	c. 10	d. 4	e. 1	Total= 108
a. 23	b. 64	c. 09	d. 03	e. 01	Total= 100%

16. All staff share high expectations for all students and enhance student learning by promoting a climate of caring and nurturing.

a. 26	b. 56	c. 21	d. 3	e. 2	Total= 108
a. 24	b. 52	c. 19	d. 03	e. 02	Total= 100%

17. The staff share a common sense of purpose and enthusiasm as part of a formal staff development program that is focused on improving student learning.

| a. 17 | b. 37 | c. 37 | d. 14 | e. 3 | Total= 108 |
| a. 16 | b. 34 | c. 34 | d. 13 | e. 03 | Total= 100% |

18. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

| a. 23 | b. 46 | c. 26 | d. 10 | e. 3 | Total= 108 |
| a. 21 | b. 42 | c. 24 | d. 10 | e. 03 | Total= 100% |

19. Teachers and administrators, in an atmosphere of trust and professionalism, work together to improve student learning.

| a. 18 | b. 49 | c. 23 | d. 14 | e. 4 | Total= 108 |
| a. 17 | b. 45 | c. 21 | d. 13 | e. 04 | Total= 100% |

20. Relationships among teachers are characterized by a high degree of trust and professionalism that results in working toward improving student learning.

| a. 16 | b. 52 | c. 27 | d. 10 | e. 3 | Total= 108 |
| a. 15 | b. 48 | c. 25 | d. 09 | e. 03 | Total= 100% |

21. Relationships among teachers are characterized by a high degree of trust.

| a. 18 | b. 45 | c. 30 | d. 12 | e. 3 | Total= 108 |
| a. 17 | b. 41 | c. 28 | d. 11 | e. 03 | Total= 100% |

22. Relationships among teachers are characterized by a high degree of professionalism.

| a. 20 | b. 53 | c. 24 | d. 10 | e. 1 | Total= 108 |
| a. 19 | b. 44 | c. 22 | d. 09 | e. 01 | Total= 100% |

23. Relationships between teachers and administrators are characterized by a high degree of trust.

| a. 13 | b. 33 | c. 34 | d. 23 | e. 5 | Total= 108 |
| a. 12 | b. 31 | c. 31 | d. 21 | e. 05 | Total= 100% |

24. Relationships between teachers and administrators are characterized by a high degree of professionalism.

| a. 17 | b. 51 | c. 21 | d. 17 | e. 2 | Total= 108 |
| a. 16 | b. 47 | c. 19 | d. 16 | e. 02 | Total= 100% |

25. The school's discipline policy is known and implemented fairly and consistently.

a. 24	b. 57	c. 18	d. 5	e. 4	Total= 108
a. 22	b. 53	c. 17	d. 05	e. 03	Total= 100%

26. Established discipline procedures are consistently upheld by all teachers.

a. 12	b. 45	c. 37	d. 6	e. 8	Total= 108
a. 11	b. 42	c. 34	d. 06	e. 07	Total= 100%

27. Established discipline procedures are consistently upheld by the administration.

a. 20	b. 50	c. 20	d. 5	e. 13	Total= 108
a. 19	b. 46	c. 19	d. 04	e. 12	Total= 100%

28. School practices, policies, and procedures are clearly and consistently communicated to the staff.

a. 16	b. 53	c. 23	d. 9	e. 7	Total= 108
a. 15	b. 49	c. 21	d. 08	e. 07	Total= 100%

W. A. S. C.
FOCUS ON LEARNING
CLASSIFIED STAFF SURVEY – RESULTS, 7 NOVEMBER, 2003

A. Strongly agree   B. Agree   C. Disagree   D. Strongly disagree   E. Do not know

1. The district promotes, provides, sustains, and supports professional development by training and maintaining its personnel and resources.

A. 4	B. 12	C. 3	D. 1	E. 0	Total = 20
A. 20	B. 60	C. 15	D. 05	E. 00	Total = 100 %

2. The district supports school programs by providing facilities, equipment, and materials needed to implement high-quality programs in all areas.

A. 3	B. 10	C. 5	D. 2	E. 0	Total = 20
A. 15	B. 50	C. 25	D. 10	E.00	Total = 100%

3. School leadership is shared among administrators, teachers, classified staff, parents, community, and students.

A. 1	B. 10	C. 7	D. 2	E. 0	Total = 20
A. 05	B. 50	C. 35	D. 10	E.00	Total = 100%

4. There is a tone of high moral standards, positive messages, and high expectations of all at AHS.

A. 3	B. 11	C. 2	D. 4	E. 0	Total = 20
A. 15	B. 55	C. 10	D. 20	E.00	Total = 100%

5. I know the vision of A. H. S.

A. 4	B. 11	C. 2	D. 1	E. 2	Total = 20
A. 20	B.55	C.10	D.05	E.10	Total = 100%

6. I know the Expected Schoolwide Learning Results of A. H. S.

A. 3	B.7	C.8	D.0	E.2	Total = 20
A.15	B.35	C.40	D.00	E.10	Total = 100%

7. The school environment actively promotes a learning environment that is safe, secure, clean and orderly.

A.5	B.10	C.3	D.2	E.0	Total = 20
A.25	B.50	C.15	D.10	E.00	Total = 100%

8. All staff members share high expectations for all students and enhance student learning by promoting a climate of caring and nurturing.

A. 2	B.15	C.0	D.3	E.0	Total = 20
A.10	B.75	C.00	D.15	E.00	Total = 100%

9. The staff shares a common sense of purpose and enthusiasm as part of a formal staff development program that is focused on improving student learning.

A. 2	B.13	C.3	D.1	E.1	Total = 20
A.10	B.65	C.15	D.05	E.05	Total = 100%

10. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

	A. 4	B.9	C.1	D.4	E.2	Total = 20
	A.20	B.45	C.05	D.20	E.10	Total = 100%

11. Teachers and administrators, in an atmosphere of trust and professionalism, work together to improve student learning.

	A.3	B.11	C.2	D.3	E.1	Total = 20
	A.15	B.55	C.10	D.15	E.05	Total = 100%

12. Relationships among teachers are characterized by a high degree of trust and professionalism that results in working toward improving student learning.

	A.4	B.10	C.2	D.2	E.2	Total = 20
	A.20	B.50	C.10	D.10	E.10	Total = 100%

13. Relationships among all AHS staff members are characterized by a high degree of trust.

	A. 3	B.13	C.1	D.2	E.1	Total = 20
	A.15	B.65	C.05	D.10	E.05	Total = 100%

14. Relationships among all AHS staff members are characterized by a high degree of professionalism.

	A. 3	B.13	C.2	D.2	E.0	Total = 20
	A.15	B.65	C.10	D.10	E.00	Total = 100%

15. There is an atmosphere of open communication and interaction among classified staff members and parents.

	A. 5	B.11	C.3	D.1	E.0	Total = 20
	A.25	B.55	C.15	D.05	E.00	Total = 100%

16. There is an atmosphere of open communication and interaction among classified staff members and students.

	A. 4	B.14	C.2	D.0	E.0	Total = 20
	A.20	B.70	C.10	D.00	E.00	Total = 100%

17. There is an atmosphere of open communication and interaction among classified staff members and teachers.

	A. 2	B.13	C.4	D.1	E.0	Total = 20
	A.10	B.65	C.20	D.05	E.00	Total = 100%

18. The school has adequate resources to help students in an emergency situation.

	A. 4	B.13	C.0	D.2	E.1	Total = 20
	A.20	B.65	C.0	D.10	E.05	Total = 100%

19. AHS is preparing students for post-secondary education & a job.

	A. 8	B.8	C.1	D.2	E.1	Total = 20
	A.40	B.40	C.05	D.10	E.05	Total = 100%

20. The school's support services successfully help students academically, personally, and socially.

	A. 5	B. 11	C. 3	D. 0	E. 1	Total = 20
	A. 25	B. 55	C. 15	D. 00	E. 05	Total = 100%

21. School practices, policies, and procedures are clearly and consistently communicated to the staff.

	A. 1	B. 8	C. 7	D. 4	E. 0	Total = 20
	A. 05	B. 40	C. 35	D. 20	E. 00	Total = 100%

GLOSSARY OF ACRONYMS

ACSA	Association of California School Administration
AHS	Arcadia High School
ALT	Alternative Program
AP	Advanced Placement
APE	Adapted Physical Education
API	Academic Performance Index
APSA	American Political Science Association
ASB	Associated Student Body
ASCA	American School Counselor Association
ASVAB	Armed Services Vocational Aptitude Battery
AUSD	Arcadia Unified School District
AYP	Adequate Yearly Progress
BTSA	Beginning Teacher Support and Assessment
CA	California
CAHSEE	California High School Exit Exam
CAT	California Assessment Test
CBEDS	California Basic Educational System
CDE	California Department of Education
CELDT	California Englsh Language Development Test
CLAT	Conceptual Levels Analogy Test
COD	Counselor of the Day
CPR/FA	Cardio pulmonary resuscitation/First Aid
CSF	California Scholastic Federation
CST	California Standards Test
CTLA	Curriculum, Teaching, Learning, Assessment
DCFS	Department of Children and Family Services
DHS	Digital High School
ELD	English Language Development
ELA	English Language Arts
ELL	English Language Learners
ESLR	Expected School-wide Learning Results
FACTS	Facilities and Classroom Teaching Space
FOL	Focus On Learning
GATE	Gifted and Talented Education
ICC	Interclub Council
IEP	Individual Educational Program
ISIS	Internet Student Information System

JPAR	Joint Committee on Peer Assistance and Review
LITE	Leaders In Technology Education
LSS	Language and Speech Specialist
MIS	Management Information System
MMR	Mildly Mentally Retarded
NCR	No carbon required
NHS	National Honor Society
PDA	Personal Digital Assistant
PLP	Personal Learning Plan
PTSA	Parent Teacher Student Association
ROP	Regional Occupational Program
RSP	Resource Specialist Program
SAC	Student Assistance Committee
SARC	School Accountability Report Card
SAT	Scholastic Aptitude Test
SDC	Special Day Class
SDAIE	Specially Designed Academic Instruction in English
SELPA	Special Education Learning Plan Area
SSLT	School Site Leadership Team
STAR	Standardized Testing and Reporting
TPP	Transition Partnership Program
UC	University of California
WA	Workability
WOW	Working On The Work
YES	Youth Education Services

Arcadia High School

SAT Information

	1994 - 95	1995 - 96	1996 - 97	1997 - 98	1998 - 99	1999 - 00	2000 - 01	2001 - 02
# of Seniors	733	790	698	820	859	830	847	859

Test-takers

	1994 - 95	1995 - 96	1996 - 97	1997 - 98	1998 - 99	1999 - 00	2000 - 01	2001 - 02
Males	269	263	247	276	336	287	313	330
Females	250	292	235	292	289	308	325	334
Total	519	555	482	568	625	595	638	664
% taking SAT	70.8%	70.2%	69%	69.2%	72.7%	71.6%	75.3%	77.2%

SCORES

All Students	1994 - 95	1995 - 96	1996 - 97	1997 - 98	1998 - 99	1999 - 00	2000 - 01	2001 - 02
Verbal	515	519	526	534	536	533	537	545
Math	602	601	609	626	628	620	625	630
Composite	1117	1120	1135	1160	1164	1153	1162	1175

Males	1994 - 95	1995 - 96	1996 - 97	1997 - 98	1998 - 99	1999 - 00	2000 - 01	2001 - 02
Verbal	513	517	532	534	544	530	537	544
Math	619	619	628	626	645	638	637	635
Composite	1132	1136	1160	1174	1189	1168	1174	1179

Females	1994 - 95	1995 - 96	1996 - 97	1997 - 98	1998 - 99	1999 - 00	2000 - 01	2001 - 02
Verbal	518	520	519	531	528	536	538	545
Math	584	585	589	616	609	604	614	625
Composite	1102	1105	1108	1147	1137	1140	1152	1170

PCC Data

Class of	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
Students Enrolled	200	135	180	245	208	183	154	288	217	288

HS GPA										
3.5 +	22%	17%	19%	22%	24%	18%	20%	40%	31%	40%
3.0 - 3.49	36%	45%	42%	44%	37%	46%	36%	39%	34%	39%
2.0 - 2.99	42%	34%	37%	32%	38%	35%	43%	21%	34%	21%
0 - 1.99	0%	3%	2%	1%	2%	2%	2%	1%	1%	1%

PCC GPA										
3.5 +	15%	15%	16%	15%	22%	12%	16%	25%	23%	25%
3.0 - 3.49	26%	28%	26%	16%	17%	17%	22%	23%	18%	23%
2.0 - 2.99	37%	30%	32%	41%	38%	37%	34%	33%	31%	33%
1.0 - 1.99	15%	15%	19%	20%	17%	21%	21%	11%	19%	11%
0 - .99	8%	13%	7%	8%	6%	13%	7%	8%	8%	8%

2/22/2004

Group

99 Base 00 growth met target

Group	99 Base	00 growth	met target
Total	795	791	-
Asian	826	823	-
Caucasian	776	771	-
Hispanic	660	648	-
Socio- econ	679	680	+

00 Base 01 growth met target

Group	00 Base	01 growth	met target
Total	791	786	-
Asian	823	825	+
Caucasian	771	756	-
Hispanic	648	627	-
Socio- econ	680	675	-

01 Base 02 growth met target

Group	01 Base	02 growth	met target
Total	780	787	+
Asian	819	823	+
Caucasian	749	754	+
Hispanic	629	649	+
Socio- econ	676	712	+

02 Base 03 growth met target

Group	02 Base	03 growth	met target
Total	777	794	+
Asian	809	825	+
Caucasian	749	763	+
Hispanic	653	668	+
Socio- econ	716	707	-

Arcadia High School
Suspension Data
1999 - 2002

CATEGORY	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003
(a)Physical Injury/Threatening Physical Injury	136	75	108	96
(b)Possession/Use of Dangerous Object	10	3	10	16
(c/d)Possession/Sale/Under Influence Alcohol/Drug	16	29	22	26
Vio. of Attendance Contract/Off Campus/Truant				
(e)Robbery/Extortion				
(f)Damaging School or Private Property	4	1	25	6
(g)Stealing/Attempting Theft/Forgery	8	6	21	13
(h)Possession/Use of Tobacco	17	4	14	7
(i)Obscene Act/Profanity/Harassment	10	14	5	3
(j)Possession/Sale of Drug Paraphernalia	8	1		2
(k)Disrupt/Defy Authority/Lack Respect/Threat	111	120	134	71
(l)Received Stolen Property	2	1	5	3
(m)Imitation Firearm				
(n)Sexual Assault/Harassment	2	1		
Other	4	12	8	29
Totals	**328**	**267**	**352**	**290**

2/22/2004

Arcadia High School Adjunctive Duty List 2003-2004

Teacher Name	Adjunctive Duty
Ackerman, Jeannie	Academic Mentor, Wasc Leadership
Allee, Mike	Academic Mentor, Club Advisor, SSLT
Antilla, Madeline	Academic Mentor
Araiza, Norma	Academic Mentor, Club Advisor
Axtell, Valdoria	Academic Mentor, School Dances
Baik, Steve	Athletic Supervision- Spring
Barbour, Cari	Academic Mentor, Club Advisor
Beckwith, Oliver	Academic Mentor, Graduation
Benedict, Scott	Academic Mentor, Club Advisor
Bishop, Robin	Academic Mentor
Blankenhorn, Rainer	Club Advisor
Boris, Tara	Performing Arts Supervision
Brack, Larry	Academic Mentor
Bradley, Carol	Emergency Committee
Brown, Les	Club Advisor
Burke, Ed	Faculty Congress
Burt, Jill	Academic Mentor
Bushey, Ashley	Athletic Supervision-Fall
Cabrera, Kimberely	Academic Mentor, Club Advisor, Wasc Leadership
Chapman, Bill	Academic Mentor, Club Advisor
Chiang, Joanna	Academic Mentor, Sophomore Class Advisor, Club Advisor
Chuang, Janet	Senior Class co-advisor, NHS
Citrin, Bill	Academic Mentor, Graduation
Cleary, Pat	Emergency Committee
Coats, Janel	Academic Mentor
Colley, Linda	Academic Mentor, Club Advisor, Faculty Congress
Cordero, Charmaine	Academic Mentor, Club Advisor
Cox, Randy	Academic Mentor, Club Advisor,
Cromwell, Gary	S.C.A.C., Emergency Committee
Daniel, Dorothy	Faculty Congress
Day, Michael	Academic Mentor, Emergency Committee
Devor, Brian	Academic Mentor
Dimalante, Jon	Athletic Supervision- Winter
Dohling, Jerry	Athletic Supervision- Winter
Druker, Beryl	Academic Mentor, Club Advisor, Faculty Congress
Duberke-Montenegro, Karen	Athletic Supervision-Spring
Edwards, Nancy	Club advisor, School Dance
Erickson, Tamra	Academic Mentor
Farr, Arthur	Graduation, E.C. Committee
Feher, Margaret	Athletic Supervision- Fall
Flentie, Julie	Junior Class Advisor
Forbes, Tom	Academic Mentor, Graduation
Fox, Kevin	Academic Mentor, Club Advisor, SSLT
Franz, Jason	Athletic Supervison- Spring
Freberg, Charles	Club Advisor
Fretz, Laurel	Academic Mentor
Frontino, Karen	Academic Mentor
Ganley, Jason	Performing Arts Supervision- Co Club Advisor
Gordon, Mike	Club Advisor- Senior Men

