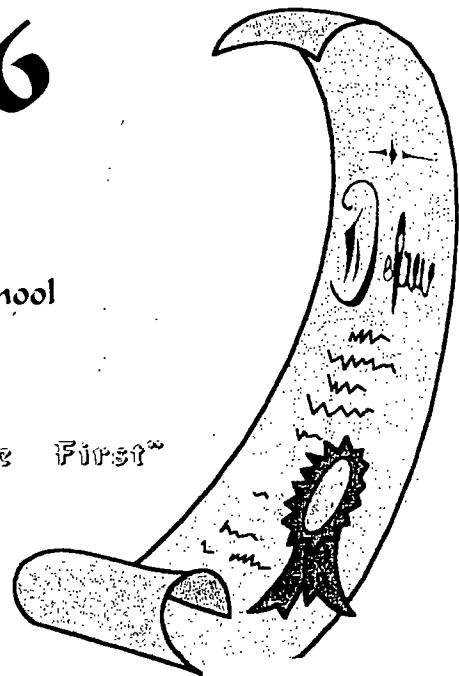


# FOCUS ON LEARNING SELF-STUDY REPORT 1995-96

Alain LeRoy Locke High School  
325 E. 111th Street  
Los Angeles, CA 90061

"Where Students Come First"



WASC 29071

## PRINCIPAL'S MESSAGE

The 1995-96 school year has been filled with new dreams and new realities for Alain LeRoy Locke High School. The year began with the assignment of a new principal, the completion of the Transportation Careers Academy Technology Lab and the renovation of a shop classroom in order to create a performing arts center for the NJROTC Academy.

Prior to the opening of the school, students and parents were invited to an orientation meeting focusing on the "New Dream" for Locke High School. The dream included:

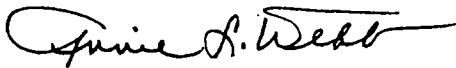
- Creating a clean, safe, and secure campus environment
- Improving pride and self-esteem among students
- Developing methods and strategies to improve student academic achievement
- Improving attendance
- Providing state of the art technology for students
- Improving parent involvement in the educational process

Throughout the year, students were encouraged to show their Saints Pride and help to make the new dream a reality for all. Parents were invited to become involved and were kept abreast of new and existing programs and services which could directly benefit their young people. Business partners, colleges and universities were invited to accept the challenge of working with the school in an effort to foster a better future for our students and the community. Many of these invitations were accepted and resulted in the formation of partnerships and coalitions leading to the academic and occupational success of our students. Faculty and staff are working together, often during trying times. They keep in mind the fact that they are role models for our young people and the gatekeepers to the future. Parents are being empowered along with those in the educational arena. They are charged with a very important role that complements the efforts of educators.

Although Locke High School is undergoing change, it maintains pride in tradition. Through the Wall of Fame and successful role models, students are afforded every possible opportunity to become successful.

It is with enthusiasm and pride that I have become a part of Alain LeRoy Locke High School's rich tradition. It is a privilege to work with the students, parents, faculty and staff, as the educational leader of this school. With the support of the entire Locke Family, our students will realize their dreams.

Sincerely,



Annie L. Webb  
Principal

WASC 29072

## ACKNOWLEDGEMENTS

The accreditation process "Focus on Learning" is a total school effort that started under the coordinatorship of Dr. Barbara Palmer in the spring semester of 1995 and was completed under the coordinatorship of Mr. Matthias C. Vheru in the academic year 1995-96. Each of the stakeholders of the school were equitably and actively engaged in the process through representation on five main focus groups.

As with many extensive self study processes, the leadership team spearheaded and facilitated the group meetings and the compiling of individual focus group reports with unrelenting energy and enthusiasm. The team's leadership, vision, honesty, and commitment towards the self-study process are most appreciated. We would like to sincerely acknowledge and thank the following members of the leadership team for their dedication and untiring support:

Annie L. Webb	-	Principal
John Guldseth	-	Teacher
Cynthia Williams	-	Teacher
Edna Burems	-	Teacher
Charles Pursley	-	Teacher
Gwendolyn Cross	-	Classified Representative
Della Barnes	-	Parent Representative
Danielle McDaniels	-	Student Representative

The self study process would have been impossible without the dedication and commitment of the certificated staff. The focus group meetings were among the most productive meetings at our school site. The teachers provided open, honest, and engaging input in the self study process. The group discussions were the brainchild of the final self study report. The teachers' contribution to the content of the individual reports was outstanding.

The classified staff's participation in the focus groups provided a different perception of the total school environment. Their willingness to talk to students and other community members gave the self-study process the required critical look at the entire school program.

Special thanks are in order for Danielle McDaniels our student representative, Dr. Edna Burems, and the entire student council for their tireless efforts on student surveys. Without student input, the whole

process of introspection would have been incomplete. It was a great pleasure to work with such a dedicated group of students.

Mrs. Della Barnes and the parent committee are to be commended for their unwavering support and participation in the self study process. The parent contributions brought closure and focus to our entire self study. They provide the authenticity of the school's service to the community and its expectations.

Mrs. Annie Webb, the administrators and support staff provided valuable information and advice. Data collection, evaluation and interpretation were only a few of the tasks performed by these extremely knowledgeable individuals.

We would like to thank Ms. Alicia Munoz, a member of the classified staff for the numerous hours of typing on the accreditation report. The drafts and redrafts meant more and more work for her yet she did it competently and without complaint.

Again, thank you to all stakeholders. Once again team work prevailed.

Matthias Vheru, Self Study Chairperson  
Elois McGehee, Assistant Principal

LOS ANGELES UNIFIED SCHOOL DISTRICT

**BOARD OF EDUCATION MEMBERS**

Mark Slavkin, President  
Barbara Boudreaux  
Victoria M. Castro  
Jeff Horton  
George Kiriyaama  
Julie Korenstein  
David Tokofsky

**DISTRICT PERSONNEL**

Sidney A. Thompson, Superintendent  
Dr. Ruben Zacarias, Deputy Superintendent  
Dan M. Isaacs, Assistant Superintendent  
Dr. Richard Browning, Director,  
Senior High School Instructional Programs  
Dr. Robert Barner, Cluster Leader

**LOCKE HIGH SCHOOL ADMINISTRATIVE STAFF**

Annie Webb, Principal  
Elois McGehee, Assistant Principal  
Michael Hopwood, Assistant Principal  
Helene Vachet, Assistant Principal, SCS  
Randy Cornfield, Assistant Principal, SSS

WASC 29075

DESCRIPTION OF THE  
LOS ANGELES UNIFIED SCHOOL DISTRICT

Size	The Los Angeles Unified School District is the second largest in the nation. It encompasses an area of over 700 square miles, extending from San Pedro in the south to Sylmar in the north, from as far west as Venice and Woodland Hills to the edge of the San Gabriel Valley in the east.
Enrollment	1987..... 592,000 pupils 1990..... 612,000 pupils 1992..... 639,700 pupils 1994..... 636,416 pupils 1995..... 649,054 pupils
Languages	Over 200,000 students participate in bilingual education programs. At least eighty languages are represented in the District, with Spanish being spoken by nearly ninety percent of the students in bilingual programs.
Schools	LAUSD is composed of 419 elementary schools, 71 junior high/middle schools and 50 regular high schools. In addition, there are 98 children's centers, 44 continuation schools, 26 adult schools, 18 Special Education schools, 20 magnet schools, 112 magnet centers, 10 opportunity high schools, and 12 occupational/skills centers.
Staff	LAUSD employs more than 32,000 certificated employees and about 24,000 classified employees.
Administration	The District is divided into twenty-seven clusters responsible for elementary, middle, and senior high schools in specific geographical areas. Other administrative divisions oversee Special Education, adult/occupational schools, maintenance and business services.