Greep, Robert	Academic Mentor
Greep, Shelby	Academic Mentor
Guy, Mary Lou	Academic Mentor, Arcadia Invite Track
Hong, Jean	Performing Arts Supervision
Hsia, Ann	Academic Mentor
Ilgenfritz, Robert	Photo Advisor- ATA Rep
Jackson, Darvin	Academic Mentor, Club Advisor
Johnson, Kenneth	Academic Mentor, Wasc Leadership, Club Advisor
Jones, Talmage	Academic Mentor, Academic team advisor
Jong, Julie	Emergency Committee
Kelly, Patricia	Academic Mentor, Club Advisor
Kennedy, Dennis	Athletic Supervision-Spring
King, Kerry	Social Committee, Math team, ATA Rep
Laidlaw, Jack	Club Advisor
Laing, Caren	ATA Rep
Lamb, Michael	ATA Rep
Landes, Tom	Academic Mentor, Music Club representative
Lee, Johnny	Academic Mentor, Club Advisor, Faculty Congress
Lee, Lesley	Academic Mentor
Leung, Jenny	Academic Mentor, Club Advisor
Lisbin, Barry	Club Advisor, CSF
Litsey, Shari	Academic Mentor
Lopez, Cheryl	Academic Mentor, Club Advisor
Lucas, Lisa	Athletic Supervision- Fall
Luethke, Karen	Emergency Committee
Markham, Carrie	Academic Mentor
Maxson, Rolland	Performing Arts Supervision
McCorry, Sean	Athletic Supervision- Winter
McVay, Carol	Academic Mentor, Club Advisor, Graduation
Meiers, John	Club Advisor
Miller, Nils	Graduation, Arcadia Invitational
Millsap, Carissa	Club Advisor
Misawa, Keane	Academic Mentor
Monden, Craig	Co Club Advisor, Spring Athletic Supervision
Morgan, Bill	Athletic Supervision-Winter
Mu, Ing	Academic Mentor, Co Club Advisor
Munsell, Michel	Academic Mentor, Wasc Leadership
Nairi, Bea	Math Competitions
Novak, Ashley	Club Advisor
Nowa, John	Club Advisor
O'Brien, Jim J.	Academic Mentor
O'Brien, Jim M.	Faculty Congress
Oglesby, Mike	Athletic Supervision-Fall
Onderdonk, Rick	Academic Mentor, Wasc Leadership, SSLT
Ortiz, Margarita	CSF Advisor
Padilla, Nancy	Freshman Class Advisor
Parotti, Karen	Emergency Committee
Pasqua, Mike	Faculty Congress, Club Advisor
Penny, Gerald	Club Advisor
Petersilge, Joan	Academic Mentor, Graduation
Press, Ryan	Academic Mentor

Reed, Doug	Academic Mentor
Reiske, Brent	Academic Mentor, SSLT
Ridgeway, Susan	Academic Mentor
Rochefort, Betty	Academic Mentor, ATA Rep
Rolfe, Mo	Athletic Supervision- Fall/Spring
Rountree, Edna	Faculty Congress
Sallinger, Michael	Athletic Supervison-Winter
Schneider, Dorothy	Faculty Congress
Schultz, Christopher	Academic Mentor
Schwanke, Karen	Athletic Supervision-Winter
Selby, Vanessa	Club Advisor
Shen, Caven	Academic Mentor, ATA Rep
Sherrill, Kevin	Academic Mentor, Club Advisor
Silah, David	Athletic Supervision-Spring
Silverstein, Sandy	Academic Mentor, School Dances
Smith, Amy	Performing Arts Supervision
Smith, Ben	Performing Arts Supervision
Sobieck, Kimberly	Athletic Supervision, Graduation
Speh, Rebecca	Academic Mentor
Staral, Layne	Performing Arts Supervision
Stevens, Joan	Club Advisor
Summers, Jessica	Academic Mentor, Club Advisor
Sutliff, Phillip	Academic Mentor
Sutro, Ned	ICC Advisor, Graduation
Swift, Judy	Faculty Congress, Club Advisor
Sylvia, Al	Club Advisor, SSLT
Tedford, Liza	Club Advisor
Tierney, Patrick	Academic Mentor
Tralli, Alisha	Club Advisor
Tucker, Nicole	Academic Mentor, Club Advisor, ATA Rep
Tuttle, Georgette	Academic Mentor, Club Advisor
Uranga, Laraine	Valedictorian and GATE Committees
Veth, Helen	Academic Mentor, Club Advisor, SSLT
Vorak, Cheryl	Academic Mentor, Club Advisor
Walker, Brian	School Dance
Walker, Pat	Emergency Committee
Wang, Sharyn	Emergency Committee, Graduation
Warren, Tennyson	Club Advisor, Faculty Congress
Westgate, Julia	Performing Arts Supervision
Wilkins, Rita	Senior Women Advisor, Graduation
Williams, Sam	Club Advisor
Wilson, Heidi	Faculty Congress, ATA Rep
Young, Barbara	Academic Mentor, Club Advisor
Young, Melody	Senior Class co- advisor, Graduation, ATA Rep
Zurla, Brian	Academic Mentor
Zurla, Carol	Academic Mentor

Diamond, Harrington, McCoppin, Minamoto, and Stallings are not subject to Adj. Duty

Teachers	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		8:00 - 8:54	9:01 - 9:55	10:02 - 11:01	11:08 - 12:02	12:50 - 1:44	1:51 - 2:45	
ALLEE, Mike 5		AP Env Science E-3 x6482	Biology E-3 x6482	Biology E-3 x6482	Biology E-3 x6482	Conference	Biology E-3 x6482	
ANTILLA, Madeline 7		20th Cent Amer Hist J-27 x6815	Conference	Mod. Wld Hist J-27 x6815	Mod. Wld Hist J-27 x6815	20th Cent Amer Hist J-27 x6815	Mod. Wld Hist J-27 x6815	
ARAIZA, Norma 301		Statistics D-8 x6467	Conference	Statistics D-8 x6467	Algebra 2 D-8 x6467	Algebra 2 D-8 x6467	Algebra 2 D-8 x6467	
ATALLAT, Paola 8		Spanish 1 H-10 x6848	Spanish 1 H-10 x6848	Conference	Spanish 2 H-10 x6848	Spanish 2 H-10 x6848	Spanish 2 H-10 x6848	
AXTELL, Val 286		ELD 3 Lit J-28 x6816	Conference	ELD 2 Comp L-4 x6433	ELD 2 Read (Read 180) L-4 x6433	ELD 3 Comp L-4 x6433	ELD 3 Lit (Read 180) L-4 x6433	
BAIK, Steve 340		Modified Alg 1A J-10 x6824	Modified Alg 1B G-1 X6427	Conference	Modified Alg 1A J-10 x6824	Modified Alg 1B J-10 x6824	Modified Alg 1A J-10 x6824	
BARBOUR, Cari 306		Sr Eng: Women's Lit F-8 x6488	Sr Eng: Women's Lit F-8 x6488	Sr Eng: Women's Lit F-8 x6488	Conference	Sr Eng: Women's Lit F-8 x6488	Fr Eng 2 F-8 x6488	
BECKWITH, Oliver 15		Archaeology C-11 x6465	Conference	SDAIE Economics C-11 x6465	SDAIE Economics C-11 x6465	20th Cent Amer Hist (SDAIE) C-11 x6465	20th Cent Amer Hist (SDAIE) C-11 x6465	
BENEDICT, Scott 281		Conference	Spanish 2 J-27 x6815	Spanish 2 J-7 x6803	Spanish 2 J-7 x6803	Spanish 1 J-7 x6803	Spanish 1 J-7 x6803	
BISHOP, Robin 124		Medical Academy J-30 x6814	Medical Academy J-30 x6814	Conference	Medical Academy J-30 x6814	Medical Academy J-30 x6814	Medical Academy J-30 x6814	
BLANKENHORN, Rainer 19		Philosophy F-5 x6491	Conference	AP Physics C E-4 x6481	AP Physics B E-4 x6481	AP Physics B E-4 x6481	AP Physics B E-4 x6481	
BORIS, Tara 343		Theater Arts 1	Sr Eng:Origins Outgrowths C-2 x6460	Soph Eng 2 C-10 x6454	Sr Eng Origins Outgrowths C-2 x6460	Conference	Theater Arts 1	

Teachers	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		8:00 - 8:54	9:01 - 9:55	10:02 - 11:01	11:08 - 12:02	12:50 - 1:44	1:51 - 2:45	
BRACK, Larry 21		Art 1 (YR) G-4 x6424	Art 1 (YR) G-4 x6424	Art Design G-4 x6424	Art Design 2 G-4 x6424	Animation (YR) G-4 x6424	Art 1 (YR) G-4 x6424	
BRADLEY, Carol 20		Ceramics 1 CL x6498	Ceramics 1 CL x6498	Conference	Ceramics (YR) CL x6498	Ceramics 2 CL x6498	Ceramics 1 CL x6498	
BROWN, Les 22		Conference	Spanish 3 F-5 x6491	Spanish 3 F-5 x6491	AP Spanish 4 F-5 x6491	AP Spanish 4 F-5 x6491	Spanish 3 F-5 x6491	
BURKE, Ed 24		Economics C-12 x6452	Cont. Amer. Gov't C-12 x6452	AP Cont AM Gov't C-12 x6452	AP Cont AM Gov't C-12 x6452	Conference	Athletics/Boys Soccer SF	
BURT, Jill 279		Conference	Medical Academy J-32 x6812	Medical Academy J-32 x6812	Medical Academy J-32 x6812	Medical Academy J-32 x6812	Medical Academy J-32 x6812	
BUSHEY, Ashley 322		Soph PE Gym	Conference	Fr PE 2 Gym	Fr PE 2 Gym	Fr PE 2 Gym	Athletics/Girls Soccer SF	
CABRERA, Kimberly 26		Conference	Chemistry E-5 x6479	Human Physiology E-5 x6479	Human Physiology E-5 x6479	Chemistry E-5 x6479	Chemistry E-5 x6479	
CHAPMAN, Bill 241		Conference	Comp. Sci Net 1-4 B-5 x6437	Comp. Sci. Net 1-4 B-5 x6437	Comp. Sci. B-5 x6437	Comp. Sci. Honors 1 B-5 x6437	Comp. Sci. Honors 1 B-5 x6437	Comp Sci-Network 1/Microcomp Hrd/Soft B-5 x6437
CHIANG, Joanna 327		Mandarin 2 H-1 x6838	Conference	Mandarin 3 H-1 x6838	Algebra 2 G-9 x6419	Algebra 2 G-9 x6419	Algebra 2 G-9 x6419	
CHUANG, Janet 266		Geometry C-9 x6455	Geometry C-9 x6455	Conference	Math Analysis C-9 x6455	Math Analysis C-9 x6455	Math Analysis C-9 x6455	
CITRIN, Bill 31		Beginning Video Prod C-7 x6444	Beginning Video Prod C-7 x6444	Adv Video Prod (Apache News) C-7 x6444	Conference	Int. Video Production C-7 x6444	Channel 58 C-7 x6444	TV Video Prod. C-7 x6444
CLEARY, Pat 33		Screen Printing WS x6497	Screen Printing 2 WS x6497	Wood Working 1/2 WS x6497	Screen Printing WS x6497	Design Crafts WS x6497	Conference	

Teachers	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		8:00 - 8:54	9:01 - 9:55	10:02 - 11:01	11:08 - 12:02	12:50 - 1:44	1:51 - 2:45	
COATS, Janel 35		Medical Academy F-4 x6492	Medical Academy F-4 x6492	Medical Academy F-4 x6492	Medical Academy F-4 x6492	Conference	Medical Academy F-4 x6492	
COLLEY, Linda 38		Sr Eng Origins Outgrowths L-8 x6839	Sr Eng Origins Outgrowths L-8 x6839	Sr Eng Origins Outgrowths L-8 x6839	Conference	Sr Eng Origins Outgrowths L-8 x6839	Sr Eng Origins Outgrowths L-8 x6839	
CORDERO, Charmaine 246		No Class	Conference	Department Chair	Sr Eng:Women's Lit D-3 x6473	Soph Eng 2 Honors D-3 x6473	Soph Eng 2 Honors D-3 x6473	
COX, Randy 37		Spanish 3 L-2 x6440	Spanish 2 L-2 x6440	Conference	Spanish 3 L-2 x6440	Spanish 3 L-2 x6440	Spanish 2 L-2 x6440	
CROMWELL, Gary 39		Biology E-2 x6483	Conference	Biophysical Science	Biology E-2 x6483	Biology E-2 x6483	Biology E-2 x6483	
DANIEL, Dorothy 41		AP Calc B G-8 x6420	AP Calc B G-8 x6420	AP Calc B G-8 x6420	Geometry G-8 x6420	Conference	Geometry G-8 x6420	
DAY, Mike 245		Mod./Asst. Science J-26 x6818	Mod./Asst. Science J-26 x6818	Mod. Gov't J-26 x6818	Conference	Mod. Gov't J-26 x6818	Mod./Asst. Science J-26 x6818	
DEVOR, Brian 44		Physics G-6 x6422	Biophysical Science G-6 x6422	Biophysical Science G-6 x6422	Conference	Physics Honors E-3 x6482	Physics G-6 x6422	
DIAMOND, Dorothy 224		SDC County L-6 x6850	SDC County L-6 x6850	SDC County L-6 x6850	SDC County L-6 x6850	SDC County L-6 x6850	SDC County L-6 x6850	
DIMALANTE, Jon 46	Athletics/ Football FF	Fr PE 2 Gym	Fr PE 2 Gym	Weight Training Gym	Fr PE 2 Gym	Conference	No Class	
DOHLING. Jerry 48		Weight Training WR	Fr PE 2 Gym	Fr PE 2 Gym	Conference	Fr PE 2 Gym	Athletics/Tennis TC	
DRUKER, Beryl 50		French 4/ AP French 4 F-6 x6490	French 1 F-6 x6490	French 3 F-6 x6490	French 2 F-6 x6490	French 2 F-6 x6490	Conference	

Teachers	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		8:00 - 8:54	**9:01 - 9:55**	**10:02 - 11:01**	**11:08 - 12:02**	**12:50 - 1:44**	**1:51 - 2:45**	
DUBERKE-MONTENEGRO, Karen **349**		No Class	Conference	Spanish 1 H-10 x6848	Spanish 1 D-13 x6463	Spanish 1 C-1 x6461	No Class	
EDWARDS, Nancy **233**		Food Science G-5 x6423	Food Science G-5 x6423	Culinary Science G-5 x6423	Food Science G-5 x6423	Food Science G-5 x6423	Conference	
ERICKSON, Tamra **253**		Algebra 1 H-4 x6836	Geometry H-4 x6836	Geometry H-4 x6836	Geometry H-4 x6836	Conference	Athletics/Pep Squad H-4 x6836	
FARR, Art **54**		Dance Prop Production MB-2 x1788	Symph Orch 3 MB-2 x1788	Department Chair	Symph Orch 1 TEAM w/ Forbes MB-2 x1788	Conference	Symph Orch 1 MB-2 x1788	
FEHER, Margaret **55**		ELD 1a Comp J-22 x6822	ELD 1a Read J-22 x6822	ELD 3 Comp J-22 x6822	French 1 J-22 x6822	ELD 3 Comp J-22 x6822	Conference	
FLENTIE, Julie **304**		Conference	Soph Eng 2 H-8 x6840	Soph Eng 2/SDAIE H-8 x6840	Soph Eng 2 H-8 x6840	Soph Eng 2 H-8 x6840	Soph Eng 2 H-8 x6840	
FORBES, Tom **58**		Intro Instrumental MB-2 x1788	Symph Orch 3 MB-2 x1788	Symph Orch 2A MB-2 x1788	Symph Orch 1A TEAM w/Farr MB-2 x1788	Symph Orch 2B MB-2 x1788	Conference	
FOX, Kevin **59**		Dev of Civ A (H) D-10 x6466	Dev of Civ A (H) D-10 x6466	Conference	AP Gov't Team D-10 x6466	AP Cont. Amer Gov't D-10 x6466	Cont. Amer Gov't D-10 x6466	
FRANZ, Jason **342**		Fr PE 2 Gym	Soph PE 2 Gym	Fr PE 2 Gym	Fr PE 2 Gym	Fr PE 2 Gym	Conference	
FREBERG, Chuck **61**		Conference	Algebra 2 L-3 x6439	Algebra 2 L-2 x6440	Geometry L-8 x6839	Geometry L-3 x6439	Athletics/Boy's Volleyball VC	
FRETZ, Laurel **62**		Medical Academy F-4 x6492	Medical Academy F-4 x6492	Medical Academy F-4 x6492	Conference	Medical Academy F-4 x6492	Medical Academy F-4 x6492	
FRONTINO, Karen **63**		Conference	Life Management A-2 x6435	Cross-Age Lit. A-2 x6435	Peer Counseling & Adv Peer Coun. A-2 x6435	Career Explore A-2 x6435	Career Explore A-2 x6435	

Teachers	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		8:00 - 8:54	9:01 - 9:55	10:02 - 11:01	11:08 - 12:02	12:50 - 1:44	1:51 - 2:45	
GANLEY, Jason 339		Assisted Math J-9 x6831	Assisted English H-1 x6838	Modif Study Skills B-4 x1734	Conference	Modif English 9/10 H-1 x6838	Modif English 9/10 H-1 x6838	
GORDON, Mike 69		20th Cent Amer Hist D-4 x6472	AP US History D-4 x6472	AP US History D-4 x6472	20th Cent Amer Hist D-4 x6472	Conference	Athletics/Football FF	
GREEP, Robert 72		Mod. Study Skills H-3 x6835	Mod. US History H-3 x6835	Mod. US History H-3 x6835	Mod. Study Skills H-3 x6835	Conference	Athletics/Golf GC	
GUY, Mary Lou 73		ELD 1b Comp J-3 x6807	ELD 1b Read J-3 x6807	ELD 3 Comp J-3 x6807	ELD 3 Lit J-3 x6807	Conference	Department Chair	
HARRINGTON, Sydnie (ROP) 218		No Class	No Class	Criminal Law B-1 x6443	Civil Law B-1 x6443	No Class	No Class	
HONG, Jean 347		Alg 1G1 G-11 x6417	Intro to Alg G-11 x6417	Conference	Intro to Alg J-11 x6801	Alg 1G1 J-8 6804	Alg 1G1 J-8 6804	
HSIA, Tien (Ann) 78		Mandarin 2 F-10 x6486	Conference	Mandarin 1 F-10 x6486	Mandarin 1 F-10 x6486	Mandarin 1 F-10 x6486	Mandarin 2 F-10 x6486	
ILGENFRITZ, Robert 81		Conference	Photography (YR) PLab x6884	Photography 1 PLab x6884	Photography (YR) PLab x6884	Photography 1/2 PLab x6884	Photo1/2-Photo Journalism PLab x6884	
JACKSON, Darvin 82		Conference	Trans. Math J-10 x6824	Trans. Math J-10 x6824	Modif Study Skills B-4 x1734	Department Chair	Athletics/ Boys Basketball BC	
JOHNSON, Ken 84		Asian Art History F-2 x6494	AP Art History C-8 x6456	AP Art History C-8 x6456	WASC	AP Art History C-8 x6456	Conference	
JONES, Tal 83		Biology E-1 x6484	Biology E-1 x6484	Biology E-1 x6484	Cross Age Environ. Sci E-1 x6484	Leadership Dynamics E-1 x6484	Biology E-1 x6484	
JONG, Julie 350		Mandarin 4 J-7 x6803	Mandarin 3 J-7 x6803	Mandarin 4 J-1 x6809	Conference	Mandarin 3 J-3 x6807	Mandarin 5 Honors J-3 x6807	

Teachers	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		8:00 - 8:54	9:01 - 9:55	10:02 - 11:01	11:08 - 12:02	12:50 - 1:44	1:51 - 2:45	
KELLY, Patricia 317		Jr Eng 2/SDAIE J-5 x6805	Jr Eng 2 J-5 x6805	Jr Eng 2 J-5 x6805	Soph Honors Eng 2 J-5 x6805	Conference	Jr Eng 2 J-5 x6805	
KING, Kerry 90		AP Calc C G-2 x6426	Calc D G-2 x6426	AP Calc C G-2 x6426	Conference	AP Calc C G-2 x6426	AP Calc C G-2 x6426	
LAIDLAW, Jack 93		Art 1 (YR) F-3 x6493	Department Chair	Classic Film H-5 x6837	Classic Film 2 (YR) H-5 x6837	Art Design F-3 x6493	Conference	
LAING, Caren 94		Conference	Fr Eng 2 B-3 x6441	Soph Eng 2 B-3 x6441	Read 180 B-3 x6441	Fr Eng 2 B-3 x6441	AP Sr Eng 2 B-3 x6441	
LAM, Dung		Algebra 1 C-10 x6454	Algebra 1G1 C-10 x6454	Conference	Algebra 1G1 C-10 x6454	Algebra 1G1 C-10 x6454	Intro to Alg C-10 x6454	
LAMB, Mike 312	Stage Crafts LT x6360	Conference	Theater Arts 1 LT x6360	Theater Arts 1 LT x6360	Theater Arts 2 LT x6360	Adv. Theater Arts LT x6360	No Class	
LANDES, Tom 95		Concert Band 1 MB-1 x1788	Concert Band 3 MB-1 x1788	Concert Band 2A MB-1 x1788	Conference	Concert Band 2B MB-1 x1788	Concert Band 1 MB-1 x1788	
LEE, Johnny 315		Fr Hon Eng 2 D-5 x6471	Fr Hon Eng 2 D-5 x6471	Fr Eng 2 D-5 x6471	Fr Hon Eng 2 H-1 x6838	Fr Eng 2 L-1 x6496	Fr Eng 2 L-1 x6496	
LEE, Lesley 193		Fr Eng 2 D-6 x6470	Fr Eng 2 D-6 x6470	Fr Eng 2 D-6 x6470	Conference	No Class	No Class	
LEUNG, Jenny 239		Chemistry E-7 x6477	Chemistry E-7 x6477	Chemistry E-7 x6477	Conference	AP Chemistry E-7 x6477	AP Chemistry E-7 x6477	
LISBIN, Barry 97		Geometry G-3 x6425	Geometry G-3 x6425	Conference	Algebra 2 G-3 x6425	Algebra 2 G-3 x6425	Algebra 2 G-3 x6425	
LITSEY, Shari 98		No Class	Modern World History J-28 x6816	Modern World History J-28 x6816	Modern World History J-28 x6816	Modern World History J-28 x6816	Conference	

Teachers	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		8:00 - 8:54	9:01 - 9:55	10:02 - 11:01	11:08 - 12:02	12:50 - 1:44	1:51 - 2:45	
LOPEZ, Cheryl **121**		Spanish 3 H-9 x6841	Spanish 3 H-9 x6841	Spanish 3 H-9 x6841	Spanish 1 H-9 x6841	Spanish 1 H-9 x6841	Conference	
LUCAS, Lisa **100**		Soph Eng 2 D-3 x6473	Soph Eng 2 D-3 x6473	Soph Eng 2 D-3 x6473	Soph Eng 2 C-6 x6457	Conference	No Class	
LUETHKE, Karen **316**		Sr Eng: Human PT H-5 x6837	Jr Eng 2 H-5 x6837	Jr Eng 2 H-6 x6851	Jr Eng 2 F-8 x6488	Sr Eng: Human PT H-5 x6837	Confernece	
MARKHAM, Carrie **336**		Sr Eng:Wld Lit (SDAIE) D-14 x6462	Conference	Soph Eng 2 D-14 x6462	Soph Eng 2 D-11 x6453	Soph Eng 2 D-11 x6453	Soph Eng 2 D-11 x6453	
MAXSON, Rollie **105**		Adv. Treble Choir MB-3 x1785	Trebel Choir MB-3 x1785	Boys Concert Choir MB-3 x1785	Girls Concert Choir MB-3 x1785	Adv. Chorus MB-3 x1785	Conference	
McCOPPIN, Sue **110**		No Class	Princ Sport/Fit 1 Café 2 x6827	Princ Sport/ Fit 1 Café 2 x6827	Conference	Princ Sport/ Fit 2 Café 2 x6827	No Class	
McCORRY, Sean **341**		Fr Pe 2 Gym	Weight Training WR	Fr Pe 2 Gym	Fr Pe 2 Gym	Conference	Athletics/ Baseball BF	
McVAY, Carol **112**		Conference	MDD Basic L-9 x6860	MDD Basic L-9 x6860	MDD Basic L-9 x6860	MDD Basic L-9 x6860	MDD Basic L-9 x6860	
MEIERS, John **114**		Economics C-13 x6451	Economics C-13 x6451	Psychology 1 C-13 x6451	Cont. Amer Gov't C-13 x6451	Psychology 2 C-13 x6451	Conference	
MINAMOTO, Margaret		SDC County L-7 x6890	SDC County L-7 x6890	SDC County L-7 x6890	SDC County L-7 x6890	SDC County L-7 x6890	SDC County L-7 x6890	
MILLER, Nils **115**		Algebra 2 G-9 x6419	AP CALC B G-9 x6419	AP CALC B G-9 x6419	AP CALC B G-2 x6426	Conference	Athletics/Cross Country TR	
MILLSAP, Carissa **269**		SDAIE Mod Wld Hist J-2 x6810	SDAIE Mod Wld Hist J-2 x6810	Sheltered Soc Sci J-2 x6810	Sheltered Soc Sci J-2 x6810	Sheltered Soc Sci J-2 x6810	Conference	
MISAWA, Keane **256**		Japanese 3 L-5 x6849	Japanese 2 L-5 x6849	Japanese 2 L-5 x6849	Japanese 4 L-5 x6849	Japanese 3 L-5 x6849	Conference	

Teachers	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		8:00 - 8:54	9:01 - 9:55	10:02 - 11:01	11:08 - 12:02	12:50 - 1:44	1:51 - 2:45	
MONDEN, Craig **319**		Biophysical Science E-5 x6479	Conference	Biology J-6 x6806	Biology J-6 x6806	Biology J-24 x6820	Biology J-24 x6820	
MORGAN, Bill **117**		Fr PE 2 Gym	Fr PE 2 Gym	Conference	Fr PE 2 Gym	Fr PE 2 Gym	Athletics/ Waterpolo Pool	
MU, Ing **318**		Photography 1 Plab x6884	Art 1 (YR) F-3 x6493	Art 1 (YR) F-3 x6493	Art 1 (YR) F-3 x6493	Conference	Intro to Art F-3 x6493	
MUNSELL, Michel **119**		Conference	Modif Study Skills J-9 x6831	Asst. Read/Write J-9 x6831	Asst. Read/Write J-9 x6831	Assisted English J-9 x6831	Assisted English J-9 x6831	
NAIRI, Bea **120**		Geometry Honors G-1 x6427	Conference	Geometry Honors G-1 x6427	Geometry Honors G-1 x6427	Calc A G-1 x6427	Calc A G-1 x6427	
NOVAK, Ashley **247**		Conference	Speech Dynamics C-3 x6450	Speech TM C-3 x6450	Speech TM C-3 x6450	Fr Honors Eng 2 C-3 x6450	Fr Honors Eng 2 C-3 x6450	
NOWA, John **123**		Mod. Wld History C-5 x6458	Mod. Wld History C-5 x6458	Mod. Wld History C-5 x6458	Mod. Wld History C-5 x6458	Cross Age PE C-5 x6458	Conference	
O'BRIEN, Jim **125**		Jr Eng 2 H-6 x6851	Jr Eng 2 H-6 x6851	Conference	Journalism Newspaper POW WOW	Jr Eng 2 H-6 x6851	Soph Eng 2 H-6 x6851	
O'BRIEN, Jim J. (2) **126**		Soph PE 2 Gym	Soph PE 2 Gym	Indoor Sport/ Conditioning Gym	Soph PE 2 Gym	Soph PE 2 Gym	Conference	
OGLESBY, Mike **128**		Soph PE 2 Gym	Soph PE 2 Gym	Soph PE 2 Gym	Conference	Soph PE 2 Gym	Athletics/Girls Basketball BC	
ONDERDONK, Rick **129**		AP US History D-12 x6464	AP Comp Gov't D-12 x6464	AP Comp Gov't D-12 x6464	WASC	AP US History D-12 x6464	Conference	
ORTIZ, Margarita **131**		Spanish 1 C-2 x6460	Conference	Spanish 2 C-2 x6460	Department Chair	Spanish 1 C-2 x6460	Spanish 2 C-2 x6460	

Teachers	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		8:00 - 8:54	9:01 - 9:55	10:02 - 11:01	11:08 - 12:02	12:50 - 1:44	1:51 - 2:45	
PADILLA, Nancy 346		Jr Eng 2 C-8 x6456	Conference	Fr Eng 2 SDAIE C-9 x6455	Fr Eng 2 C-8 x6456	Fr Eng 2 C-12 x6452	Fr Eng 2 C-12 x6452	
PAROTTI, Karen 132		Algebra 2 J-11 x6801	Algebra 2 J-11 x6801	Algebra 2 J-11 x6801	Conference	Geometry Honors J-11 x6801	Geometry Honors J-11 x6801	
PASQUA, Mike		Conference	Economics J-25 x6817	Asian History J-25 x6817	20 Cent AM Hist Honors J-25 x6817	Economics J-25 x6817	20 Cent AM Hist J-25 x6817	
PENNY, Gerry 133		Economics D-11 x6453	Economics D-11 x6453	Economics D-11 x6453	Economics D-12 x6464	Conference	Economics D-12 x6464	
PETERSILGE, Joan 135		Mod. Study Skills B-4 x1734	Mod. Study Skills B-4 x1734	Conference	Mod Wld Hist Coll w/ Staff J-8 x6804	Mod. Study Skills B-4 x1734	Mod. Study Skills B-4 x1734	
PRESS, Ryan 309		Modif. Mod. Wld Hist H-2 x6834	Modif. Mod. Wld Hist H-2 x6834	Asst. Mod. Wld Hist H-2 x6834	Modif Study Skills H-2 x6834	Modif Study Skills H-3 x6835	Conference	
REED, Doug 302		AP Physics B E-4 x6481	AP Physics B E-4 x6481	Calculus G-3 x6425	Physics G-6 x6422	Physics G-6 x6422	Conference	
REISKE, Brent 140	AP Comp. Sci A-4 x6432	AP Comp. Sci A-4 x6432	AP Comp. Sci A-4 x6432	Comp. Sci. Honors 2 A-4 x6432	Comp. Sci. Honors 3 A-4 x6432	Conference	No Class	
RIDGEWAY, Susan 141		20 Cent AM Hist J-21 x6821	Conference	20 Cent AM Hist J-21 x6821	20 Cent AM Hist J-21 x6821	20 Cent AM Hist J-21 x6821	AP US History J-21 x6821	
ROCHEFORT, Betty 267		Sr Eng:Wrld Lit D-2 x6474	Sr Eng:Wrld Lit D-2 x6474	Jr Eng 2 D-2 x6474	Jr Eng 2 D-2 x6474	Sr Eng:Wrld Lit D-2 x6474	Conference	
ROLFE, Mo 348		No Class	No Class	Conference	Algebra 2 E-7 x6477	Algebra 2 D-1 x6475	Algebra 2 D-1 x6475	
ROUNTREE, Edna 143		Spanish 2 F-11 x6485	Spanish 1 F-11 x6485	Spanish 1 F-11 x6485	Spanish 2 F-11 x6485	Spanish 2 F-11 x6485	Conference	

Teachers	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		8:00 - 8:54	9:01 - 9:55	10:02 - 11:01	11:08 - 12:02	12:50 - 1:44	1:51 - 2:45	
SALLINGER, Mike 310		Modif. Eng. C-4 x6855	Modif. Eng. C-4 x6855	Modif. Eng. C-4 x6855	Modif. Eng. C-4 x6855	Mod. Study Skills C-4 x6855	Conference	
SCHNEIDER, Dorothy 146		Conference	20th Cent AM Hist D-14 x6462	Department Chair	Cont. Amer. Gov't D-14 x6462	AP US History D-14 x6462	Cont. Amer. Gov't D-14 x6462	
SCHULTZ, Chris 305		Fr Eng 2 L-1 x6496	Fr Eng 2 L-1 x6496	Fr Eng 2 L-1 x6496	Fr Eng 2 L-1 x6496	Conference	Athletics/Track TR	
SCHWANKE, Karen 147		Fit for Life Gym	Fit for Life Gym	Conference	Soph PE Gym	Cross Age PE C-5 x6458	Athletics/Boys Volleyball VC	
SELBY, Vanessa		Medical Academy J-29 x6813	Medical Academy J-29 x6813	Medical Academy J-29 x6813	Medical Academy J-29 x6813	Conference	Medical Academy J-29 x6813	
SHEN, Caven 255		Comp Applications A-5 x6430	Comp Sci A-5 x6430	Comp Sci A-5 x6430	Conference	Desktop Publisher A-5 x6430	Adv Web Pg Design A-5 x6430	
SHERRILL, Kevin 284		Intro Instrumental MB-1 x1788	Conference	Concert Band 2A MB-1 x1788	Percussion MB-1 x1788	Concert Band 2B MB-1 x1788	Elem. Program MB-1 x1788	
SILAH, David 152		Conference	Alg 2 Honors G-7 x6421	Alg 2 Honors G-7 x6421	Alg 2 Honors G-7 x6421	AP Statistics G-7 x6421	AP Statistics G-7 x6421	
SILVERSTEIN, Sandy 153		ELD 2 Comp J-1 x6809	ELD 2 Read J-1 x6809	Conference	ELD 3 Lit J-1 x6809	ELD 2 Comp J-1 x6809	ELD 2 Read J-1 x6809	
SMITH, Ben 329		Math Analysis D-9 x6468	Math Analysis D-9 x6468	Geometry L-3 x6439	Geometry L-3 x6439	Math Analysis G-8 x6420	Conference	
SOBIECK, Kim 156		Conference	Algebra 1 G-10 x6418	Algebra 1 G-11 x6417	Algebra 1G3 G-11 x6417	Algebra 1G3 G-11 x6417	Algebra 1G3 G-11 x6417	
SPECK, Doug 157		Athletic Director x1733	Athletic Director x1733	Athletic Director x1733	Conference	Athletic Director x1733	Athletic Director x1733	

Teachers	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		8:00 - 8:54	9:01 - 9:55	10:02 - 11:01	11:08 - 12:02	12:50 - 1:44	1:51 - 2:45	
SPEH, Rebecca 311		Medical Academy J-31 x6811	Conference	Medical Academy J-31 x6811	Medical Academy J-31 x6811	Medical Academy J-31 x6811	Medical Academy J-31 x6811	
STAFF A Greep		Mod. Wld. Hist J-8 x6804	Mod. Wld. Hist J-8 x6804	Mod. Wld. Hist J-8 x6804	MWH Coll w/ Petersilge J-8 x6804	Conference	No Class	
STAFF B Pasqua		No Class	No Class	Mod. Wld. Hist D-10 x6466	Conference	Mod. Wld. Hist D-4 x6472	20 Cent AM Hist D-4 x6472	
STALLINGS, Susan (ROP) 219		No Class	No Class	No Class	No Class	E-Marketing A-4 x6432	Office Technology A-4 x6432	Retail Marketing A-4 x6432
STARAL, Layne 159		No Class	No Class	Conference	Sr Eng: Human PT D-6 x6470	Sr Eng: Human PT D-6 x6470	Sr Eng: Human PT D-6 x6470	
STEVENS, Joan 300		Biophysical Science J-6 x6806	Biophysical Science J-6 x6806	Conference	SDAIE Biology J-4 x6808	Biology J-6 x6806	Biology J-6 x6806	
SUMMERS, Jessica 160		Japanese 1 C-6 x6457	Japanese 1 C-6 x6457	Japanese 1 C-6 x6457	Conference	Japanese 1 C-6 x6457	Japanese 2 C-6 x6457	
SUTLIFF, Phillip 250		Soph Eng 2 Honors H-11 x6847	Soph Eng 2 Honors H-11 x6847	Soph Eng 2 Honors H-11 x6847	Sr Eng: Shakespeare H-11 x6847	Sr Eng: Shakespeare H-11 x6847	Conference	
SUTRO, Ned 161		20th Cent Amer Hist (H) B-1 x6443	20th Cent Amer Hist (H) B-1 x6443	Leadership A-1 x6436	Conference	Cont. Amer Gov't B-1 x6443	Psychology 1 B-1 x6443	
SWIFT, Judy 162		AP Jr Eng 2 D-7 x6469	Conference	Soph Hon Eng 2 D-7 x6469	Soph Hon Eng 2 D-7 x6469	AP Jr Eng 2 D-7 x6469	AP Jr Eng 2 D-7 x6469	
SYLVIA, Al 506		Conference	AP Jr Eng 2 F-10 x6486	AP Jr Eng 2 F-9 x6487	Math Analysis 2 F-9 x6487	Algebra 2 Honors F-9 x6487	Algebra 2 Honors F-9 x6487	
TEDFORD, Liza 167	Orchesis FA DS x6854	Orchesis FA DS x6854	Beg. Dance DS x6854	Int. Dance DS x6854	Beg. Dance DS x6854	Beg. Dance DS x6854	Conference	