MEMBERS OF THE WASC VISITING COMMITTEE

**Dr. Derrick F. Evans**

Chairperson  
Assistant Principal  
La Quinta High School  
10372 McFadden Street  
Westminster, CA 92683

**Mr. Gomelia Baker**

Assistant Principal  
Nogales High School  
401 S. Nogales Street  
La Puente, CA 97144

**Mrs. Hasmik J. Danielian**

Assistant Principal  
Glendale High School  
1440 E. Broadway  
Glendale, CA 91205

**Ms. Karen L. Jones**

Dean  
D. S. Jordan High School  
6500 Atlantic Avenue  
Long Beach, CA 90805

**Ms. Dona F. Burrell**

Coordinator  
Compton Unified Administrative  
Office  
Child Welfare & Attendance  
604 S. Tamarind Avenue  
Compton, CA 90220

**Mr. Mark A. McFerren**

Teacher  
Rubidoux High School  
4250 Opal Street  
Riverside, CA 92509

**Mrs. Sallie La Sane**

Coordinator  
San Bernardino City Unified  
Categorical Programs  
777 North F Street  
San Bernardino, CA 92404

ALAIN LEROY LOCKE HIGH SCHOOL

COUNSELORS

Doris Davenport  
Theodora Johnson  
John Mandell

Pamela Mund  
Jocelyn Zenon-Smith

SUPPORT PERSONNEL

Administrative Assistant  
Dean  
Dean  
Dean  
Librarian  
Nurse  
Pupil Services and Attendance  
Psychologist

Alberto Hananel  
Michael Crumrine  
Birdia Horne  
E. C. Robinson  
Barbara Blackman-Vercher  
Gloria Ejiofor  
Hattie McFrazier  
Bob Olson

UNITED TEACHERS OF LOS ANGELES

Chairperson

David Loshin

DEPARTMENT CHAIRPERSONS

Art  
Business Education  
English  
English as a Second Language  
Foreign Language  
Home Economics  
Industrial Arts  
Mathematics  
Music  
Physical Education  
Science/Health  
Social Science  
Special Education

Norris Starkey  
Betty Smith  
Thomas Nauman  
Lydia McConnell  
Charles Pursley  
Carrie Stroud  
Stephen Anderson  
Matthias Vheru  
Reginald Andrews  
Michael Jackson  
Cynthia Williams  
Ida Talley  
Elijah Woodson

PROGRAM COORDINATORS

Academic Decathlon  
Athletics  
Bilingual  
Career  
College

Barbara Blackman-Vercher  
Dick Fukuda  
Selinda Neal  
Theodora Johnson  
John Mandell



Drug Free Schools Zone  
Gifted  
IMPACT  
Leadership  
Motivated To Achieve Academy  
NJROTC Visual & Performing Arts Academy  
Perkins Academy  
Self-Study  
Student Information System  
Testing  
Title I  
Math Lab Coordinator  
Transportation Careers Academy  
Tutoring  
Work Experience

Alfonso C. Webb  
John Mandell  
Rhonda Sparks  
Edna Burems-Sykes  
Tom Davis, Jr.  
Gail Garrett-Taylor  
Bennie Jackson-Gee  
Matthias Vheru  
John Keith  
Thomas Nauman  
Geraldine Perry  
Jerry Drenckhahn  
Michael Hurd  
Tom Davis, Jr.  
Theodora Johnson

#### CLASSIFIED STAFF

School Administrative Assistant  
Cafeteria Manager  
Financial Manager  
Plant Manager  
Office Assistant, Main Office  
Office Assistant, Main Office  
Office Assistant, Counseling Office  
Office Assistant, Counseling Office  
Office Assistant, Counseling Office  
Office Assistant, Attendance Office  
Sr. Office Assistant, Attendance Office  
Sr. Office Assistant, Asst. Principal's Office  
Office Assistant, Textbook Room  
Office Assistant, Computer Room  
Office Assistant, Title I  
Office Assistant, TCA  
Office Assistant, NJROTC  
Office Assistant, DFSZ  
School Police  
School Police  
Probation Officer

Gwendolyn Cross  
Mary Lewis  
Edna Dawson  
Lonnie Graham  
Marilyn Cooper  
Alicia Munoz  
Helen Crowell  
Mary Hogans  
Cassandra Dixon  
Clara Goodwin  
Jacqueline Squalls  
Maxine Zimmerman  
Dinah Joyner  
Wanda Johnson  
Lena McCray  
Veronica Navar  
Marguerite Robinson  
Blandina Vheru  
Rick Ornelas  
Charles Bacon  
Oscar Beasley

# ALAIN LEROY LOCKE HIGH SCHOOL

## VISION/MISSION STATEMENT

Locke High School is committed to providing a safe and secure campus environment and a comprehensive program which guarantees intellectual, moral, social, emotional and physical experiences for all students. Locke will enable students to become critical thinkers, decision makers, effective leaders, academic achievers and responsible citizens in a culturally diverse society.

## EXPECTED SCHOOLWIDE LEARNING RESULTS

Locke students gain real life experiences as they:

- are effective communicators who read, write and speak clearly,
- are critical thinkers who analyze, synthesize, construct, evaluate and compute information to solve problems,
- appreciate and respect cultural, linguistic, mental and physical diversity,
- work effectively on task as members of teams and independently,
- maintain good attendance and report to class on time,
- maintain a clean, orderly campus that is free of graffiti, drugs, tobacco and alcohol,
- practice and support appropriate hygiene, proper nutrition, physical fitness and safety.

## SCHOOLWIDE OBJECTIVES

1. To improve student attendance.
2. To improve student academic achievement
  - Standardized Tests
  - Entry and Exit Departmental Examinations
  - Classroom Performance
3. To prepare students for school-to-work and school-to-college transition.
4. To acquaint and expand student knowledge of computer technology.
5. To provide an attractive, safe and secure campus environment.
6. To prepare students for participation as responsible citizens in a democratic society.
7. To increase parent participation in the educational program.

WASC 29080

**Chapter 1**  
**Student/Community Profile and Supporting Data**

# CHAPTER 1

# SCHOOL

# AND

# COMMUNITY

# PROFILE

Helene Vachet

Assistant Principal, Secondary  
Counseling Services

Randy Cornfield

Assistant Principal, Secondary  
Student Services

Pam Mund

Counselor

Doris Davenport

Counselor

Bennie Gee

Perkins Counselor

Michael Hurd

TCA Coordinator

Geraldine Perry

Title I Coordinator

Tom Davis

MTA Coordinator

Jocelyn Zenon-Smith

Counselor

Elijah Woodson

Special Education Teacher

John Mandell

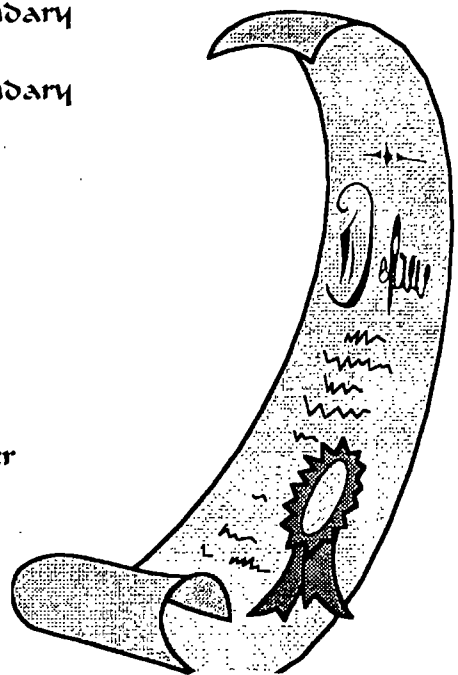
College Counselor

Selinda Neal

Bilingual Coordinator

Donald Gallaher

Mathematics Teacher



## SCHOOL AND COMMUNITY PROFILE

Alain LeRoy Locke High School is located south and slightly west of the center of Los Angeles and is considered an inner city school. It is located in a predominately residential area that includes some federal housing projects, some scattered retail areas and some light industry.