Teachers	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		8:00 - 8:54	9:01 - 9:55	10:02 - 11:01	11:08 - 12:02	12:50 - 1:44	1:51 - 2:45	
TIERNEY, Patrick **170**		AP Spanish Lit. F-7 x6489	Spanish 4 F-7 x6489	Spanish 4 F-7 x6489	Spanish 3 F-7 x6489	Spanish 2 F-7 x6489	Conference	
TRALLI, Alisha **171**	Academic Decathalon F-1 x6495	AP Biology F-1 x6495	AP Biology F-1 x6495	Chemistry Honors F-1 x6495	Chemistry Honors F-1 x6495	Conference	No Class	
TUCKER, Nicole **307**		Jr Eng 2 F-9 x6487	Jr Eng 2 F-9 x6487	Conference	AP Jr Eng 2 D-5 x6471	Jr Eng 2 D-5 x6471	Jr Eng 2 D-5 x6471	
TUTTLE, Georgette **172**		Conference	AD DR/Paint (YR) F-2 x6494	Art Honors F-2 x6494	Art Honors F-2 x6494	Art 1 (YR) F-2 x6494	Intro to Art F-2 x6494	
URANGA, Laraine **174**		Sr AP Eng 2 B-2 x6442	Fr Eng 2 B-2 x6442	Fr Eng 2 B-2 x6442	Sr AP Eng 2 B-2 x6442	Fr Eng 2 B-2 x6442	Conference	
VETH, Helen **333**		SDAIE Chemistry J-4 x6808	SDAIE Chemistry J-4 x6808	SDAIE Chemistry J-4 x6808	Conference	Chemistry J-4 x6808	Chemistry J-4 x6808	
VORAK, Cherryl **320**		AP Chemistry E-8 x6476	Conference	Chemistry Honors E-8 x6476	AP Chemistry E-8 x6476	Chemistry Honors E-8 x6476	Chemistry Honors E-8 x6476	
WALKER, Brian **330**		Medical Academy J-12 x6802	Medical Academy J-12 x6802	Medical Academy J-12 x6802	Medical Academy J-12 x6802	Medical Academy J-12 x6802	Conference	
WALKER, Pat **177**		Mod. Wld History J-23 x6819	Mod. Wld History J-21 x6821	Conference	Mod. Wld History J-23 x6819	Mod. Wld History J-23 x6819	Mod. Wld History J-23 x6819	
WANG, Sharyn **178**		Math Analysis G-10 x6418	Conference	Math Analysis G-10 x6418	AP Calc B G-10 x6418	AP Calc B G-10 x6418	AP Calc B G-10 x6418	
WARREN, Tenny **179**		Dev of Civ (A) Honors C-1 x6461	Mod. Wld. History C-1 x6461	Mod. Wld. History C-1 x6461	Dev of Civ C-1 x6461	Conference	Mod. Wld. History C-1 x6461	
WESTGATE, Julia **331**		English/Read L-4 x6433	English/Read L-4 x6433	Conference	Mod. English 9/10 J-26 x6818	Mod. English 9/10 H-2 x6834	Mod. Study Skills H-2 x6834	

Teachers	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
		8:00 - 8:54	9:01 - 9:55	10:02 - 11:01	11:08 - 12:02	12:50 - 1:44	1:51 - 2:45	
WILKINS, Rita		Speech and Language Specialist						
		Learning Center	Learning Center	Learning Center	Learning Center	Learning Center	Learning Center	
WILLIAMS, Sam		Biology	Biology	Conference	AP Biology	AP Biology	AP Biology	
183		J-24 x6820	J-24 x6820		J-24 x6820	F-1 x6495	F-1 x6495	
WILSON, Heidi		Fr Eng 2	Soph Eng 2	Fr Eng 2	Soph Eng 2	Yearbook	Conference	
293		H-7 x6499	H-7 x6499	H-7 x6499	H-7 x6499	H-7 x6499		
WILSON, John	AP Music Theory	AP Music Theory	No Class	No Class	No Class	No Class	No Class	
	L-3 x6439	L-3 x6439						
YOUNG, Barbara		SDAIE Biophysical Science	Chemistry	Chemistry	Chemistry	Conference	Department Chair	
190		E-6 x6478	E-6 x6478	E-6 x6478	E-6 x6478			
YOUNG, Melody		Algebra 1G3	Algebra 1 Lab	Algebra 1G3	Conference	Geometry	Geometry	
242		D-13 x6463	D-13 x6463	D-13 x6463		D-13 x6463	D-13 x6463	
ZURLA, Brian		Calculus A	Calculus A	AP Statistics	AP Statistics	Department Chair	Conference	
244		D-1 x6475	D-1 x6475	D-1 x6475	D-1 x6475			
ZURLA, Carol		Conference	Math Analysis	Math Analysis	Math Analysis	Math Analysis	No Class	
240			D-8 x6467	D-9 x6468	D-9 x6468	D-9 x6468		

A MESSAGE FROM THE ARCADIA HIGH SCHOOL PRINCIPAL

Dear Parents and Students:

As we begin the 2003-2004 school year, we want to take this opportunity to familiarize you with the policies and procedures for the school. Many of these policies and procedures you will read are familiar to you already but please take a few extra minutes to go through this handbook which is developed to give you as much information as possible.

In the spring, we distributed copies of our curriculum guide, which gave you a view of the school from the classroom side. The Student/Parent Handbook is designed to give you a picture of everything that goes on outside of our classroom walls. Clubs, organizations, activities and athletics are but a few of the highlights, which you can find. You can also read information about our counseling and guidance services, including college and career information. Finally, there is information about discipline and attendance, which is vitally important to your student's success.

Our sincere hope is for every student at Arcadia High School to have the best experience possible. We want each of you to leave the "Hallowed Halls of Happy High" feeling that you not only received a great education, but had a great time and went to school in an environment where you knew you were cared for. Only by working together can we truly make Arcadia High School "Simply the Best!

Sincerely,

Martin J. Plourde
Principal

A MESSAGE FROM THE

ASSOCIATED STUDENT BODY PRESIDENT

Dear Students and Parents:

It is my pleasure to welcome you all to the 2003-2004 school year. Whether you're returning to our campus or joining us for the first time, I hope that this school year proves to be the most memorable time of your high school career.

Class of 2007: Welcome! Don't be shy to get involved in things that interest you. It will make your time spent in high school a truly rewarding experience.

Class of 2006: Welcome back sophomores! Take the opportunity to branch out and enjoy all the fantastic programs that Arcadia Hish School has to offer.

Class of 2005: Take time to prepare yourself for the joys of being an "upperclassman". The work, the fun, and the countless memories are all an integral part of your junior and senior years!

Class of 2004: As the final chapter in your time spent at Arcadia High draws near, take a moment to reflect back on the last three years. We've all grown in some way or another and have made amazing memories. Let us enjoy our senior year for each and every day.

Allow me to end this message with one final piece of advise: High school is what *you* make of it. Arcadia High School offers a truly amazing array of extra curricular activities and an outstanding staff. So TAKE ADVANTAGE OF IT! Get involved, study hard, and have fun!

Sincerely,

Jack Paschal
2003-2004 Associated Student Body President

A.S.B. OFFICERS - 2003-2004
President: Jack Paschal
Vice President: Joanna Kim

Secretary: Tiffany Tseng
Treasurer: Karen Tang
ICC President: Vivian Yee
Student Rep to the Board: Michelle Dulake
Activities Commissioner: Janice Lee
Publicity Commissioner: Emily Hsu
Historian: Paul Huang
Pep Commissioners: Natalie Corrado/Kathryn Erpenbeck
Lunch Commissioner: April Kim

SENIOR CLASS OFFICERS - 2003-2004
President: Bettina To
Vice President: Royce Cheng
Secretary: Pai En Yu
Treasurer: Jade Yen
Senator: Paul Im
Girls' Relations: Katrina Lin
Boys' Relations : Chris Chow

JUNIOR CLASS OFFICERS - 2003-2004
President: David Hsu
Vice President: Timothy Wei
Secretary: Eva Phan
Treasurer: Sonia Lin
Senator: Justine Fan
Girls' Relations: Jessica Hua
Boys' Relations: George Li

SOPHOMORE CLASS OFFICERS - 2003-2004
President: Lisa Gomi
Vice President: Grace Choi
Secretary: Stacie Chan
Treasurer: Lucy Sung
Senator: Omar Noureldin
Girls' Relations: Marjorie Lin
Boys' Relations: David Huang
Freshman Class Officers are elected in September.

Whether or not a new student has been active in middle school student government and social activities, they have an opportunity at Arcadia High School to participate in one of the most varied and interesting programs of this kind to be found. High school student government is fun and fellowship will make the student's education more complete, and will pay off in satisfaction during the remainder of their life....as well as develop their potential leadership in college.

ACCIDENTS
A report is required of all accidents regardless of how slight the injury may be. The teacher in charge of the class at the time of the accident shall write the report. All accidents must be reported immediately to the teacher in charge of the class or activity, the nurse or health aide, supervisor or an administrator. Students should state the nature and cause of the accident.

ACTIVITIES PROCEDURES
Any club activity must have the approval of the Activities Council and the Administration. This procedure establishes a clearing house for all school activities and eliminates the possibility of two clubs unknowingly planning activities at the same time in the same place. Clubs and organizations may have no more than one fundraiser activity per semester unless special permission is given. It is very important that this policy be strictly adhered to in order for the student body to operate with maximum efficiency. Activity forms are available in the A.S.B. Office. Sponsors are required to attend these activities.

SCHEDULING OF ACTIVITIES

4

All activities must be sponsored by a club or organization which has been officially approved by the school.

1. **All activities must be approved at least two weeks prior to the date the activity is scheduled**; this is necessary in order to reserve facilities and provide proper supervision.
2. Person(s) desiring to hold an activity must first secure a Student Activity Application from the A.S.B. Office.
3. They must set up a tentative date on the school calendar through the Operations Office.
4. The activity form should be signed by the club representative and faculty sponsor and returned to the A.S.B. Office to confirm the tentative date.
5. All activities must have been approved by the Executive Council and the administration prior to their announcement in the student bulletin.
6. All student bulletin announcements relative to activities must be co-signed by a faculty member or club sponsor.

YEARBOOK

The Arcadian, our high school yearbook, is issued at the end of the school year on Yearbook Day. Students who ordered a yearbook at the beginning of the year are entitled to a copy; others may purchase one at the ASB Office. Check there for current pricing.

APACHE TRADING POST (821-1750)

The Apache Trading Post operates as a service to the students. At the store you may buy items such as paper, pens, pencils, notebooks, PE clothes, snacks and many other items. The store is located northwest of the snack bar and southwest of the Little Theater. **It will be open before school, during lunch, and after school. AUSD Food Service operates the Trading Post.**

ARCADIA HIGH SCHOOL ALUMNI ASSOCIATION

Membership is open to seniors and graduates of Arcadia High School. The Association provides continuing support to AHS students through scholarships, fosters communication among AHS graduates, promotes class reunions, and maintains the heritage and memorabilia of the school. The AHSAA also publishes a newsletter to keep its members informed. Seniors and graduates are invited and encouraged to join. Membership and reunion information is available on the Alumni Association website at www.arcadiaapaches.com .

ASSOCIATED STUDENT BODY CARD

All students who participate in school athletics or activities (including, but not limited to, Band, Orchestra, Auxiliary Guard, Orchesis, Chanteurs, New Spirit, Pep Squad, Student Government, Senior Women, Senior Men, Yearbook Staff, Pow Wow Staff, Apache News, Drama) are encouraged to purchase an Associated Student Body card. All other students may also purchase an A.S.B. card for free admission to league athletic events and reduced prices at many school activities. Further, your support allows the

student body to continue its athletic and activities programs. A.S.B. cards may be purchased at the time of registration. Check in the ASB office or call for current pricing. Photo ID cards, REQUIRED for all students without an activity card, are free. There is a $10 processing fee to replace lost or damaged ASB or ID cards.

ASSOCIATED STUDENT BODY OFFICE

The ASB office is located by the lunch pavilion area across from the North Gym. Before school, during lunch, and after school, students may purchases activity cards, tickets to dances, plays and other activities, pay for CSF and NHS dues, lab fees, AP tests, etc. School supplies, P.E. clothes and many other items may be purchased at the Apache Trading Post.

ATHLETIC PROGRAM

Arcadia High School requires that the following conditions be met before a student may participate in athletics:

1. Passing of a physical examination.
2. Maintain satisfactory grades, citizenship and attendance.
3. Obtain adequate insurance and parent's consent.
4. Properly complete "hospital consent" and "transportation" forms.
5. Complete "informed risk" form.
6. Pay transportation cost.
7. Complete Code of Ethics Agreement.

GIRLS' SPORTS SCHEDULE

Sept.	Cross Country	Varsity, JV
	Golf	Varsity
	Tennis	Varsity, JV
	Volleyball	Varsity, JV, F
Nov.	Basketball	Varsity, JV, F
	Soccer	Varsity, JV, F
	Water Polo	Varsity, JV
Feb.	Softball	Varsity, JV, F
	Swimming	Varsity, JV
	Track & Field	Varsity

BOYS' SPORTS SCHEDULE

Sept.	Football	Varsity, S, F
	Cross Country	Varsity, JV, S/F
	Water Polo	Varsity, JV
Nov.	Basketball	Varsity, JV, S/F
	Soccer	Varsity, JV, F
Feb.	Golf	Varsity, JV
	Swimming	Varsity, JV
	Baseball	Varsity, JV, F
	Track	Varsity, S/F
	Tennis	Varsity, JV
	Volleyball	Varsity, JV, F

C.I.F. ELIGIBILITY RULES AND REGULATIONS

The athletic program here at Arcadia High School is governed by the California Interscholastic Federation (C.I.F.). The Federation was set up in 1914 to coordinate sports activities among various high schools in the state. To carry out this plan of coordination, they had to set up certain eligibility rules that govern all schools belonging to the C.I.F. These rules are:

1. No student whose 19th birthday is attained prior to June 15th, shall participate or practice on any team for the following school year. A student whose 19th birthday is on June 14th or before is ineligible.
2. A student must be an amateur. He/she must not have:
   - Competed for cash or merchandise.
   - Competed for a personal prize of any sort over $20.00.

- Coached or taught athletics for pay.
3. A student must be an undergraduate in high school.
4. A student must have attended high school for not more than eight semesters after completing the eighth grade.
5. All athletes should refer to the ELIGIBILITY REQUIREMENTS FOR EXTRA-CURRICULAR ACTIVITIES section of this handbook.
6. No student may play on a Varsity football team until he/she is fifteen years of age.
7. A student who participated for Varsity athletics at another school is ineligible for one year if he/she transfers to Arcadia High School without change of residence. Refer to Assistant Principal-Athletics for exceptions.
8. A student must not compete on any outside team in the same sport during the school season of any sport.
9. A student must not have been a member or pledge of a high school fraternity at any time.
10. All C.I.F. eligibility rules apply in all games, including practice games.
11. Any student knowingly or unknowingly playing as an ineligible player will cause the forfeiture of all contests in which the ineligible player

participated and may cause the school to be suspended from all competition under jurisdiction of the C.I.F. until such time as they are reinstated.

ARCADIA HIGH SCHOOL ELIGIBILITY RULES AND REGULATIONS

Citizenship: All members of Arcadia High School athletic teams are expected to maintain satisfactory conduct both on and off the athletic field. Any action by an athlete that would be a detriment to the reputation of the athletic program at Arcadia High School could result in the loss of eligibility status at anytime during the school year. Ineligibility and future reinstatement will be handled on an individual basis by the assistant principal and the coach(es) involved.

Attendance: Unsatisfactory attendance, which will be determined by the Assistant Principal in charge of Student Services, may also be considered a cause for a student being declared ineligible at any time during the school year. These cases will be treated on an individual basis and arrangements will be made with the coach to determine eligibility in the future.

Participation by an individual student declared ineligible under paragraph 1 or 2 above will result in the forfeit of all contests in which the ineligible student has participated.

TEAM PARTICIPATION REQUIREMENTS

In addition to meeting the C.I.F. and Arcadia High School eligibility

requirements, there are other requirements necessary in order to remain on an athletic team. To participate in any athletic contest on any given day in which Arcadia High School is competing, a student must be in attendance at school on that same day for a minimum of 1 class period other than period 6, or he cannot participate.