Of the approximately 1800 students 53% are African American, 46% are Hispanic and the remaining 1% is composed of White, American Indian, and Asian. Approximately 85 to 90% of all seniors graduate with the majority of them attending 2 year community college. Although our transiency rate is one of the highest in the district, it continues to decrease each year.

The economic levels of the community range from poverty to lower middle class. Almost 90% of the approximately 1800 students qualify for free or reduced meals. Locke High School qualifies for Compensatory Education Funding which supplements regular school district funds, focusing mainly in the areas of English and mathematics. Funding through the School Improvement Program and the ESL/Bilingual Program provides additional staff as well as remediation and enrichment materials for the instructional program.

Locke High School also receives funding for the following programs: NJROTC Academy (Department of Defense), Perkins Academy (Vocational Education), Drug Free School Zone, Transportation Careers Academy (Metro Transit Authority and School-to-Work), IMPACT, ROP classes, Child Development Center, and after-school classes (funded through adult school). Community/foundation/business programs include Jazz-Sports LA, Shell Program, Pioneer Electronics, Thelonus Monk Foundation and Herb Alpert Foundation.

The staff at Locke High School includes many highly experienced educators. Thirty-six percent of the certificated staff have at least a masters degree. Over 35% have been at Locke 11 years or more. Over 50% of the staff have 11 years or more experience with LAUSD. Locke also attracts new staff; 5 members of the certificated staff are in their first year at Locke. All teachers are appropriately credentialed for the subject they teach.

The student/staff ratios for classroom instruction are established by district guidelines. In 9th and 10th grade classes, the district ratio is

30/1. The junior English classes, American Literature and Contemporary Composition, have a ratio of 20/1. Classes for 11th and 12th grade students as well as all electives have a ratio of 38.5/1. Locke's ratio tends to be slightly under the district guidelines.

A profile of Locke High School's students population was developed using a variety of sources. The balance of the profile is illustrated using both graphs and narrative on the pages which follow.

## Accreditation Report for 1995-96

	Enrollment	ADA	DropOut	Ethnicity by Percent (Black)	Ethnicity by Percent (Hispanic)	LEP	Suspensions/ Exclusions	Child Abuse	Graduates	A-F Requirements vrs Graduates	Seniors
1992	2113	1703		52.3	47.4	569	887	6	219	117	277
1993	2025	1570		50.9	49.0	602	686	11	229	118	303
1994	2019	1782		55.6	44.1	499	417	12	219	126	282
1995	1682	1511		53.6	46.1	483	183	13	179	104	251
1996	1635	1532		55.3	44.5	478	4	15	183	110	259
1997	1505	1468		56.1	43.6	445	0	16	167	104	238

✓	1	Enrollment:1996 =14105.4-129.9*96									
✓	2	Enrollment:1997 =14105.4-129.9*97									
✓	3	ADA:1995 =(-2.7591667+ .0385*95)*Enrollment:1995									
✓	4	ADA:1996=(-2.7591667+ .0385*96)*Enrollment:1996									
✓	5	ADA:1997 =(-2.7591667+ .0385*97)*Enrollment:1997									
✓	6	'Ethnicity by Percent (Black)':1996=(-27.31+ .86*96)									
✓	7	'Ethnicity by Percent (Black)':1997=(-27.31+ .86*97)									
✓	8	'Ethnicity by Percent (Hispanic)':1996=(128.93-.88*96)									
✓	9	'Ethnicity by Percent (Hispanic)':1997=(128.93-.88*97)									
✓	10	LEP:1996 =(-.03+ .0033571*96)*Enrollment:1996									
✓	11	LEP:1997 =(-.03+ .0033571*97)*Enrollment:1997									
✓	12	'Suspensions/ Exclusions':1995=(10.2265-.1065*95)*Enrollment:1995									
✓	13	'Suspensions/ Exclusions':1996=(10.2265-.1065*96)*Enrollment:1996									
✓	14	'Suspensions/ Exclusions':1997=if((10.2265-.1065*97)*Enrollment:1997>0, (10.2265-.1065*97)*Enrollment:1997,0)									
✓	15	Child Abuse:1995 =(-.13483333+ .0015*95)*Enrollment:1995									
✓	16	Child Abuse:1996 =(-.13483333+ .0015*96)*Enrollment:1996									
✓	17	Child Abuse:1997 =(-.13483333+ .0015*97)*Enrollment:1997									
✓	18	Graduates:1995=(1.3788333-.007*95)*Seniors:1995									
✓	19	Graduates:1996=(1.3788333-.007*96)*Seniors:1996									
✓	20	Graduates:1997=(1.3788333-.007*97)*Seniors:1997									
✓	21	'A-F Requirements vrs Graduates':1995=(-1.365166+ .0205*95)*Graduates:1995									
✓	22	'A-F Requirements vrs Graduates':1996=(-1.365166+ .0205*96)*Graduates:1996									
✓	23	'A-F Requirements vrs Graduates':1997=(-1.365166+ .0205*97)*Graduates:1997									
✓	24	Seniors:1995 =(-.278166+ .0045*95)*Enrollment:1995									
✓	25	Seniors:1996 =(-.278166+ .0045*97)*Enrollment:1996									
✓	26	Seniors:1997 =(-.278166+ .0045*97)*Enrollment:1997									

## Accreditation Report for 1995-96

	Enrollment	ADA	LEP	Suspension	Child Abus	Graduates	A-F Requir
1992	2113	0.806	0.269	0.420	0.003	0.790	0.534
1993	2025	0.775	0.297	0.339	0.005	0.756	0.515
1994	2019	0.883	0.243	0.207	0.006	0.777	0.575
1995	1682	0.898	0.287	0.109	0.008	0.761	0.582
1996	1635	0.937	0.292	0.002	0.009	0.755	0.603
1997	1505.1	0.975	0.296	0.000	0.011	0.748	0.623

✓	1	Enrollment:1996 =14105.4-129.9*96
✓	2	Enrollment:1997 =14105.4-129.9*97
✓	3	ADA:1995 =(-2.7591667+ .0385*95)
✓	4	ADA:1996=(-2.7591667+ .0385*96)
✓	5	ADA:1997=(-2.7591667+ .0385*97)
✓	6	LEP:1996 =(- .03+ .0033571*96)
✓	7	LEP:1997 =(- .03+ .0033571*97)
✓	8	'Suspensions/ Expiusions':1995=(10.2265-.1065*95)
✓	9	'Suspensions/ Expiusions':1996=(10.2265-.1065*96)
✓	10	'Suspensions/ Expiusions':1997=If ((10.2265-.1065*97)>0,(10.2265-.1065*97),0)
✓	11	Child Abuse:1995 =(-.13483333+.0015*95)
✓	12	Child Abuse:1996=(-.13483333+.0015*96)
✓	13	Child Abuse:1997 =(-.13483333+.0015*97)
✓	14	Graduates:1995=(1.378833-.0065*95)
✓	15	Graduates:1996=(1.378833-.0065*96)
✓	16	Graduates:1997=(1.378833-.0065*97)
✓	17	'A-F Requirements vrs Graduates':1995=(-1.365166+.0205*95)
✓	18	'A-F Requirements vrs Graduates':1996=(-1.365166+.0205*96)
✓	19	'A-F Requirements vrs Graduates':1997=(-1.365166+.0205*97)
	20	