Exceptions and variations:

1. Unless previously excused by the administration (examples: death or illness in the family which requires his/her staying home, school holidays and Saturdays)
2. Minimum day. He/she must be in regular attendance for a minimum of 1 class period other then period 6, on the day in which the contest is held.
3. Any day in which a student attends school he/she is expected to be at team practice for the entire season whether he/she dresses or not, unless excused by his coach.
4. Students who are not able to participate in physical education classes during any one day cannot practice with their team after school that day, but are expected to attend practice and observe.
5. A student may be cut from a Squad for one or all of the following reasons:
    5.1. Failure to maintain eligibility
    5.2. Temporary suspension due to a minor infraction of rules and training regulations of coaches or school
    5.3. Permanent suspension due to major infractions of rules and regulations

set up by the coaches and school. Example: smoking, drinking of alcoholic beverages
    5.4. No student will be suspended from any athletic team without the approval of the Assistant Principal-Athletics.
6. Any student who has been permanently suspended from a team or quits a team of his or her own accord before the season of sport for that team is completed <u>may not go out for another sport</u> until the team from which he or she quit or was suspended has completely finished its season.

For reasons of liability, all athletes must ride the bus to and from away games at all times. The use of private transportation will be granted on special occasions only if a written parent request is approved by the Assistant Principal in charge of Athletics on each occasion 24 hours prior to the contest. Any athlete may jeopardize his/her position on the team if he/she does not comply with this policy.

THE PACIFIC LEAGUE

Arcadia High School, like most of the other schools in the C.I.F., is a member of an individual league, playing the members of that league in all sports competitions. We belong to the Pacific League consisting of:

Arcadia	Apaches	
Cardinal/Gold		
Crescenta Valley	Falcons	
Lt Blue/Navy		
Glendale	Dynamiters	
Red/Black		
Hoover Tornadoes	Purple/White	
Muir Mustangs	Blue/Gold	
Pasadena	Bulldogs	

Red/White

ATHLETIC & EXTRA-CURRICULAR EVENTS

The fact that you are a member of the Arcadia High School Student Body makes you a representative of this school. People and students of this and other communities will judge your school by your actions. This is particularly true on the athletic field and in the cheering section. It is very important that you conduct yourself in a courteous manner at all times. It is against league rules to have air horns and loud noisemakers at sports events.

CODE OF ETHICS for participation in Co-Curricular and Extra-curricular programs:
All students who represent Arcadia High School in a co-curricular or extra-curricular program are required to co-sign an agreement with their parents/guardians that outlines their responsibility in maintaining the highest standards of behavior both at school and in the community. This includes agreeing to be substance free during the regular school day or at any school related activity while a member of one of these programs. For this purpose, school programs are defined as Athletics, Student Government, Academic Teams, Pep Squad, and all Performing Arts groups. This contract is to be signed at the beginning of the academic year or season of sport and is to be re-signed every year. Copies of the agreement will be on file in the Athletics Office. The substance-abuse provision stipulates that the student will not be in possession of or under the influence of: alcohol, tobacco, an illegal substance as listed in Chapter 2 of Division 10 of the health and safety code, or a controlled substance without a prescription. Violation of this agreement has consequences that may result in suspension or permanent removal from the program.

ATTENDANCE PROGRAM

Good student attendance and participation is directly related to successful learning in the classroom. The establishment of good work habits, attendance habits and citizenship promotes effective development for each student. Therefore, the mission of the Arcadia High School Student Attendance Program is to maximize the student's potential for a successful school experience by providing a high quality, efficient system that reinforces good attendance in school.

Regular attendance in all classes is essential if a student is to gain the maximum benefit from his or her education. At Arcadia High School, all absences are subject to verification by school officials. The Attendance Office is open from 7:30 a.m. to 4:00 p.m. It is a student's responsibility to see that his or her parent/guardian contacts the Attendance Office by telephone (821-1770) on the first day of an absence.

Students are accountable and responsible to attend school regularly and be on time to all classes. Parents should insist their student(s) attends school every day unless illness or a family emergency occurs. All days of absence must be confirmed by a parent/guardian or by an adult student. If absences are not excused, the parent/guardian will

be notified of the student's truancy.

The California compulsory attendance laws require all minors to be enrolled in and attend school on a regular basis or be enrolled in a comparable educational program until they become adults.

Please notify the Attendance Office (626) 821-1770 when your student cannot attend school, for whatever reason.

Attendance is taken by each teacher every period and reported to the Attendance Office. Appropriate action will be taken for unexcused absences, truancies, or tardies. A note from home to the Attendance office must contain the following information:

- Name
- ID#
- Grade
- Date & Period Absent
- Reason for Absence
- Signature/Relationship

As of July 1, 1998, school districts no longer receive funds from the State of California for pupils who are absent from school. This includes *ALL absences*, even those related to illness, medical or doctor appointments, or for the purpose of attending funeral services for a member of the immediate family.

In other words, schools will receive state funding only for students who actually attend school. If you find it necessary to keep your child out of school for reasons other than illness, we encourage you to send your child to school for at least a part of the day so that your child will not be counted absent and also will not miss out on important school assignments. It is crucial that local schools continue to receive the financial resources necessary to provide quality educational services and reduce program cuts. We want to avoid the unnecessary absences that reduce district resources and limit your child's opportunity to obtain good grades.

Studies show that there is a direct correlation between good school attendance and student achievement; therefore, we encourage you as parents to reinforce the importance of good school attendance and to make every effort to send your child to school on a regular basis.

Again, we encourage your continued support to promote good student attendance and achievement.

CLEARING ABSENCES

Upon returning to school, students must have a note to clear their absences or they may be recorded as truancies. Absences are cleared by a phone call from a parent **and** a note from a parent explaining the reason for absence. Should a student fail to bring a valid absence note, the attendance office will assign Saturday school for each date of truancy. This assignment may be rescinded should the student clear the absence within 3 days of his/her return to school from the absence.

MONITORING STUDENT ATTENDANCE

Parents are encouraged to monitor their student's attendance by utilizing the Internet Student Information Service. The ISIS system can be used to monitor:

- Daily attendance
- 4-5 week progress reports
- Class schedule
- Proficiency testing
- Course history

Log on to ausd.k12.ca.us/ahs to register online.

LEAVING SCHOOL

Because Arcadia High School is a closed campus, students MAY NOT leave campus without prior approval:

If **ill**, students must go through the Health Office prior to release.

For all **other reasons**, students must go through the Attendance Office to receive an "off-campus permit". The off-campus permit must be verified and stamped by the doctor or signed by parent/guardian before a readmit is issued. A parent note with telephone verification is required before a readmit will be issued. Off-campus permits are for necessary and/or emergency purposes only. Going off campus for "lunch" does not constitute an emergency.

Students who do not follow these procedures will be marked truant from the classes missed and are subject to disciplinary action. In most cases students MAY NOT be able to receive approval to clear absences after the fact.

TRUANCY POLICY

Teachers are legally responsible for students from the time they enter the classroom until they are dismissed. A student is truant when he or she is absent from class without the permission of the parent or guardian and the knowledge of the proper school authorities. Leaving the classroom without the teacher's permission constitutes a truancy. Students who forge notes will be considered truants. Any student who has conspired to falsify or who has falsified attendance records, including false telephone calls to the Attendance Office, will have disciplinary action taken pursuant to the Education Code Section 48900- Disruption of School Activities. Truancy may effect academic standing in the class and may be considered in determining eligibility for co-curricular or extra-curricular activities. Students are required to have a pass from the teacher any time they are out of class. Students with a record of truancies are subject to disciplinary action including, but not limited to the following:

1. The student will receive an "F" grade for the work missed.
2. The teacher will not accept make-up work.
3. The parents may receive a letter from the Attendance office warning of multiple truancies.
4. The citizenship grade may be lowered.
5. Saturday School for full-day truancy.
6. Work detail for single-period truancy.

SATURDAY SCHOOL

Saturday school is assigned to students who have all day uncleared absences (truancies) or students who have excessive uncleared period cuts. The school reclaims lost Average Daily Attendance (A.D.A.) for each student attending the required (4) hours. Saturday School is assigned by the Deans and conducted from 8:00 a.m. to noon. Students are supervised by a credentialed teacher and are expected to bring sufficient work materials, assignments, and books to read, etc. for (4) hours. Students who come late or who fail to bring school work are sent home. Students assigned who do not attend are subject to school suspension.

TARDY POLICY

One of the major commitments of Arcadia High School in preparing students for post-high school success is to assist in the development of employment entry skills and attitudes. An important basic skill critical to success in any job is punctuality. By emphasizing the importance of GETTING TO SCHOOL ON TIME, the staff is assisting students in the development of a basic work habit. It is our expectation that all students be in their classrooms when the tardy bell rings. Continued tardiness may effect academic and citizenship class standing and be considered in determining eligibility for student government, athletic teams, and other extra-curricular and co-curricular activities. Students with a record of unexcused tardiness to class are subject to disciplinary action including, but not limited to the following:

1. Teacher counsels the student
   1.1. Student may lose participation points
   1.2. Student may serve detention
2. Student signs AHS Tardy Contract.
   2.1. Contract must be signed by parent and returned the next day to the teacher.
   2.2. Teacher calls parents.
   2.3. Loss of points / may serve detention
3. Contract sent to Deans' office and counselor
   3.1. Counselor may call in student
   3.2. Deans contact parent and may hold parent/ student conference
   3.3. Behavior/attendance contract signed

4. Referral sent to Deans Office
Deans enforce consequences, which may include, but are not limited to:
- loss of participation points, lowering of citizenship grade
- before school detention with Deans
- work detail (during the week)
- work detail (Saturday)
- lunch detention, minimum of 3 days
- in-school suspension room, 1 to 6 periods, minimum of 1 day
- suspension
- rescheduling of student into home excused

Parents and students are encouraged to NOT make appointments or be involved in personal business during the school day as listed below in the EXCUSED NOT ILL sections.

VERIFIED ILLNESS
Makeup work is allowed with full daily credit given for:
1. Illness or Quarantine
2. Medical, dental or optometrist appointments - verification of appointment from medical office required with off-campus permits. PARENTS are encouraged to make this type of appointment outside of the school day.
3. Funeral service for member of student's family; parent, grandparent, brother, sister, or any relative living in the immediate household of the student.
4. Jury duty for students 18 years of age and over.

SCHOOL ACTIVITY
Make-up work is allowed with full daily credit given.

EXCUSED NOT ILL

Make-up work is allowed with full day credit given for:

1. Funeral, not immediate family
2. All other court appearances
3. Legal or business appointments where student is required to attend
4. Senior visits to colleges
5. Family emergency
6. Church conferences, seminars, religious retreats
7. Civil Service examinations
8. Club or group function participating in community activity
9. Automobile or transportation trouble - if verified by parent note or telephone call the SAME day of the problem
10. Subpoenaed for court appearances

SUSPENSION

AUSD Policy indicates teachers will provide make up work with full daily credit available.

EXCUSED PERSONAL

Make-up work and daily credit may be **denied**.

1. Trips with or without family
2. Personal appointments
3. Job related business appointments
4. Appointments to obtain a learner's permit, driver's license, etc.
5. Exhaustion or fatigue (oversleeping)
6. Armed services registration
7. Requests from parents to have students do shopping, run errands, work, seek employment, etc.

UNEXCUSED ABSENCE
(Truancy)

No make-up work or daily credit allowed.

FAMILY TRIP/VACATION

If parents are planning a trip/vacation during the school year, please send your student(s) with a note of explanation to the Attendance office prior to the trip with the following information: Student's name, ID#, grade, dates of absence and reason for absence.

PARENT VACATIONS

If parents are planning a vacation during school sessions and are leaving their teenagers at home with an older brother, sister, relative or friend (must be at least 21 years of age), legal liability should be established before leaving. Should a student have an accident or become ill while their parents are away, adequate care may be difficult unless we have been given the name of an alternate adult who is responsible. This information needs to be given the attendance office prior to the parents departure.

ATTENDANCE NOTIFICATION TO PARENTS

Attendance will be reported to parents by the following:

1. Unexcused tardy and truancy letters
2. Telephone calls
3. Report Cards
4. Cumulative absences and unexcused tardies reported by letter periodically

Students are accountable and responsible to attend school regularly and be on time to all classes. Parents should insist their student(s) attend school every day unless illness or a family emergency occurs. Truancy is unacceptable behavior. If students are truant

(unexcused) from class(es), disciplinary measures will be taken and the parent will be notified. Students who are habitually truant from class may be dropped to study hall, independent study or an alternative school setting and may be referred to the School Attendance Review Board (SARB).

STUDENT BULLETIN

The Student Bulletin is the primary means used to communicate with the student body. The bulletin is published on Monday, Wednesday and Friday and is read or posted in all third period classes. Even though the student is absent from school, or does not hear the bulletin, he/she is responsible for knowing the contents. It also enables students to make announcements pertaining to club meetings, etc. Students who wish to make announcements in the bulletin must secure a form from the high school receptionist's office or the A.S.B. Office, write the announcement, have a teacher or club sponsor sign it, and return it to the Principal's Office by **10:00 a.m.** the day before the bulletin is to appear. **Any student who misses the reading of the bulletin in class should ask his/her third period teacher for a copy or read the posted bulletin outside the A.S.B. Office or outside the Attendance Office in the Administration Building. In addition, the student bulletin is available to watch on channel 6 – the Apache news channel.**

BUS TRANSPORTATION

Daily bus transportation is not available to high school students. All members of athletic teams must go and return from games away from this school in transportation provided by the school under the direct supervision of the coach. The same rule applies to trips made by the school band, auxiliary guard, class or club groups. The California Vehicle Code and the California School Laws place upon the bus driver the responsibility for safety and behavior of the student riders. Students are subject to the authority of the bus driver during this period. School laws regarding behavior, profanity, obscenity, damaging property, fighting, etc., are in effect on the school buses at all times. Refusal to obey these rules and requests of the drivers will result in the loss of riding privileges and disciplinary action from the school officials. Remember that the bus driver receives his authority not only from the high school, but also from the California State Traffic Bureau, which enforces all traffic laws governing the transportation of students. The following rules and regulations regarding conduct will be enforced on school buses:

1. All riders must remain seated while bus is in motion
2. No vulgar language or profanity
3. Refrain from loud conversation
4. No loud singing
5. No boisterous conduct
6. No unnecessary noises
7. Keep all parts of the body inside the bus
8. No eating on the bus
9. No wearing of cleated or spiked shoes on the bus
10. Students will not be allowed on buses unless the driver or certified person is on the bus
11. No smoking or possession of or use of illegal substances

allowed on the bus

CHEATING PREVENTION POLICY

1) **The purpose is:**
   a) to uphold high ethical standards for students at AHS.
   b) to eliminate cheating among students.
   c) to establish clear, consistent standards for student academic efforts.
   d) to establish clear teacher expectations for student behavior whenever activities are conducted that result in the evaluation of a student's academic performance.
   e) to establish clear, consistent guidelines and recourse for students, parents and staff when cheating is suspected.

2) **Definition**
   a) Cheating is the deliberate attempt to circumvent the course evaluation process.
   b) Examples of cheating include, but are not limited to, possession of "crib notes," copying someone else's work, getting answers to exam question(s) from extraneous sources including other persons, identical answers on unlike exam problems or questions, and plagiarism.
   c) Plagiarism is copying or accepting another person's work without acknowledging it, whether the work is published or unpublished, professional or amateur. If you use

another's words, ideas, opinion, study, and/or facts, you must document them in the form of a footnote or endnote. Whenever you are gathering information for the research paper, be sure to make clear on your note card whose material it is. Paraphrasing another's words is not enough to avoid plagiarism. Any material (ideas or words) taken from another person must be documented. Remember that it does not matter whether stealing another's words, ideas, or opinions was intentional. If you use even a small number of another's words, you are committing plagiarism. Thus, most teachers require accurate notes and documentation.
   d) Student behavior that is inconsistent with the individual teacher's cheating policy may be interpreted as cheating.
   e) Incidents of cheating are to be cumulative over the course of a student's four years at AHS.

3) **Procedure**
a. Standards of Evaluation Performance
At the beginning of the course, each teacher will provide the students in his/her classroom written expectations and standards utilized. A copy of these teacher standards will be placed on file in the Principal's office.
Each student will sign a copy of the teacher standards acknowledging

receipt, review and understanding of the Standards. Such copy will be kept on file by the classroom teacher and shall serve as supporting evidence in suspected violation of the standards.

b. First Violation of Teacher Standards

1. The teacher will notify the administration through a written referral that cheating has occurred. Supporting evidence will be submitted.
2. The student will receive a double fail grade on the examination, paper, homework, or project and the course grade may be lowered one full letter grade.
3. The administration and teacher will meet, review the first incident and decide whether to sustain or dismiss the allegation. If the cheating charge is sustained, then, within a reasonable time, the administration will contact the parent(s) for a conference. The teacher will be included in the conference.
4. A summary of the conference will be placed in the student's discipline files. A behavior contract including a clear explanation of future consequences will be placed in the student's cum folder with a copy mailed to the parent(s).
5. If the first incident of cheating occurs in an honors class, the student may forfeit the honors credit and may be dropped to a regular class depending on teacher recommendation and the availability of a comparable regular class.

c. Second Violation of Teacher Standards

1. A second incident of cheating refers to cheating study hall.
2. A summary of the conference will be placed in the student's discipline file. A summary letter including the reason(s) for the drop/fail will be placed in the student's cum folder with a copy mailed to the parent(s).
3. The student may be ineligible to receive school wide honors awards.

d. Subsequent Violation of Teacher Standards

1. If further incidents of cheating occur, the procedures of Section III-C-Second Violation of Teacher Standards will be followed.
2. If it is apparent that the student is making no effort to remediate the problem of cheating, a recommendation will be made for possible placement in an alternative education program.

e. Appeal Process

A. In all cases of alleged cheating; the student shall have the right to appeal this decision to a teacher appeals panel.

B. The student shall put the reason for the appeal in writing and submit it to the principal no later than 3 days following the administrative conference with the parent and student. The appeal should be related to the administrative decision and not the cheating policy.

C. The administration shall convene an appeals panel consisting of 3 teachers; one to be selected by the principal, one to be selected by the student, and one to be selected by the department chair. The appeals panel shall review the conference

summary and any supporting evidence submitted. The panel may call witnesses. The panel shall render a final decision to the student appellant no later than 10 days following the convening of the panel.

CHANGING OR DROPPING OF CLASSES

There is a "no drop" policy for elective classes for most students. Exceptions to this policy are made by petition only. Changes by the Counseling Staff can be made for data processing errors, course duplication, overloaded classes, missing graduation requirements and missing prerequisites.

Course Drop Procedure is as follows:

9th and 10th grade students:
- Must stay in all <u>elective courses</u>.
- Level changes are initiated by the classroom teacher.

11th and 12th grade students:
- Must stay in all <u>elective courses</u> for 1st week of each semester.
- Drops in elective academic courses by <u>petition</u> only for 5 credit TA class during 2nd week of each semester. Drops in electives after the second week and up to the seventh week will receive a partial 2.5 credit TA class. Drops after the 7th week will result in loss of credit and a failing grade.
- Level changes are initiated by the classroom teacher.

Past experience has shown that meeting with the teacher and discussing student/parent concerns allows for a positive outcome. Therefore, we encourage parents to contact the classroom teacher whenever problems arise. A list of teacher e-mail addresses and phone numbers can be found on the Arcadia High School website at www.ausd.net/ahs .

CHECK OUT PROCEDURE

All requests by students to check out of school will originate with the Registrar's Office. A parent/guardian or a note from the parent/guardian, giving date of leaving school, reason, etc., must be presented. The Registrar will give instructions regarding checkout procedure to the student. **All library books, textbooks, fines, uniforms and student IDs etc., must be cleared before the student can be officially withdrawn from school.**

CODE OF BEHAVIOR/CONDUCT POLICY

Many of the details of this code have little relevance to the vast majority of the school population. Most students in Arcadia are well behaved, self-controlled and maintain respect for themselves and others. Their behavior does not rest upon constant reminders of behavioral limits or upon thoughts of punishment from misbehavior. Arcadia may be justly proud of its high school students. Their good behavior permits them to derive maximum benefits from carefully planned educational programs. It is necessary; however, to describe disciplinary rules and procedures in detail, sometimes with strong punitive implications, because a small minority of the school

population is not well behaved and is not self-controlled. These students seem to respond more acceptably when they understand clearly the specific limits of behavior which will be tolerated, and when they are kept constantly aware of the consequences which would follow if they exceed these limits. When teachers and parents know the standards, procedures, and regulations, they may be able to exert more effective control over these students.

CONDUCT POLICY

Laws, rules, and regulations are made in order to protect your rights and freedoms as citizens in a democracy. All of us must bear in mind the fact that in order to enjoy the privileges of citizenship, we must also accept the responsibilities and duties of citizens. We must respect the law and rights of other people if we in turn, expect others to respect our rights. It's really just a matter of good sportsmanship. Know the rules and play the game accordingly. Each student is held responsible for his or her own conduct, and is expected at all times to be a credit to herself or himself, school and home. All students will be expected to know and abide by the general rules and regulations established at Arcadia High School. One of the great purposes of education is that the student shall master the art of self control. Consideration for the other fellow is an important item in living together. Obedience to the rules of life, self control, and consideration of others are the basis for maturity--perhaps the most important single achievement to be gained from your educational experience.

ARTICLE I - POLICY STATEMENT

The Board of Education of the Arcadia Unified School District desires that every student be given the opportunity to obtain the best possible education in an orderly environment. The Board of Education has indicated that its major responsibility is to provide an educational system for the students. Included within this system should be a constructive program that leads to the student self-discipline and student understanding of the necessity of an orderly environment for living.

A. STANDARDS OF BEHAVIOR

Students shall be responsible for learning and obeying rules and regulations of the school, which they attend. All rules and regulations shall be upheld and administered by the school personnel. Respect for law and the rights of others shall be expected of all students. There are both rights and responsibilities of all those involved in the formation and development of any discipline procedure.

B. RIGHTS OF STUDENTS

Students have the right to expect that they will receive support and counsel in their efforts to learn. In this respect, students also have the right….

1. To secure the best possible education fitted to the individual
2. To expect the same consideration and understanding as that given to all other students
3. To expect that his/her rights and personal property will be respected by other persons
4. To know that school will be a

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place where his/her person or privileges will not be violated

5. To be involved in the decision-making process in areas that pertains to academic, vocational counseling, health problems and student activities.

C. RESPONSIBILITIES OF PARENTS

1. Insist that the student attend school every day unless illness or a family emergency occurs.
2. Telephone the school attendance office when the student is going to be absent for an extended period. Send a note when the student returns from any absence.
3. See that the student gets the appropriate amount of sleep on school nights to be attentive and alert in class.
4. Provide a meal to the student before he/she comes to school each day.
5. Provide uninterrupted study time and reading time each school night for the student.
6. Check with the student daily regarding homework assignments and monitor completion of assignments.
7. Immediately contact teachers or counselors to request a conference if there is a question concerning student progress or lack of homework.

D. RESPONSIBILITIES OF STUDENTS

All students have the responsibility:

1. To attend school regularly - to be on time to all classes.
2. To conduct themselves so that maximum educational growth may be obtained.
3. To respect the rights of other students - to be respectful of school staff.

4. To respect school property and the property of others.
5. To use appropriate language; profanity and vulgar language is unacceptable.
6. To obey any reasonable request of teacher or administrator.
7. To bring required materials to class each day.
8. To be aware of school rules, standards of conduct, and participation in the upholding of such rules and standards.
9. To take pride in your school - keep the campus free of litter.
10. To meet the requirements of attendance and conduct and give their best effort academically.
11. To dress appropriately and meet the standards of health and cleanliness.
12. To keep their parents or guardian informed of their conduct at school.

ARTICLE II - SUSPENSIONS

A. A suspension shall be construed as any disciplinary action, which removes the student from the school premises.
B. A suspension period may be for less than a day, but shall be no more than five school days.
C. Suspension may be invoked for the violation of school rules and regulations and mandatory for the following offenses according to the Education Code, Section 48900.
   - A student has used, sold or possessed narcotics, narcotics paraphernalia or other hallucinogenic drug or substance on the school grounds or at a school sponsored event.
   - A student appears at

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school or a school sponsored activity who has an alcoholic beverage in his/her possession or has consumed alcohol prior to such school activities on or off the school ground. P.C. 25608 and Board Policy.

- A student has committed an act of defiance either in language or action against a member of the school staff.
- A student has committed an act of theft.
- A student has gambled on school grounds.
- A student has violated the rule of no smoking or possession of tobacco on school grounds or at school activities.
- A student has willfully or with extreme negligence damaged or destroyed school property.
- A student has used continued profanity or vulgarity on the school grounds.
- A student has participated in fighting and/or violent acts.
- A student has committed sexual harassment.
- A student has become a member of a secret club or organization.
- Any student engaging in any form of hazing, initiation or procedure for belonging to an organization, which commits an act that injures, degrades or disgraces a person, will be

given the maximum suspension allowed by law. EC 3205l

- Any student engaging in the throwing of objects will be subject to suspension.
- Any student in the possession of fireworks will be suspended and will be required to have a conference with the Arcadia Fire Marshal.
- Any student involved in the starting of a fire will be suspended and will be required to have a conference with the Arcadia Fire Marshal.
- A student has brought or possessed upon the school grounds or at a school sponsored activity any firearm, dirk, dagger, knife or any razor with an unguarded blade (E.C. 48900).
- A student interfering with a proctor, teacher or administrator in the course of their duties.
- Electronic signaling devices and/or cellphones must be turned off and are not to be used during class time.
- Felt pens, sharpies and other permanent markers are prohibited at school, other than in a supervised curricular setting. Arrangements should be made for students not to heave these items in their possession out of class.

SEXUAL HARASSMENT- Board Policy 5145.7

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The Arcadia Unified School District is committed to providing quality instruction in a manner which affirms the dignity and self worth of every student, regardless of sex. Conduct which constitutes sexual harassment of students impairs the ability of students to make full and effective use of the school district's instructional programs. Accordingly, the Arcadia Unified School District will maintain and enforce a strict policy prohibiting harassment of students because of sex. In addition to being unlawful, the Arcadia Unified School District considers all such harassment to be offensive. The District's anti-harassment policy applies to all persons involved in the District's educational environment and prohibits unlawful harassment of students, employees or others by any District student or any employee of the District, The Arcadia Unified School District including administrators, supervisors, certificated and classified employees. Unlawful harassment, in any form including verbal, physical and visual conduct, threats, demands and retaliation, is prohibited.

The Superintendent or designee shall ensure that students receive age-appropriate information related to sexual harassment. Students shall be assured that they need not endure any form of sexual behavior or communication, including harassment because of sexual orientation. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well being at school.

Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 through 12, the disciplinary action may include suspension and/or expulsion.

Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

Students shall be informed that they should immediately contact a staff member if they feel they are being harassed. Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

The principal or designee shall immediately investigate any report of the sexual harassment of a student. Upon verifying that sexual harassment occurred, he/she shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the Superintendent or

designee in accordance with the district's uniform complaint procedures.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint

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process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

Confidentiality

All district staff involved in the receipt of, or investigation of, allegations of sexual harassment are to hold such information in confidence in such a way as to ensure the privacy of the individuals involved.

ARTICLE III - SEXUAL HARASSMENT

The Arcadia Unified School District is committed to provide quality instruction in a manner which affirms the dignity and self worth of every student, regardless of sex.

Conduct which constitutes sexual harassment of students impairs the ability of students to make full and effective use of the school district's instructional programs. Accordingly, the Arcadia Unified School District will maintain and enforce a strict policy prohibiting harassment of students because of sex, race, color, national origin, ethnicity, religion, age, or physical or mental disability. All such harassment is unlawful.

Sexual harassment conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile or offensive educational environment (Education Code 48900.2 and 48900.5).

EXAMPLES OF UNLAWFUL HARASSMENT

Unlawful harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis includes, but is not limited to the following:

- Verbal conduct such as epithets, derogatory comments, slurs or unwanted sexual advances, invitations or comments.
- Visual conduct such as derogatory posters, photography, cartoons, drawings or gestures.
- Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with academic performance or progress.
- Threats or demands to submit to sexual requests in order to receive a good grade or other benefit or to avoid some other loss, and offers of good grades or other benefit in return for sexual favors.
- Retaliation for having reported or threatened to report harassment.

REPORTING SEXUAL HARASSMENT

Any student of the Arcadia Unified School District who believes that he or she has been the victim of sexual harassment is urged to bring the matter to the immediate attention of the proper school authorities so that appropriate action may be taken to resolve the problem.

Such reports should ordinarily be brought to the attention of the certificated administrators of the school (Principal, Assistant Principals, or Deans) because they are responsible for maintaining a suitable learning environment on the school campus, are trained to

investigate misconduct, and are authorized to impose appropriate disciplinary action.

However, the school district recognizes that, due to the possible embarrassing nature of sexual harassment conduct, individual students may instead choose to make such a report to another trusted adult such as a counselor, teacher, or nurse. All incidents of sexual harassment shall be reported to the principal by the employee who learns of the harassment of the student.

CONSEQUENCES OF SEXUAL HARASSMENT

(Education Code 48900.2 and 48900.5)

Any student who has committed sexual harassment may be suspended for such actions and a recommendation to expel by the Principal to the Governing Board will be made for a severe, repeated, or prolonged violation of this policy (AUSD Board Policy 635).

ARTICLE IV - ALTERNATIVE TO SUSPENSION PARENTS ATTENDING SCHOOL

In an effort to keep students in school and to encourage parent participation/involvement with their student's education, the Assistant Principals or Deans will offer parents the opportunity to visit AHS and attend their student's classes in lieu of school suspension. The Assistant Principal or Deans will coordinate such visits. Actions on the part of students which are deemed serious will result in school suspension and the option of parents attending in lieu of suspension will not be offered in such cases. The decision of the Assistant Principal or Deans is final.

WORK DETAIL

The program involves students performing tasks at the school in lieu of school suspension. Certain students selected by the administration are given the option of choosing Work Detail. The program is conducted on designated Saturdays from 7:00-10:00 a.m. Students assigned are to report to the Rally Court prior to 7:00 a.m. Students who fail to appear for work, report late, who are uncooperative or do not perform their tasks in a diligent manner will immediately be placed under school suspension and will not receive credit for work performed. The decision regarding the cooperation and diligence of the student will be made by the Dean of Students, whose decision will be final.

The purpose of Work Detail is to give students an alternative to suspension. To be successful, the program must be constructive, positive and beneficial to both the student and the school. It must also effectively deter undesirable behavior. The purpose of the program is:

A. To serve as a positive alternative to school suspension.
B. To encourage good work habits.
C. To provide practical experience in the area of employee - employer relationship.
D. To allow the student to make a positive contribution to the maintenance of the school.
E. To instill in the student a respect for public property.
F. To serve as a constructive

deterrent to the violation of school rules and regulations.

EXCLUSIONS

This program would not apply to students who are insubordinate, disrespectful or disobedient to the staff members or to students involved in fights or violent acts. No student will be allowed to choose this program without the recommendation of the administration. This program is available to students who have violated the same suspendable rule for the second time.

ARTICLE V - EXPULSIONS

Action to expel may be taken only by the Board of Education. An expelled student may be reinstated in Arcadia High School only by action of the Board of Education on the recommendation of the Superintendent who shall require evidence of the reconstructed behavior of the student, pursuant to the provisions of the California Education Code Sections 48900.

ARTICLE VI - LOITERING, TRESPASSING AND INTERFERENCE WITH SCHOOL PROGRAM

Any person who comes into any school building or upon any school ground, or street, sidewalk, or public way adjacent thereto, without lawful business thereon, and whose presence and acts interfere with the peaceful conduct of the activities of such school or its students or school activities, and who remains there, or who reenters after being asked to leave by the chief administrative official of that school or any designated agent of the chief administrative official who possesses a standard supervision or a standard administration credential or who carries out the same functions as a person who possesses such a credential or, in the absence of the chief administrative official, the person acting as the chief administrative official, is guilty of a misdemeanor. P.C.a626.8

ARTICLE VII - FREE EXPRESSION ON CAMPUS

The Board of Education recognizes the right of the individual student to exercise freedom of expression, and its correlative duty of the responsibility of expression. The Board of Education also recognizes that the establishment of a public educational program requires the formation of rules and regulations necessary to maintain an orderly process of learning and to maintain standards of student conduct and language appropriate to an academic environment.

1) The purpose of this policy is to insure the exercise of the students right of freedom of expression with due regard for the rights of others.
2) Students of the district have the right to exercise free expression including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, and the wearing of buttons, badges, and other insignia in accordance with Board policy.
3) In the exercise of the students rights, no student shall distribute materials, wear buttons, badges, and other insignia, or post notices or other materials which:
    a) Are obscene to minors according to current legal

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definitions.

b) Are libelous or slanderous of any person or group of persons and present danger of the imminent commission of unlawful acts on school premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the school.

c) Express or advocate racial, ethnic or religious prejudice, or create a clear and present danger of the imminent commission of unlawful acts on school premises or the violation of lawful school regulations or the substantial disruption of the orderly operation of the school.

d) Are distributed, displayed or circulated in violation of the time, place and manner requirements.

4) Violation of this policy by any student shall be sufficient cause for disciplinary action against such violator including suspension and expulsion. Violation hereof shall be sufficient cause to deny the circulation, distribution, posting, or wearing of such printed material. Printed material that clutters the school grounds will be the responsibility of the signing students.

LENGTH OF SCHOOL DAY

Freshmen, Sophomores and Juniors are required to be enrolled in six periods unless the administration has approved an alternative schedule. Seniors may opt for a five period day; however, all students are encouraged to enroll in and maintain a full six period schedule of classes.

DANCES

All school dances will be sponsored by constituted clubs or organizations on campus. The dance will be approved by the Activities Council and the school administration. All contract arrangements will be completed by the Activities Office (i.e. band, lights, food, tickets, films). Dances are held on campus after evening athletic contests, "Fifth Quarter," or at other times by club sponsorship. Dances are held both on and off campus. All persons attending these dances are expected to follow all rules of good behavior i.e. no smoking, no alcohol or illegal substances and courteous conduct. Students, guests, and parents are required to sign a dance contract in order to purchase a ticket. Any person who has used or has possession of alcohol or illegal drugs will not be admitted. Anyone suspected of having used alcohol or is under the influence of alcohol in the opinion of the supervisors will be asked to take a breathalyzer test. Failing the test or refusal to take the test will result in school authorities contacting parents and requesting that they come to the dance or activity and take you home and school suspension will occur. In addition, the privilege of attending future dances and activities (including senior activities) may be revoked. Non-student adult guests may be turned over to the local authorities. Further, anyone who possesses or is determined to be under the influence of drugs will be detained and parents will be

contacted or will be turned over to local authorities. No refund of ticket cost will be given. Further disciplinary action may be taken. Executive Council members may be asked to resign from office if suspended. Students bringing guests must have prior approval from the administration and are responsible for the conduct of their guest. All students attending a dance must enter with a ticket plus photo identification, such as school ASB/ID card, or driver's license. Guests must also have photo identification along with a guest card. Tickets may be purchased at the ASB Office during regular office hours.

DISCIPLINE MATRIX
SEE BACK OF BOOK

DRESS STANDARDS
Administrative Code, Division 2, Section 302: "A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare himself for the schoolroom before entering." We accept the premise that the major responsibility for student appearance rests with the parents. Parents then have an obligation not only to provide clothing but also to guide the student's selection in proper wearing apparel and determining its suitability. Parents should see that students are dressed appropriately for the business-like environment of the school. All students, however, will be subject to the following regulations:

DRESS STANDARD FOR

STUDENTS
After much discussion with parents, students and staff, we have come to some understandings regarding what is considered inappropriate for students to wear at Arcadia High School. The intent of the standards is not to take away students' styles, but rather to remove those clothing items that are taken to extremes or present ideals which we do not wish to promote at Arcadia High School.