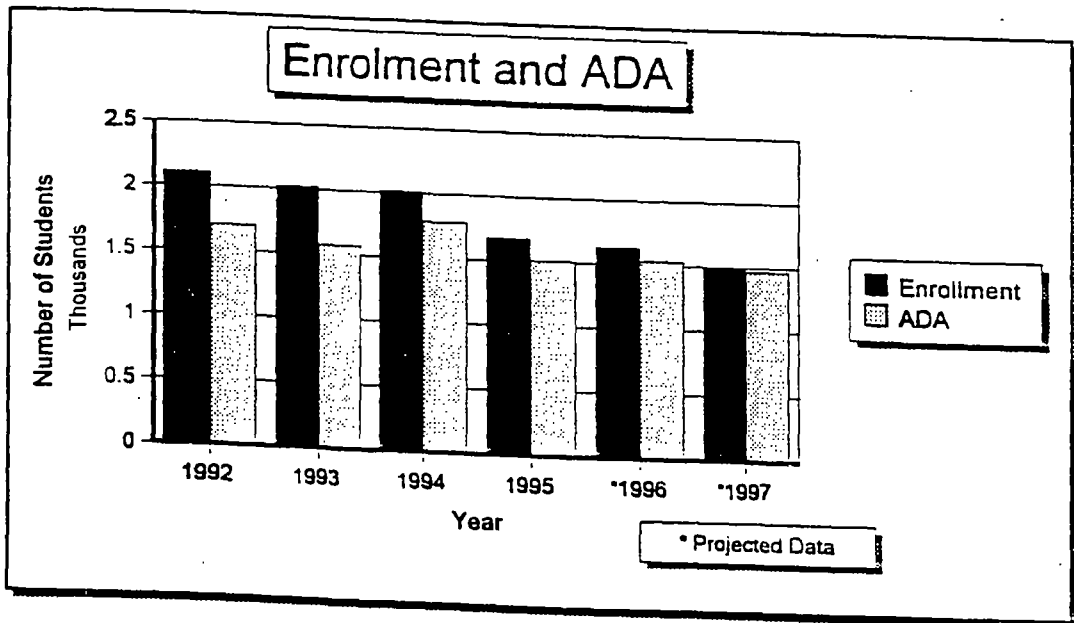
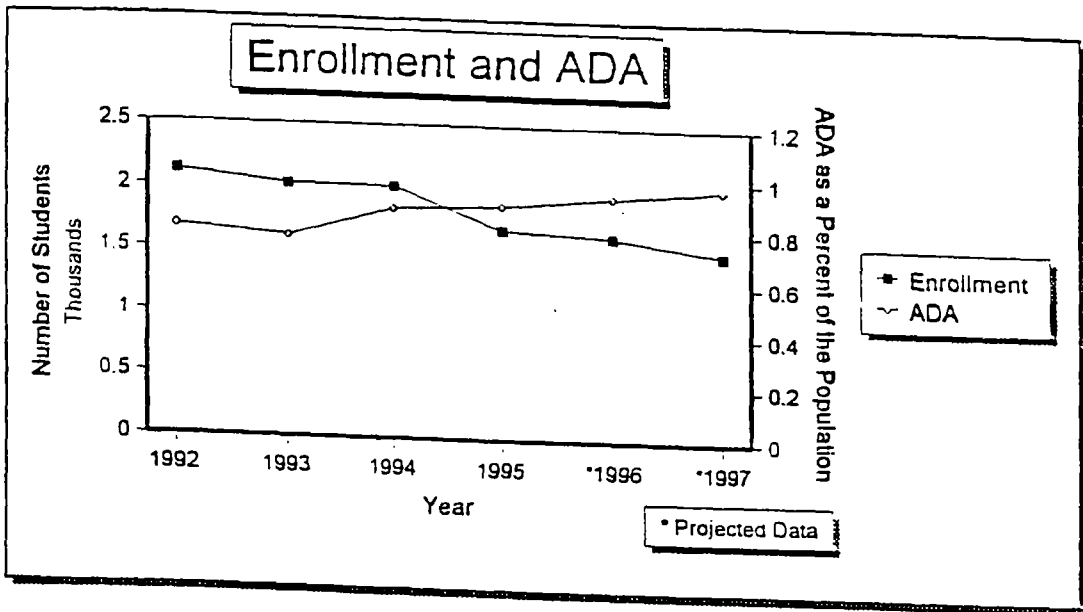
## Accreditation Report for 1995-96

### Attendance Pattern for 1994-95

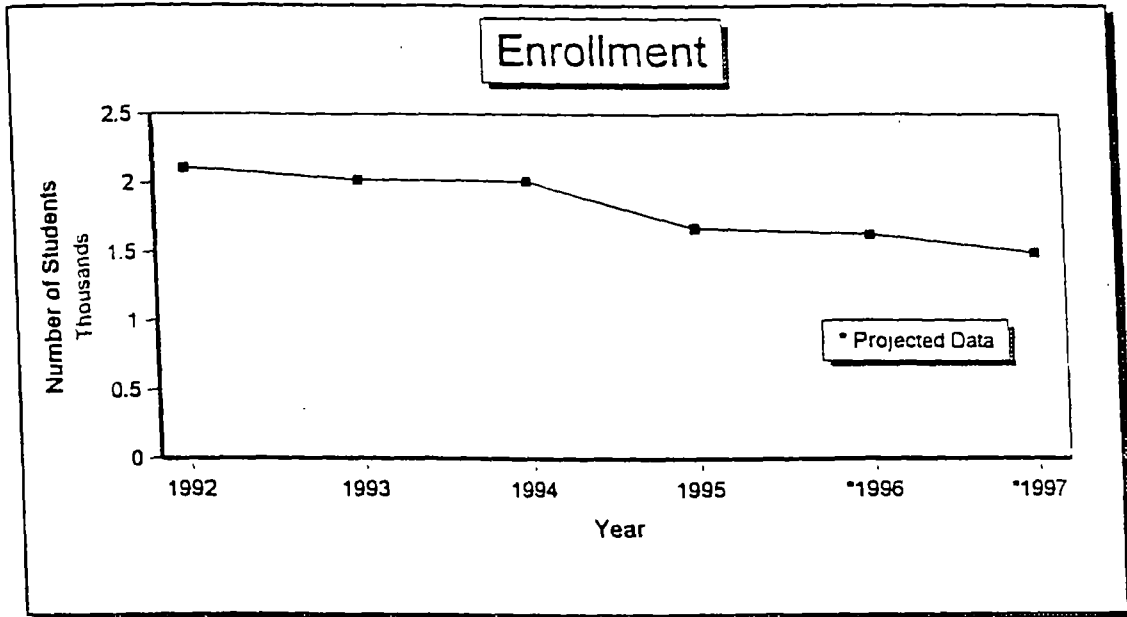
	Per Cent of Students	Number of Students
0-10	0	0
10-20	0.01734	35
20-30	0.00578	12
30-40	0.0289	58
40-50	0.05202	105
50-60	0.08092	163
60-70	0.15607	315
70-80	0.19075	385
80-90	0.2659	537
90-100	0.20231	408

✓ 1	Number of Students:'0-10' =2019*Per Cent of Students:'0-10'
✓ 2	Number of Students:'10-20' =2019*Per Cent of Students:'10-20'
✓ 3	Number of Students:'20-30' =2019*Per Cent of Students:'20-30'
✓ 4	Number of Students:'30-40' =2019*Per Cent of Students:'30-40'
✓ 5	Number of Students:'40-50' =2019*Per Cent of Students:'40-50'
✓ 6	Number of Students:'50-60' =2019*Per Cent of Students:'50-60'
✓ 7	Number of Students:'60-70' =2019*Per Cent of Students:'60-70'
✓ 8	Number of Students:'70-80' =2019*Per Cent of Students:'70-80'
✓ 9	Number of Students:'80-90' =2019*Per Cent of Students:'80-90'
✓ 10	Number of Students:'90-100' =2019*Per Cent of Students:'90-100'