Considered to be extreme or sending inappropriate messages include:

1. Excessively baggy pants. No exact size will be given. Discretion will be used by the administration.
2. Large chains attached to wallets. Chains must be a smaller width than a dog choke collar and no longer than 12 inches.
3. Any gang related clothing. This clothing may vary from school to school and may change from year to year. In line with Board Policy and Administrative Regulation 633.1, we reserve the right to modify this standard throughout the year with proper notification. Some styles currently disallowed include: long shorts with long white socks, solid hats, Nike Cortez shoes.
4. All sports jerseys, other than AHS issued.
5. Any clothing or jewelry item that depicts or suggests drugs, sex, alcohol, profanity or racism.
6. Girls tops that are backless, strapless or revealing midriff not allowed. Beachwear and sheer or revealing garments,

including pants torn above the knee, are inappropriate school attire.

7. A student's appearance may not detract from nor interfere with the learning environment or process. Any clothing which has a disruptive influence is inappropriate. The discretion of the school authority will prevail.

Consequences:

Students who dress inappropriately for school will be brought to the office. For clothing violations the students will be asked to change into school sweats and their parents will be notified. In the case of chains, they will be confiscated and only released to the parents. Further violations will result in the assignment of work detail or suspension.

Enforcement:

Administrators, campus proctors and faculty will be responsible for enforcing these dress standards.

ELIGIBILITY REQUIREMENTS FOR SECONDARY EXTRACURRICULAR & CO-CURRICULAR ACTIVITIES

All students and parents of students participating in athletics, musical performance groups, drama, academic teams, pep groups and student government must sign the Code of Conduct and Substance Abuse Policy contract in order to participate in these activities.

1. General Guidelines

A. This policy places emphasis on motivating and assisting students to achieve academic success in their regular school program.

B. The effective date for implementation of the new eligibility requirements for participation in extra-curricular activities was September, l983. Eligibility for first quarter participation will be determined by the June grades.

C. For purposes of this policy, extracurricular activities include, but are not limited to, athletics, musical performance groups, drama, academic teams, pep groups and student government.

D. Students who have achieved below a 2.0 grade point average at the end of the grading period will be on probation for three weeks beginning the Monday following grade notification. While on probation students may fully participate on the team or in the activity.

E. At the time of ineligibility, individual cases may be reviewed at the request of a teacher, coach, counselor, parent, or administrator. A review will include the Principal or his designee, the student's counselor, concerned teachers, and the coach or advisor. Special conditions for eligibility may be determined for students with special problems.

F. At the end of the three-week probation period, any student who has not rectified his or her grade deficiencies or the conditions specified in the review (Step E) will be immediately ineligible for the remainder of the grading period. To regain eligibility, the student must achieve a 2.0 grade point average at the end of the next grading period. Students on academic probation

must request a grade check on the 4th Monday of each quarter in order to regain eligibility for that quarter. Failure to request the grade check will result in automatic ineligibility for the rest of the quarter. As a result of the one time probation grade check, if a 2.0 grade point average is obtained with no more than 1 "U" in Citizenship/Work Habits or 1 "F" for 6 classes, the student will regain eligibility for the remainder of that quarter.

II. Criteria for C Average & Citizenship

1) Grades from all subjects will be used to compute the grade point average. Exception – Study Hall.
2) A 2.0 average will be required. Marks of "Incomplete" will be computed as zero G.P.A. points and averaged with remaining grades.
3) A student taking a full schedule (6 classes) may have a maximum of one "F" if the overall G.P.A. is a minimum of 2.0 to remain eligible. Students with less than 6 periods may have no "F" grades. Two or more "F" grades make a student immediately ineligible until the next grading period.
4) A student taking a full schedule (6 classes) may have a maximum of one "U" grade in Citizenship or Work Habits. Two or more grades of "U" in Citizenship or Work Habits make a student immediately ineligible until the next grading period. Students with less than 6 periods may have no "U" grade in Citizenship or Work Habits.

5) A student will not be allowed probationary status during any two consecutive grading periods.
6) For the purposes of eligibility, a comparable summer school course academic grade may be substituted for a failing academic grade at the end of the Spring semester only. Citizenship grades may not be made up in summer school.
7) Suspension Guidelines
   a) Any student suspended from school for one full day or more shall be placed on probation for the remainder of the school year.
   b) A second suspension of one full day or more shall result in a student being immediately ineligible for a period of nine (9) school weeks, extending into the next school year if necessary.
   c) Any subsequent suspensions or misconduct in the same school year requiring administrative intervention shall make a student immediately ineligible for a period of eighteen (18) weeks, extending into the next school year if necessary.
8) Summary of Ineligibility Status
   a) A student is on probation for three weeks beginning the Monday of the new quarter if he/she:
      • Has a G.P.A. below 2.0 with no more than 1 "F" or 1 "U" in Citizenship or Work Habits in a 6 period day.

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b) A student is ineligible until the next grading period (one quarter) if he/she:

- Academic grade remained below 2.0 G.P.A. at end of the three-week probation period. (One time grade check must be requested by student.)
- Receives two or more "F's" (taking 6 classes) regardless of the G.P.A.
- Receives one "F" (taking 5 classes) regardless of G.P.A.
- Receives two or more "U's" in Citizenship or Work Habits (taking 6 classes) or one "U" in Citizenship or Work habits (taking 5 classes).
- Has received probationary status for any two consecutive grading periods.

III. Notification

A. The eligibility policy and guidelines will be placed in the student handbooks.

B. Copies of the policy and guidelines will be given to each person participating in any extracurricular activity.

C. When a student falls below a 2.0 G.P.A., the Principal or his designee will inform the coach or advisor and a letter will be sent to the parent explaining the probation/ineligibility period.

D. Parents will be asked to assist the school by emphasizing the importance of the following:

- A regular pattern of study time and a quiet well-lighted place to study.
- Prompt completion of all homework and class assignments.
- Regular attendance and punctuality in all classes.
- Constant high level of effort in all studies.

Parents will again be notified in writing at the end of the three-week probation period regarding the final eligibility status of the student if the student has requested a grade check and has passed probation.

Students and parents should realize written communication of eligibility is a formality and courtesy. It is expected that students and parents know whether a student will be ruled ineligible or on probation as soon as the report card is received and prior to any notification from the school. Often this notification is sent well within the next grading period.

EMERGENCY PROCEDURES

General rule in case of an emergency of any kind - follow the instructions of the teacher at all times.

Fire Drills

Horn Signal - **4 short rings repeated in cycles – strobe light**

Fire drills will be held twice per school year. Your teacher will tell you where to go. When the warning is sounded proceed quietly, orderly, but as rapidly as possible, according to instructions given by your teacher. Do not run or push at any time.

Campus Crisis

Bell Rings - **One long continuous ring- 60 seconds or all call**

Lockdown of all classrooms and

buildings. Students will remain inside under staff supervision until either an all call is made or someone comes to get you. Ignore all bells including fire bells once in a lockdown situation.

EMERGENCY ASSEMBLY AREAS

Buildings or Classrooms meet at the following areas:
I.   Library Lawn:
Admin, Library, L1-9 Music - MB1, MB2, MB3 and G Row
II.   North Softball Field
 A1-5, B1-5, Little Theater
Cafeteria 1 and 2, J Bldg. 1 - 32
III. South Softball Field
C1-13, D1-14, E1-8 All P.E. Classes
IV.   Basketball Courts
 F1-11, Photo, Wood, Ceramics, Dance Studio
V.   El Monte Lawn
 H1-H11

In the event an evacuation is necessary, and students are not in a particular class (before school begins, on any passing period, or at lunch), students are asked to report to the following areas by grade level, **regardless of class schedule:

Class of 2007   Football Stadium
Class of 2006   North Softball Field
Class of 2005   South Softball Field
Class of 2004   Outdoor Bkbl Court

All staff will report for supervision and assistance to one of these four areas according to the grade level of the **majority** of the students they teach in class.   Grade level counselors will have alphabetized lists to assist with attendance and release.

STUDENT RELEASE

In the event of a major disaster, once students have been safely evacuated to their respective assembly areas, if it is determined that it is not safe to return to the buildings, the students will be moved to the Football Stadium.
The site disaster container in this location will enable the staff to provide additional medical, survival, and sanitation supplies.
Parents are requested to enter through any of the four gates next to the stadium ticket booths, locate their children on the football field, and provide identification to school staff at these gates prior to leaving school grounds.

FOOD SERVICES
Arcadia High School has one lunch period. Food services procides hot and cold items in the cafeteria. For those who do not wish to eat in the cafeteria or bring their lunch, vending machines, special food carts, and the snack bar are available.   During lunch, these services provide pizza, hot dogs, BBQ hamburgers, nachos, burritos, Chinese food, sodas, juices, fruit, bottled water, bagels, candy, coffee, hot chocolate, malts, ice cream, milk, potato chips and other items.

FRIDAY CARDS
Parents and students may desire a regular accounting of grades and attendance. The Attendance Office will have Friday cards available. These Friday Cards may be used to check on daily attendance and end of the week grades.

GRADES - MAKE-UP POLICY
It is the student's responsibility to make up work for days absent from

school. An "F" is given to a student for each assignment missed if he/she fails to make up the work after an Excused or Unexcused Absence. Full credit is given for each make-up assignment. An "F" is given for each day a student is truant from class. These "F's" cannot be removed. A teacher may give a student twice the number of days he/she was absent to make up the work missed unless there are extenuating circumstances which would change this procedure, such as serious illness which leaves the student quite weak even though he/she is able to return to school. It should be noted that in the Mathematics Departments a student is allowed to drop one test grade in determining his/her grade. If a student is absent and misses a test, that test is the one dropped. All other tests missed must be made up. In the Music Department, students enrolled in performing groups should be aware that attendance at scheduled rehearsals and performances outside the class period has a direct effect on the grade. All absences other than illness must be discussed with the teacher in advance.

GUIDELINES FOR SCHOOL PUBLICATIONS

PURPOSE - The purpose of the guidelines is to provide a framework of both freedoms and restrictions, within which students shall engage in the writing and dissemination of school publications.

STATEMENT OF PHILOSOPHY The school must afford students the opportunity to become familiar with the methods and functions of a free press, an institution vital to acquiring and maintaining the ideals consistent with our nation's beliefs in democracy.

Student publications are encouraged by the stated policies of the Arcadia Unified School District. These District policies require that schools provide "a dynamic environment to perpetuate self-education in each individual," that schools help students "to accept honest differences of opinion," and that they help students to develop the ability to "arrive at appropriate decisions in specific situations as a result of critical thinking." Student publications should exist with a minimum of restraints. In order to be objective and accurate, these publications must have maximum freedom as provided by law. To insure both objectivity and accuracy, student journalists must be willing to accept responsibility for adhering to realistic journalism standards. Schools should provide opportunities for the exchange of ideas; wherever ideas are exchanged, controversy is bound to occur. Students should be encouraged to deal with controversy, to examine issues with maturity and honesty, to provide the views of both sides of an argument, to demonstrate enthusiasm in the various modes of expression.

SCHOOL DISTRICT POLICY
I. Objectives
A. To establish guidelines for all school publications that comply fully with the spirit and intent of the school curriculum and the policies of the school system.
B. To encourage written expression of high literary quality.

II. Policy

A. All publications whether financed and/or published by the school, student body, or related organizations shall be the responsibility of the building level administrator. The Principal has the right to review all publications prior to printing and distribution.

B. Each editor and/or editorial board should be given as much freedom as possible in determining the content of his/her publication.

C. The faculty advisor shall advise the editors when he feels the material to be printed is unsuitable and state his reasons. If the editor still feels the material should be included, the following procedure shall be followed:

- A conference should be arranged with the Assistant Principal, the editor and the advisor.
- If the Assistant Principal feels the material is not suitable, it would be submitted to a publications committee composed of students, faculty and an administrative representative. (The Principal would be invited to participate or observe.)
- Material which is rejected for school publication may be given several alternatives for publication outside of the school by the publications committee.

D. Any individual or individuals who object to material that has been printed must follow censorship review procedures:

- A signed written statement must be submitted indicating specific material that the writer

opposes together with his/her reasons.

- The concerned parties shall convene to discuss and review material. The membership of this group shall include the publications committee, editor, advisor, an administrator or his designated representative, the writer of the material and the person or persons opposed to a published item.
- Minutes from the meeting, together with the initial written statement, shall be retained in a censorship review file.

III. Conditions

A. ALL school publications shall reflect the law as set forth in the California Education Code. "Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism and a true comprehension of the rights, duties and dignity of American citizenship.....to teach them to avoid idleness, profanity and falsehood and to instruct them in manners and morals and the principles of a free government".

B. Arcadia High School students have the right to exercise free expression, including the right to use bulletin boards, to distribute printed materials, and to wear buttons, badges and other insignias. This right is limited to expression which is not obscene, libelous, or slanderous and which does not create a clear and present danger of various unlawful acts. The right is subject to reasonable regulation by the

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Principal or his designated representative.

C. Faculty advisors and student editors of official school publications shall be fully responsible for determining the content of their publications subject to the limitations of this section and the regulations imposed by the nature of the publications as defined by the faculty advisor. Official school publications are designated as school newspaper, yearbook, creative writing book, writing class materials, bulletins (student, faculty, counseling and career), P.T.A. newsletter, student/parent handbook and curriculum guide.

D. No commercial (unless approved), obscene, racially or religiously prejudiced material or material which advocates violent overthrow of the government shall be permitted to be distributed on the school campus.

E. Students of the District have the right to distribute materials not considered an official school publication according to the following guidelines:
- Time of distribution is before, during or after school.
- Manner of distribution: Students are expected to use good taste in their manner of expressing ideas.
- No student shall use coercion of any form.
- All materials to be distributed shall be submitted for approval 24 hours prior to the requested time of distribution.
- No materials shall be left unattended or stacked for pickup.
- Place of distribution: The place shall be approved by the administration and shall not interrupt normal flow of traffic.
- Regulations regarding materials to be distributed: No student shall distribute materials which:
1) Are obscene to minors.
2) Are libelous or slanderous.
3) Incite students to violation of the law.
4) Express or advocate racial or religious prejudice.
5) Violate the above Sections l, 2, 3.

HOME TEACHING

During times of extended illness, it is the school's desire that the student's educational program not be disrupted. A student is eligible for a home teacher if there is an **anticipated** absence of 20 school days or more due to injury resulting from an accident or illness. Written confirmation by a physician of the student's extended absence must be submitted before a home teacher may be assigned. Parents may apply by contacting the District Student Services Office at (626) 821-6653.

Parents: This is a very important service that may be available to your student. Please alert the school Attendance Office (821-1770) if you have any questions.

HOT LINES
SAFETY/ SECURITY HOT LINE
24 Hours   (626) 821-4682

A safe place is everybody's business. If you know of weapons or other

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activities which threaten the safety or security of Arcadia High School students, staff or campus, call the Arcadia High *anonymous* Hot Line.

EMERGENCY HOTLINE -
24 HRS. (626) 821-8370
(Ext. 8000, 8100, 8200)

School closure & disaster information as needed – Announcement only

IDENTIFICATION

Students must carry photo identification with them at all times while on campus, at school sponsored activities or off campus during the school day. This identification must be in the form of a school issued ASB or student identification card. Failure to be in possession of a valid ID card will result in the assignment of the offending student to disciplinary consequences.

INSURANCE

Accident insurance is not provided by the School District for students. An inexpensive private plan is available to students who desire to purchase accident insurance. Students participating in interscholastic sports must be covered by accident insurance. Full details will be given concerning this coverage at the first of the school year. Students must provide proof of coverage through their parent/guardian medical insurance or must purchase a tackle football insurance policy. If you need to purchase insurance, please see the athletics secretary or call
(626) 821-1757.

INTERNET

All Arcadia students have access to technology in classrooms, libraries and computer labs. Therefore, it is imperative to establish ethical standards for the use of technology and technological resources in our schools. Students who agree to abide by these defined standards will have access to all available resources, with guidance and support provided by teachers and staff. Students who choose to disregard ethical standards, demonstrated either by inappropriate behavior or poor citizenship, will be denied access. Examples of inappropriate use of technology include vandalizing computer hardware, dramatically altering the desktop appearance, limiting access to the computer by others, deleting programs and files, downloading unauthorized software, visiting inappropriate sites (those unrelated to classroom assignments) and/or sending inappropriate or threatening e-mail.

Before a student can gain access to school computers and Internet resources, he/she must review the District's Acceptable Use Policy under the direction of a qualified staff member, understand his/her responsibilities as a user, sign the Acceptable Use Policy, and have the policy signed by parent or guardian and by a teacher. Signed Acceptable Use Policies are kept on file at each site/school. Information involving any violation of the Acceptable Use Policy will also be kept at each site/school.

ISIS

The **ISIS** (Internet Student Information System) is a way of accessing your high school student's work and progress information simply and efficiently. The procedure to sign up for an account

is located at http://www.ausd.k12.ca.us. ISIS gives parents/guardians an opportunity to monitor their student's progress. All registration must pass through the High School administration so all information is secure. To apply for your user ID and password, you must come to the the high school to supply your full name, telephone number, address, e-mail address (if you have one) and your relation to the student. A photo I.D. is required. Once you are given your user name and password, you may access ISIS through the Internet. To access ISIS, connect to the Internet, and in your web browser's location box type the following URL: http://www.ausd.k12.ca.us/cgi-bin/isis.exe. ISIS is designed to help you monitor your student's grades and attendance, as well as help you contact their teachers. Its simple interface makes it easy to use anytime of the day or night. For more information regarding ISIS, call the high school at (626) 821-1754.

LIBRARY

The Arcadia High School Library is a resource center for individual and class study. Current school ID cards are required to check out library materials, textbooks, and other instructional materials. There are no exceptions to this requirement. The Library is open before and after school and during the entire school day when school is in session. Library hours, holdings, policies, homework links, and a list of textbooks used at Arcadia High School may be found on the AHS Library website at: http://teachers.ausd.net/ahslibrary .

Library Lending Policy:
Up to 4 library books may be borrowed for two weeks and may be renewed for an additional two weeks if another student has not requested the book.