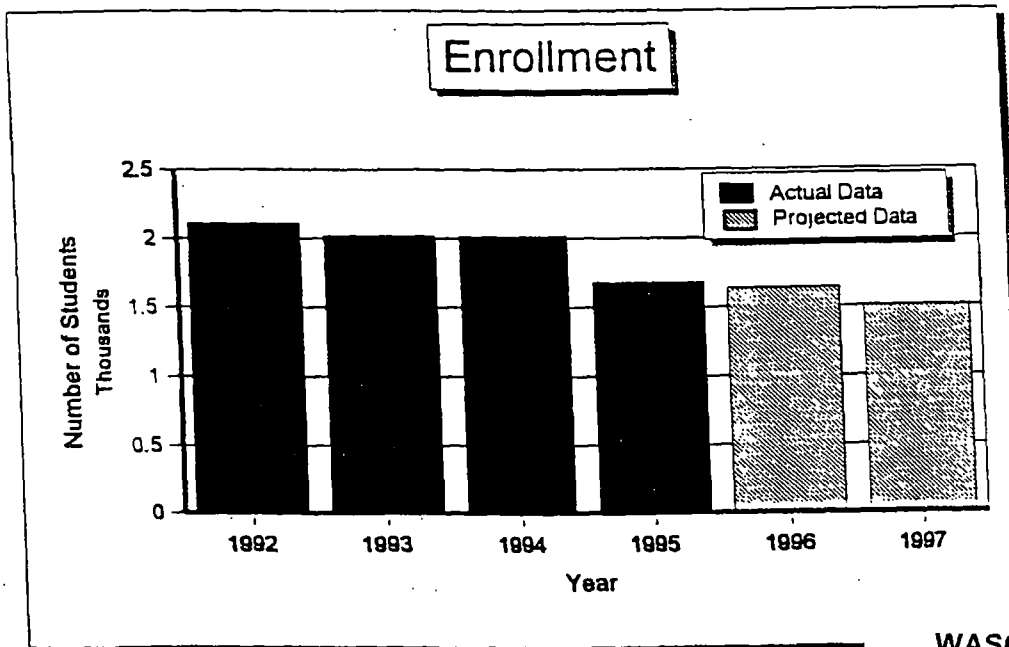
# Locke High School



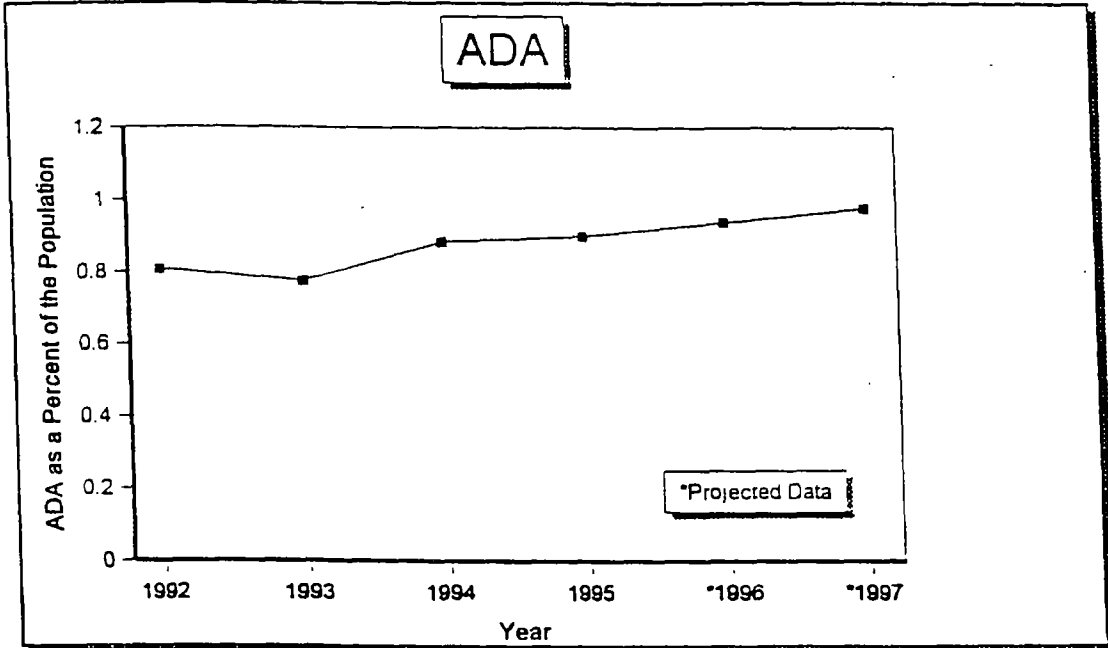
# Locke High School



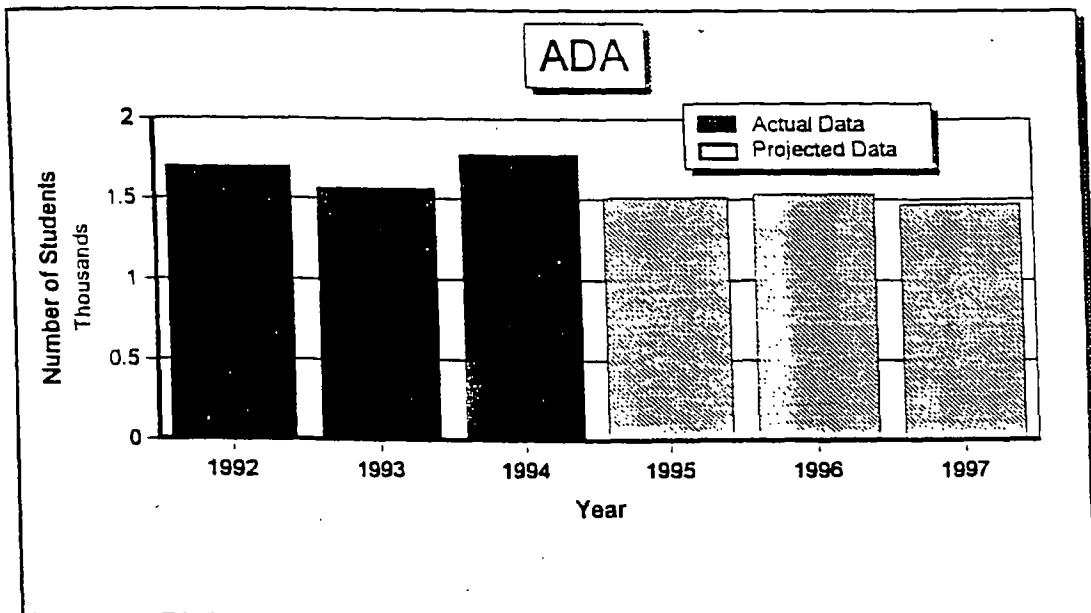
A slight decrease in enrollment is projected. Open enrollment coupled with a tendency for Latino students to enroll in predominately Latino schools is affecting Locke's overall enrollment.



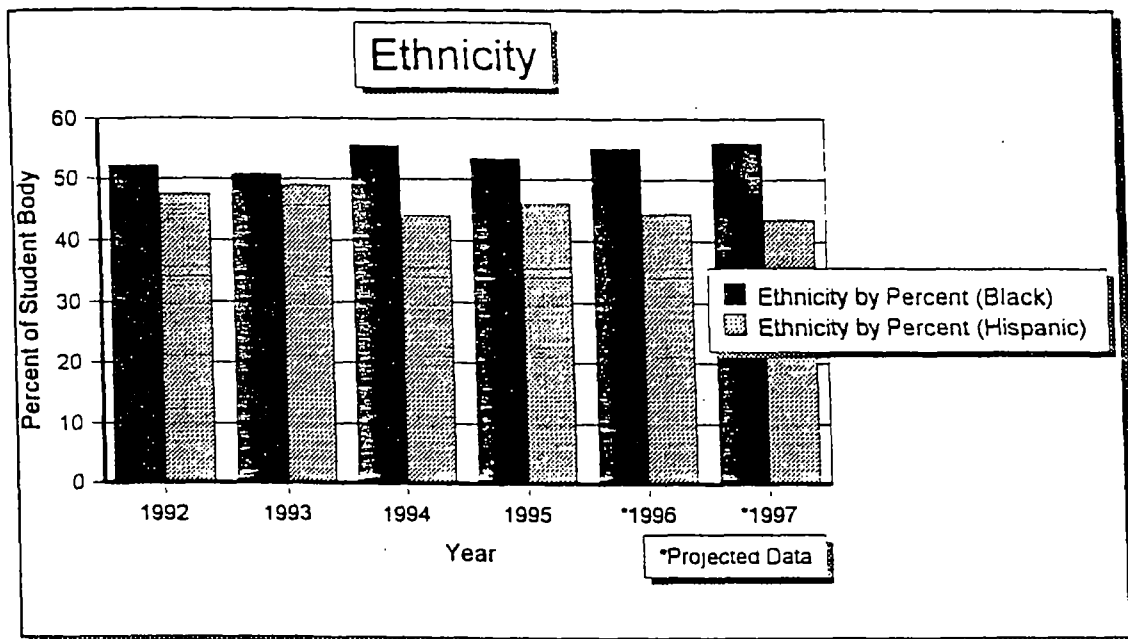
# Locke High School



Average daily attendance is fairly stable with a slight increase projected due to improved attendance procedures. One major factor in Locke's ADA is the transiency rate, which has declined from 82% in 1992-93 to 69% in 1994-95 but is still 5th highest in the district.

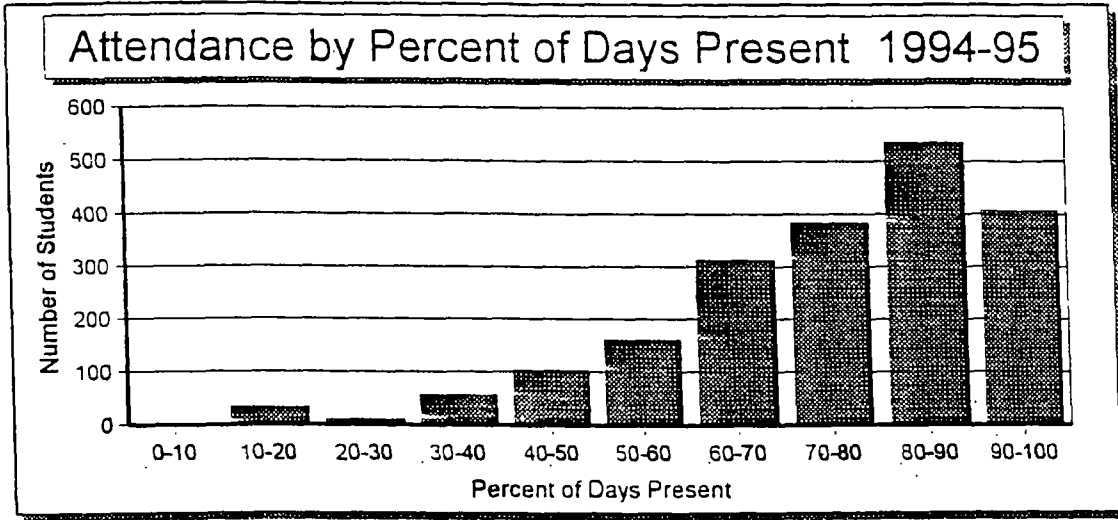


# Locke High School



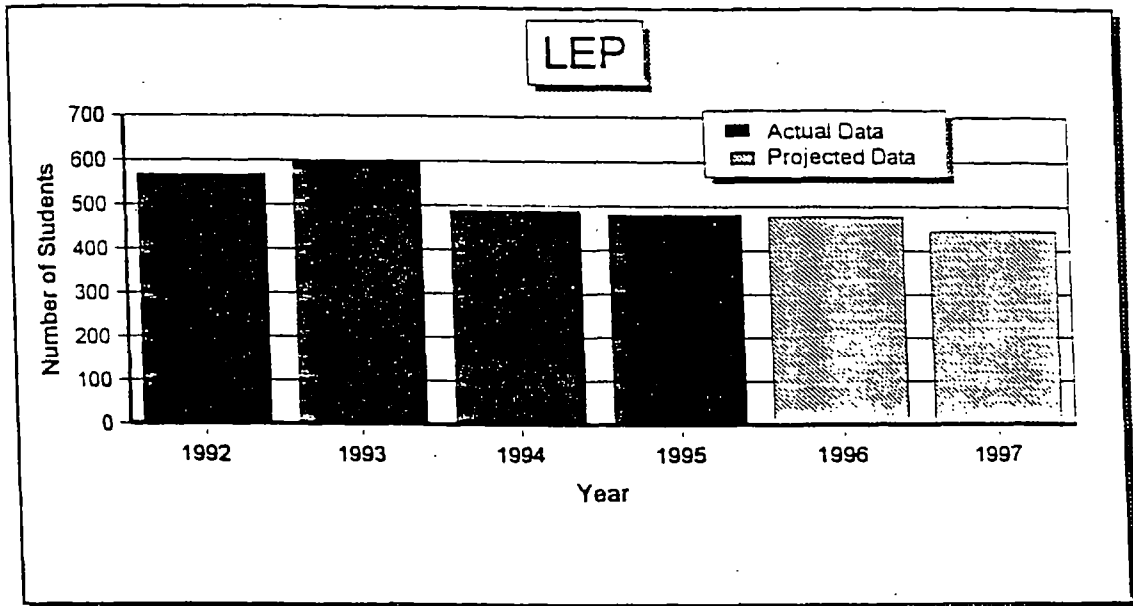
The relative ethnic balance of 1993 has shifted to include a smaller percentage of Latino students. There was a significant drop in Latino enrollment in 1994 following the passage of Proposition 187. Open enrollment to predominately Latino high schools may also be impacting Latino enrollment.

# Locke High School

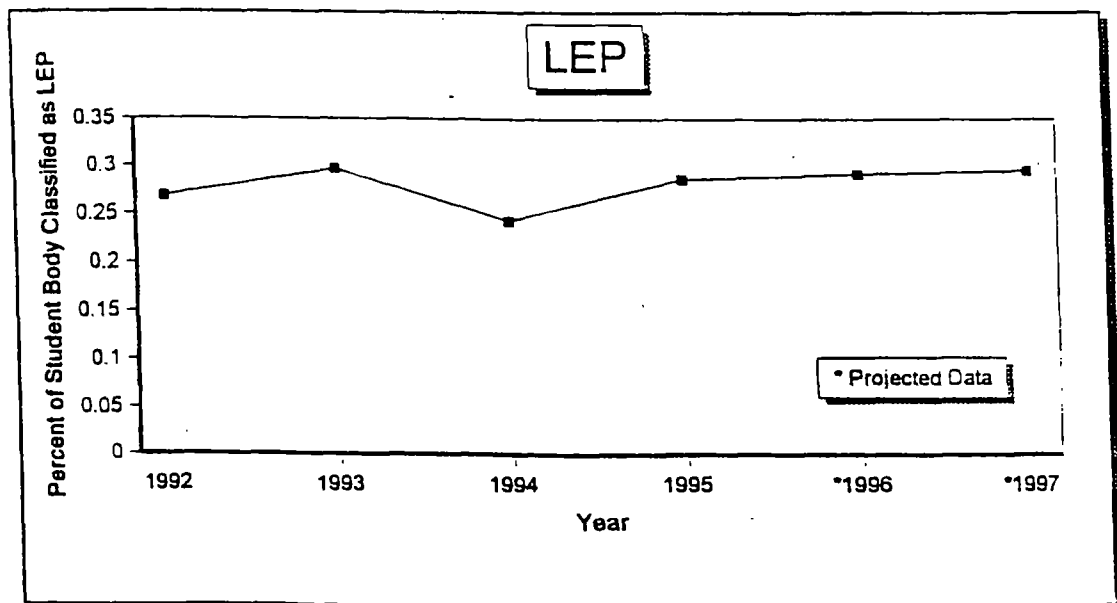


Based on a sample of student attendance last year, it was determined that over 50% of the students attended school at least 80% of the time.