Fines and Fees:
Fines for overdue library books are $.10 cents per school day up to a maximum overdue fine of $3.00. Fines for repair or replacement of library or textbook materials are assessed when materials are lost or abused during the time the student was responsible for the materials. Students are responsible for the care and preservation of all instructional materials checked out to them. Students need to report any and all unmarked damages to the library staff within 1 week of checking out materials. Please consult the Library Policies page on the AHS Library website for examples of damages and fines.

Textbook Lending Policy:
Textbooks, workbooks, and other instructional materials are issued at the beginning of the school year and throughout semesters as requested by teachers.
Only students with a current, valid Arcadia High School ID card will be issued books. Students will be issued textbooks only for those classes in which they are enrolled and are required to return all textbooks at the conclusion of the class, at the direction or request of the teacher and/or the Library staff, or if the student leaves Arcadia High School.

LOST AND FOUND

The Health Office maintains a Lost and Found service. All students are required to bring stray articles of all types to the Health Office so the rightful owners may claim them.

Students should be very careful of their backpacks, books, purses, jackets, etc., for even a few moments. Large sums of money should not be brought to school. See "Money on Campus."

LUNCH POLICY

The cooperation of every student is needed during the daily lunch period. Students are NOT ALLOWED in the following areas at lunch:

1. Classroom without a teacher being present
2. All areas east of the swimming pool (basketball courts are ok)
3. Campus Drive, Duarte Road and El Monte Ave
4. Student and staff parking lots

Violations of the boundary restrictions during lunch will result in assignment of a Saturday Work Detail to the offending student.

Seniors only who would like to participate in the "Lunch by Permit" program must have their parent's permission **regardless of age**. Those students wishing to participate in the "Lunch by Permit" program will be issued a special student body card, which must be shown to the proctors each day before leaving campus. The objective of having a "Lunch by Permit" program is to give seniors responsibility within the parameters of school and city regulations. Any problems such as taking juniors, sophomores, or freshmen students off campus, vandalism, tardiness, truancy, or loitering on adjacent property will be justifiable cause for revoking the "Lunch by Permit" pass. As a participant, whether student or parent, we wish to call your attention to the seriousness of giving permission for a "Lunch by

Permit" pass. We suggest a family conference in which the pros and cons are carefully discussed. Parents may request to have the "Lunch by Permit" pass revoked at any time during the school year by contacting the Deans' Office at 626-821-1759. Any violation of school policy on or off the campus will be cause for disciplinary action and/or revoking the "Lunch by Permit" pass. Freshmen, Sophomores, Juniors, along with Seniors who are not permitted or are not planning to leave campus for lunch may enter the parking lot the LAST TEN MINUTES OF LUNCH ONLY. These students may NOT enter temporarily to get lunch, books or other items prior to the last 10 minutes. Parents are requested not to remove juniors, sophomores or freshmen students from campus for lunch purposes.

ATTENTION: Seniors with lunch permits must return to school after lunch and attend classes the remainder of the day or a truancy will be assigned unless an off-campus permit has been obtained before leaving for lunch.

If junior:

1. First offense – assigned lunch detention.
2. Second offense – assigned work detail.
3. Third offense – letter sent home stating that student will lose lunch privilege for first 9 weeks of senior year.

If senior:

1. First offense – warning.
2. Second offense – 2 days lunch detention.
3. Third offense – work detail.
4. Fourth offense – lunch

privileges will be revoked for 9 weeks.

MONEY ON CAMPUS

Students are asked not to bring money or valuables on campus other than what is needed for their lunch or snack. Money left in lockers or taken from a student during the school day is not covered by insurance. If you do need to bring money to school, please leave it in the A.S.B. Office for protection.

NEWSPAPER

The POW-WOW, our school newspaper, is distributed bi-weekly to all sixth period classes. It is written and edited by the newspaper staff under the sponsorship of a journalism teacher. Its purpose is to:
1. Supply students with news of the campus.
2. Serve as a public relations organ for the high school and the Arcadia Unified School District.
3. Provide a practical experimental laboratory for journalism students.

The Publicity Commissioner for campus organizations should work closely with the POW-WOW reporters.

OFF-CAMPUS PERMITS

Students who have home excused, work experience, ROP, cross-age teaching or any other program, which excuses or requires them to be off-campus during the regular school hours, must acquire and carry an off-campus permit card before participating in the program. These cards may be obtained in the Attendance Office.

PAGERS

Pageers, like cell phones must be turned off during class time. If these items create a disturbance in class, or cause a disruption in learning, they may be confiscated. Pagers confiscated by school personnel shall be turned over to the Dean of Students and picked up by the owners parent or guardian. A notation of such an infraction shall be made on the student's discipline record. Students who violate this rule a second time will be given a greater consequence. The school assumes no responsibility for pagers or other personal items confiscated by school authorities.

PARKING

The student parking lot is located on the southwest corner and behind the north football bleachers of the campus. Students must register all vehicles in this area and obtain a parking permit. Parking permits must be displayed on the inside rear view mirror post at all times. Cars should be locked at all times so permits will NOT BE stolen. PERMITS WILL NOT BE REPLACED. Registration forms may be obtained at student registration or the A.S.B. Office. The student parking permit is valid for one semester only. Motor bikes must also be registered. **Vehicles parked in the student parking lot without a permit, or in the wrong permitted lot, or one that is not clearly displayed will run the risk of receiving a citation from the Arcadia Police Department.** Students parking in the student parking lot must park between the lines as marked and students are not permitted to enter the parking lot except for coming to and leaving the campus. Students in violation of the

five mile per hour speed limit, careless or reckless driving or loitering in the parking lot will have their parking privileges suspended and proper disciplinary action will be taken.

P.E. EXCUSES & LOCKS
Students should take notes directly to the P.E. teachers. Students must purchase a lock for P.E. lockers. A good quality lock is recommended.

PORTABLE (WALKMAN) RADIOS, CD PLAYERS
Portable and walk-man type radios are a disturbance in the classroom, and should not be brought to school. They will be confiscated and turned over to the Dean of Students who will return them at the end of the day for a first offense. A second offense will result in the radio being returned the last day of school.

PROPERTY DAMAGE - RETENTION OF GRADES, OR DIPLOMA
Grades or diplomas may be withheld if students have damaged or willfully failed to return school property or have not paid school fines or fees.

PUBLICITY
All posters, flyers, banners, etc., must be approved by the Director of Activities or Assistant Principal prior to being placed about the campus. There will be no gluing, tacking or nailing of posters on any bricked, glassed, tiled or painted surfaces or on trees. Neither masking tape nor scotch tape may be used on glassed or painted surfaces. It is the responsibility of the club and the sponsor to remove all decorations, posters, etc., when the activity is over. Showcases are a good center of publicity. Request forms for showcases are available in the A.S.B. Office. All sponsors should encourage their groups to plan adequate publicity for their activities; it is the best means to guarantee the success of any activity from the standpoint of attendance and finances. All publicity should indicate the time, price, place and dress for the activity.

ROYALTY
Royalty is a program where males and females are selected by the student body to reign over school activities. Nomination procedures for royalty candidates shall be the responsibility of the Executive Council. Should the student body fail to nominate a sufficient number of females and males, the Executive Council shall have the prerogative of nomination to fill that requirement.

HOMECOMING
Males and females of each class shall elect a Prince and Princess and the entire student body shall elect the King and Queen. The King and Queen shall be seniors with Princes and Princesses from each class.

PROM
Males and females from the senior class are nominated and elected by the entire student body to be on Prom Royalty as princes and princesses. The senior male and female with the highest number of votes during Spring Final Elections are selected to be King and Queen. Members of the Homecoming Court are not eligible for Prom Royal Court.

SCHOLARSHIPS

Scholarship Bulletins are published weekly and are posted in classrooms. Additional information is available in the Career Center during lunch only. A Financial Aid workshop is held in December and FAFSA forms are available at the workshop. All students are encouraged to visit the Career Center during lunch.

SMOKE-FREE ENVIRONMENT

The Arcadia Board of Education has adopted a "Smoke-Free Environment" policy (532.1). The policy was established to provide a positive role model for students and to ensure a smoke-free environment that is conducive to the health and safety of students, employees, parents, and the general public.

Research has demonstrated that there are health hazards associated with all tobacco use, tobacco products, including chewing, smoking, and the breathing of second-hand smoke. It is the policy of the Arcadia Unified School District that employees must serve as role models to students and should demonstrate good health practices that are consistent with school programs and which are intended to discourage students from using tobacco products. The Board of Education believes it is in the best interests of students, employees and the general public to prohibit the use of tobacco products anywhere or anytime on District property.

STUDENT EMERGENCY CARDS

In case students become ill at school, staff members are authorized to phone parents at home or work from the information provided on the emergency cards. The nurse or aide will inform you of the problem and request you take the student home. In case parents are not available, we require the names of alternate adults who will provide transportation and care for the student. Only the names you write on the emergency card are the ones responsible for decisions concerning the student. Please note anyone at home who can provide transportation and care when needed.

THEFT OF OR DAMAGE TO PERSONAL PROPERTY

Every effort will be made to hold individual(s) responsible for the theft or damage to personal property on school grounds accountable for restitution. However, the school cannot be responsible for reimbursement due to theft or damage where there is not identifiable and a responsible individual. You may appeal this policy be submitting a claim form to the Governing Board of the Arcadia Unified School District. The form is available in theBusiness Services Office of the District Office. There is a minimum dollar amount to the loss that must be substantiated by receipts prior to submission of this claim. Please call (626) 821-6631 for more information.

TELEPHONE CALLS FOR STUDENTS

So that we may keep classroom interruptions to a minimum, telephone calls into the school to contact students should be for **EMERGENCY** reasons only. These calls may be made through the Attendance Office (626) 821-1770.

TRANSCRIPTS

When students transfer to another school, transcripts are automatically requested by the receiving school. The transcript form containing the student's subjects, grades, credits and certain testing information will then be mailed to the new institution. **However, seniors must request transcripts to be sent to the college/university of their choice.** A transcript must be sent through the mail to be considered official. Request forms for transcripts may be obtained in the Registrar's Office (626) 821-1744.

Ordering Transcripts

Students attending Arcadia High School may have five (5) transcripts sent free of charge. After five, there will be a charge of $l.00 each time a transcript is requested. After a student graduates, there is a $3.00 fee for each transcript requested. It is recommended that seniors request transcripts before graduation.

VISITORS ON CAMPUS

Arcadia High School is a closed campus. Visitors are not allowed without expressed permission of the Principal or designee. Requests must be made to the Principal or Assistant Principal in charge of Student Services prior to an approved visit, **not** the day of the visit.

WORK PERMITS

California State Law requires all minors, ages 12-17, to have a work permit on file with the employer during the term of employment. Work Permits are issued in the Career Center and are valid only for the current year and job. Students must maintain a 2.0 GPA and have satisfactory citizenship and work habits. Students who obtain work without the required permit are in violation of state law. In addition to this violation, these students have **NO protection** or compensation in the event of injury suffered on the job. Students with unsatisfactory attendance and/or grades may have the Work Permit revoked with possible loss of employment.

ALMA MATER

Hail, Alma Mater,
The Cardinal and the Gold;
We sing of Thee Arcadia,
Thy spirit strong and bold,
Far 'cross the land,
Our voices raised on high,
All hail APACHE Sons and Daughters
All Hail, All Hail !!!

FIGHT SONG

Fight on Arcadia
Fight to Victory
Win for Arcadia
We all hail to thee, Rah! Rah! Rah!
To loyal sons, Apache braves
The Cardinal and the Gold we wave,
Fight! Fight! Fight! For fame and glory,
ARCADIA!!

BELL SCHEDULES

REGULAR BELL SCHEDULE

Time	Activity	Duration
8:00- 8:54	Period 1	54 minutes
8:54- 9:01	Passing	7 minutes
9:01- 9:55	Period 2	55 minutes
9:55-10:02	Passing	7 minutes
10:02-11:01	Period 3 (Hm)	60 minutes
11:01-11:08	Passing	7 minutes
11:08-12:02	Period 4	55 minutes
12:02-12:43	Lunch	41 minutes
12:43-12:50	Passing	7 minutes
12:50-1:44	Period 5	55 minutes
1:44-1:51	Passing	7 minutes
1:51- 2:45	Period 6	55 minutes

ASSEMBLY SCHEDULE PERIOD 3
(Dates to be scheduled as needed)

Time	Activity	Duration
8:00- 8:40	Period	40 minutes
8:40- 8:47	Passing	7 minutes
8:47- 9:31	Per2 Homeroom	44 minutes
9:31- 9:38	Passing	7 minutes
9:38- 9:42	Per3 Attendance	4 minutes
9:42- 9:49	Passing	7 minutes
9:49-10:41	Per. 3A - 1st	52 minutes
10:41-10:48	Passing	7 minutes
10:48-11:40	Per. 3B - 2nd	52 minutes
11:40-11:50	Passing	10 minutes
11:50-12:30	Period 4	40 minutes
12:30- 1:11	Lunch	41 minutes
1:11- 1:18	Passing	7 minutes
1:18- 1:58	Period 5	40 minutes
1:58- 2:05	Passing	7 minutes
2:05- 2:45	Period 6	40 minutes

FINALS SCHEDULE-MINIMUM DAY

Time	Activity	Duration
8:00 - 10:02	Exam Period	122 minutes
10:02 - 10:07	Break	5 minutes
10:07 - 10:14	Passing	7 minutes
10:14 - 12:16	Exam Period	122 minutes

HISTORY OF ARCADIA HIGH SCHOOL

With a background of early California land existing under Spanish occupation and later Mexican rule, the Arcadia School District was born along with the city in the year of its incorporation - 1903. Previous to 1903, Arcadia (meaning "peaceful place") was part of the 21 square-mile parcel of land called Rancho Santa Anita.

A Scottish settler, Hugo Reid, bought Rancho Santa Anita from Governor Pio Pico in 1845 for the sum of 20 cents an acre. Through the years, five owners occupied Rancho Santa Anita until Elias Baldwin purchased the land in 1875 for $25 an acre. Baldwin, a mining king, was nicknamed "Lucky Baldwin" upon his return from a big game hunt in India. When he set sail for the trip, he instructed his broker to sell shares of mining stock which were locked up in a safe. When Baldwin returned, the broker informed him that because he had no key to the safe he had been unable to open it. The enclosed shares of stock in the meantime had skyrocketed in value and Elias J. "Lucky" Baldwin had acquired a fortune.

The future city of Arcadia (and its schools) was interwoven with the fortunes of Lucky Baldwin, who increased his land holdings to some 50,000 acres in the San Gabriel Valley. Gradually, Baldwin re-sold his land - a parcel that later became the town of Sierra Madre, and some to William Monroe who founded Monrovia. Baldwin deeply loved the central part of his ranch, but land speculation was high at the time, and he laid out a townsite he named Arcadia, selling tracts of land at the then low price of $250.00 to $400.00 per acre.

The town and school population grew rapidly. Farming and poultry ranches were abundant in the early days and continued to be until the impact of the First World War. It was at this point that many changes began to come about. The last tract became a balloon school where the war department trained some 3,000 men for balloon observation service in the army. Arcadia was outgrowing the good old days.

At that time in history, the young city was struggling to keep pace with the times. Because of an early zoning ordinance, industrial businesses of any size were not allowed within the city limits. Attempts to start an airport, to drill for oil, and to build an airplane factory, had been unsuccessful. Arcadia remained a city of homes. Gradually, however, highways were built through the remaining Baldwin Ranch. Additional land was subdivided and civic buildings were erected. In the 1930's horse racing was legalized in California and Anita Baldwin sold 400 acres of land for the new race track. During the Second World War, the Santa Anita Race Track grounds became a now infamous Japanese Relocation Center.

Arcadia entered a post-war period of building and business growth that was unequaled in nearby cities. In a span of twelve years between 1940 and 1952, the population of Arcadia increased by almost 20,000 from a small town of approximately 9,000 people to a city of almost 29,000. What had once been a ranch and village of peaceful reputation had now become a highly desirable and well known place to live.

Gradually the growth of Arcadia became a problem of increasing proportion in educating its children. Students of high school age continued to attend the rapidly growing Monrovia-Arcadia-Duarte High School. In 1951, a bond issue was passed, allowing the construction of a high school in Arcadia. This was the largest undertaking ever attempted by the Arcadia schools. In the school year 1951-52, while our new high school was being constructed, our sophomore, junior and senior students continued to go to school in Monrovia. However, our freshmen stayed at First Avenue for the school year and by the fall of 1952, the first buildings at Arcadia High School were opened and used by Arcadia freshmen and sophomores. Gradually, new buildings were added and by the second school year, 1954-55, all Arcadia High School students attended the new high school.

There was much to be done in those days getting the school started and building the fine traditions and reputation that we enjoy today. To select a mascot, a city-wide contest was held and entries were submitted for consideration. However, the name "Apaches" was born with the students, along with the fighting spirit, the singleness of purpose and the tenets which have grown with the school from its humble beginnings. Today Arcadia High School is one of the largest schools in Southern California, ranking scholastically in the 99 percentile of all the high schools in California. The years have seen continuous growth. The Arcadia High School continues to maintain the high quality of its birth, with traditions playing a large part in directing this growth. Senior Squares and class signatures were first started in 1958. The big "A" atop the north gym, announcing team victories far and wide, was instituted in 1965. The torii gate, a symbol of entrance to the campus, was donated to the school in 1967.

Each year, the reputation Arcadia High School students have earned for excellence in scholastic achievement, drama programs, speech competition, musicianship, etc., has grown to a national level. The Arcadia Marching Band has won more than 30 major championships over the years and has been invited to march in the Tournament of Roses Parade numerous times. Arcadia High School athletic competition is among the best in Southern California in all sports, and on all levels.

We are sincerely proud of our school and the people who have been a part of it. From a village - to a town - to a fine city - Arcadia and its schools have proudly grown. It's my home and yours - part of a truly American heritage.

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