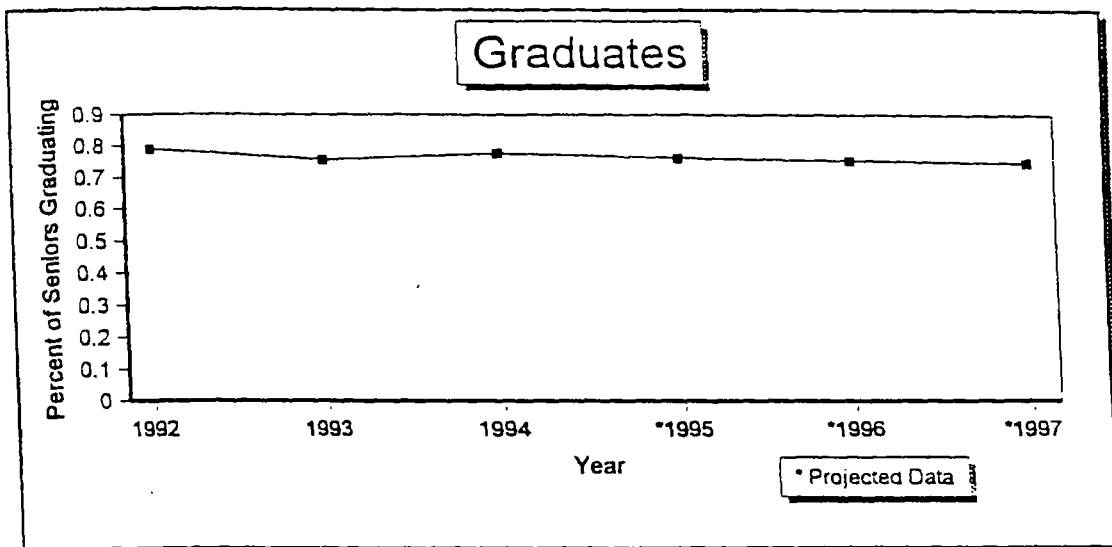
# Locke High School



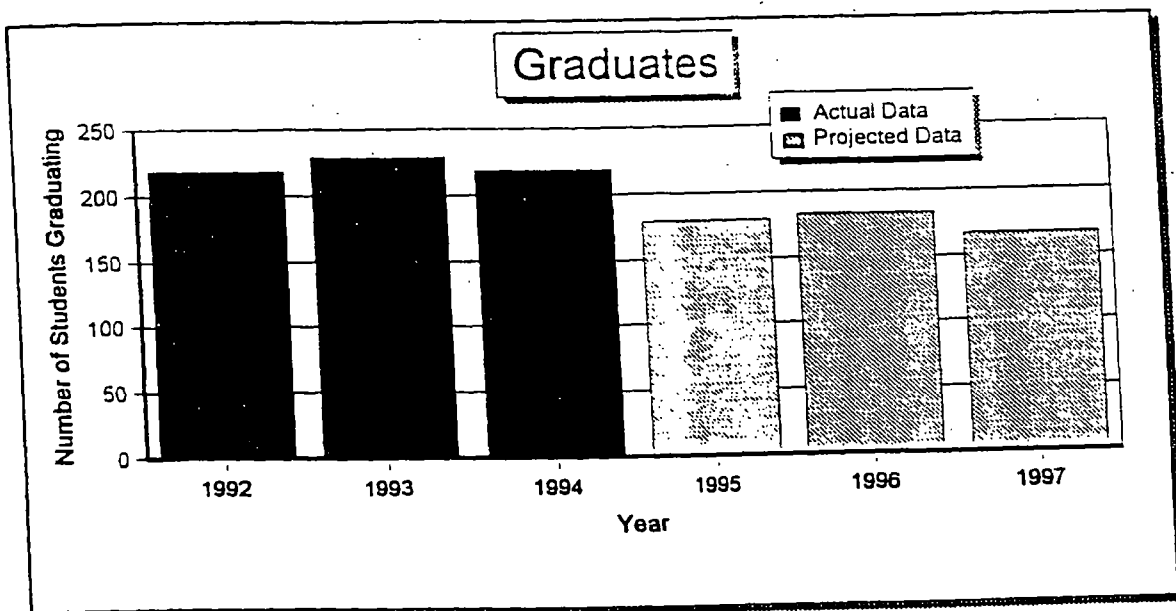
The dramatic drop in the number of LEP students in 1994 parallels the drop in Latino enrollment that year. Current LEP enrollment includes a much lower number of students in introductory and beginning level classes, possibly indicating a further decrease in future LEP enrollment.



# Locke High School

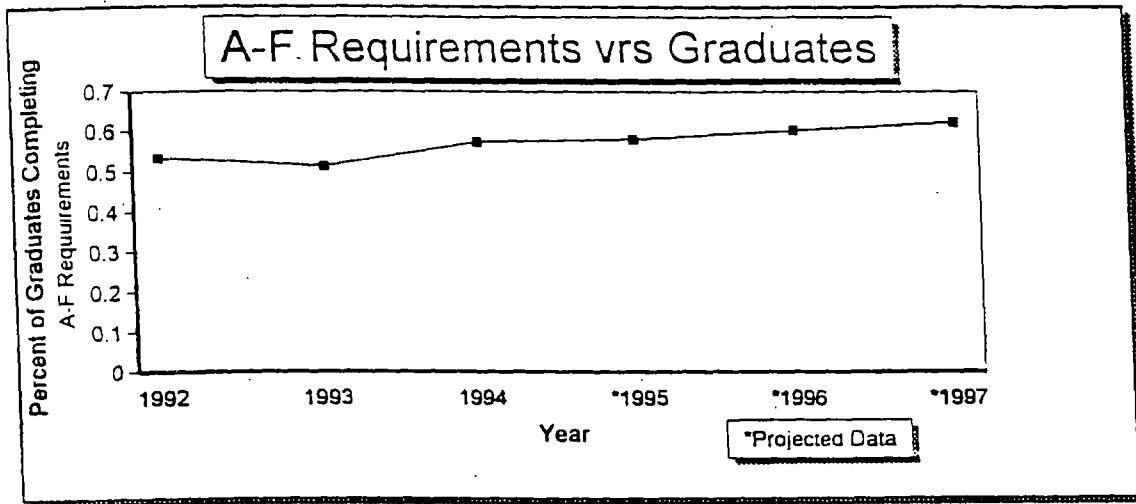


The percentage of seniors who graduate remains fairly steady, with a slight increase projected due to continuing efforts in drop out prevention, improvements in the instructional program and the formation of academies.

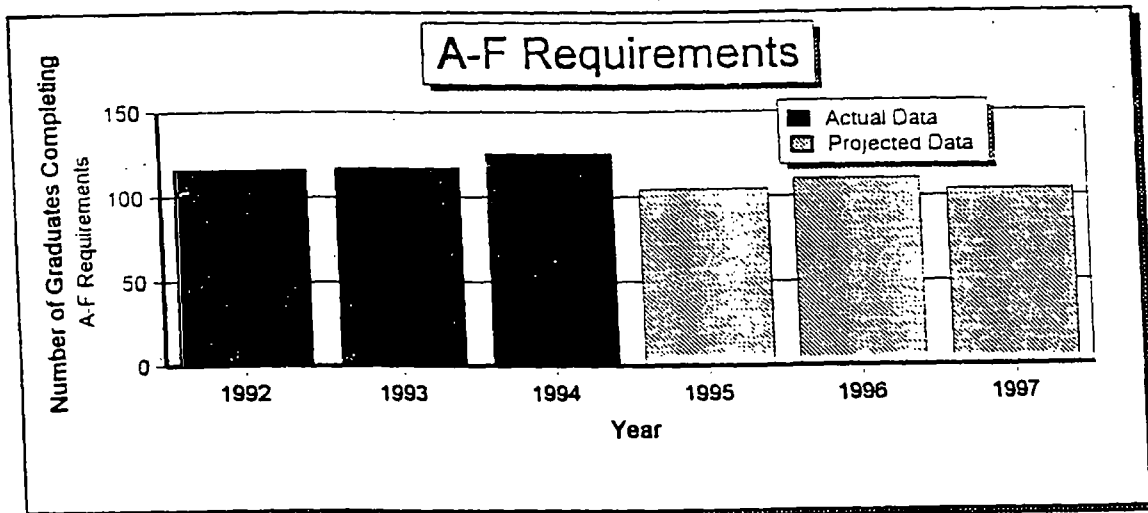




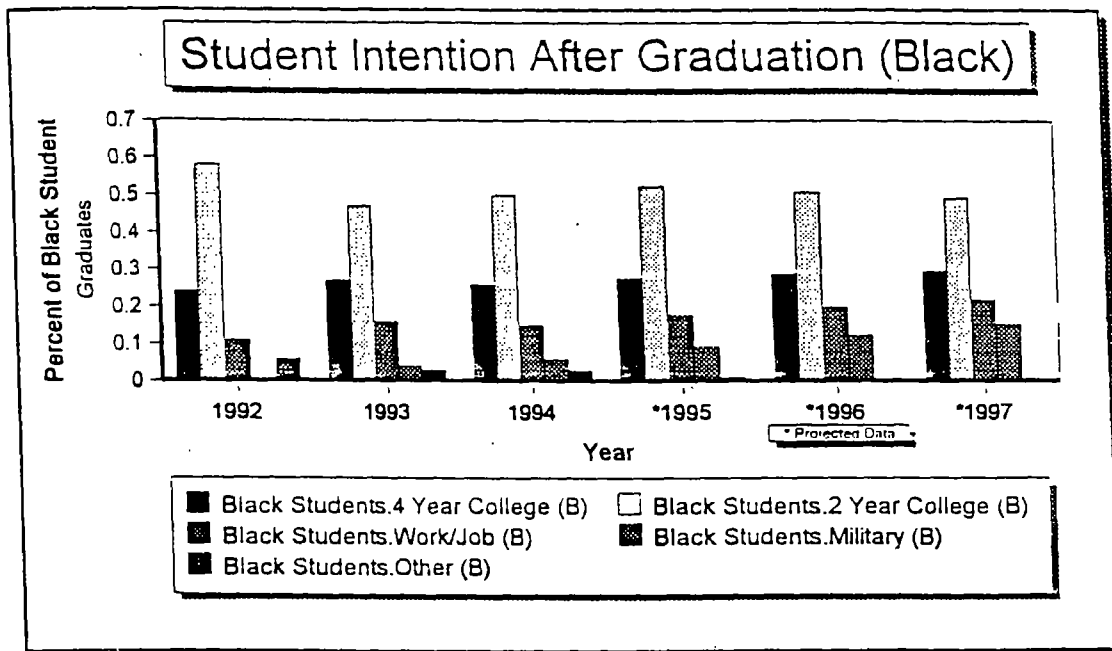
## Locke High School



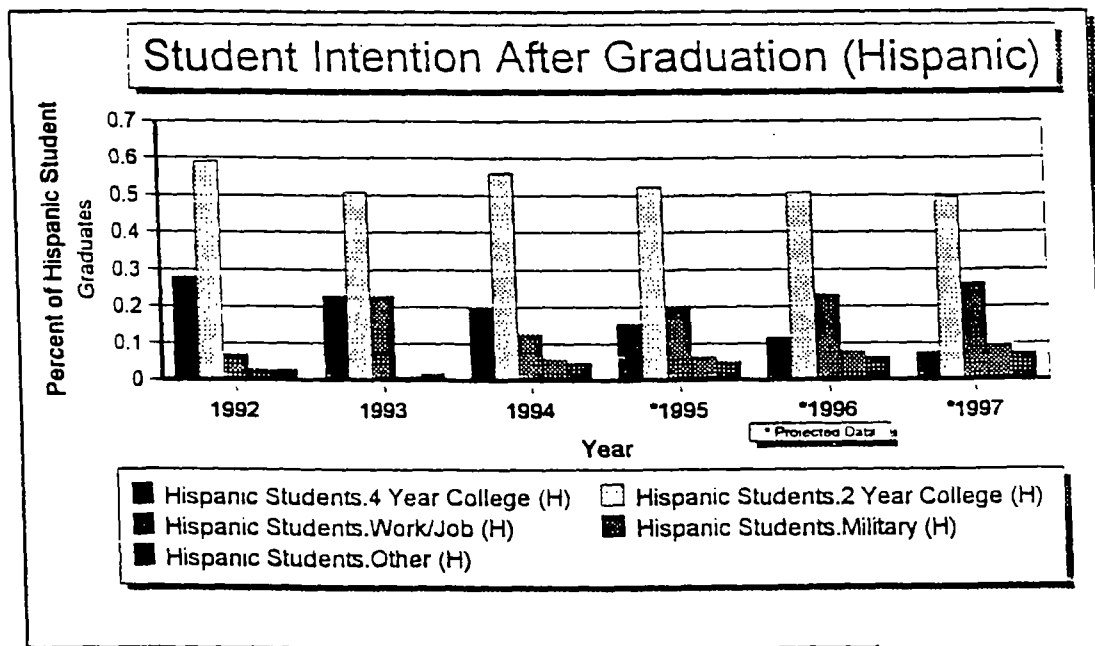
The percentage of graduates completing A-F requirements is showing an increase. Efforts continue to enroll more students in advanced classes.



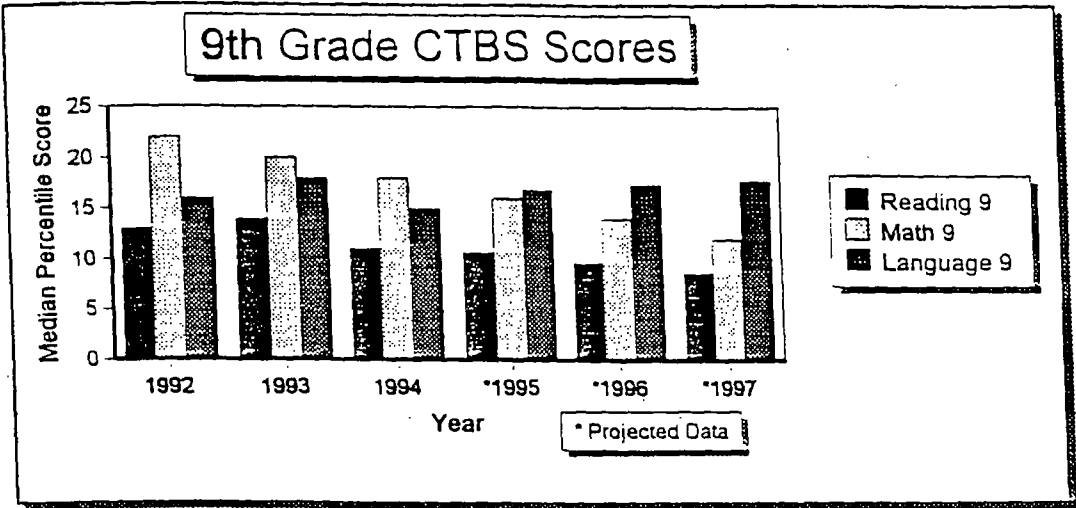
# Locke High School



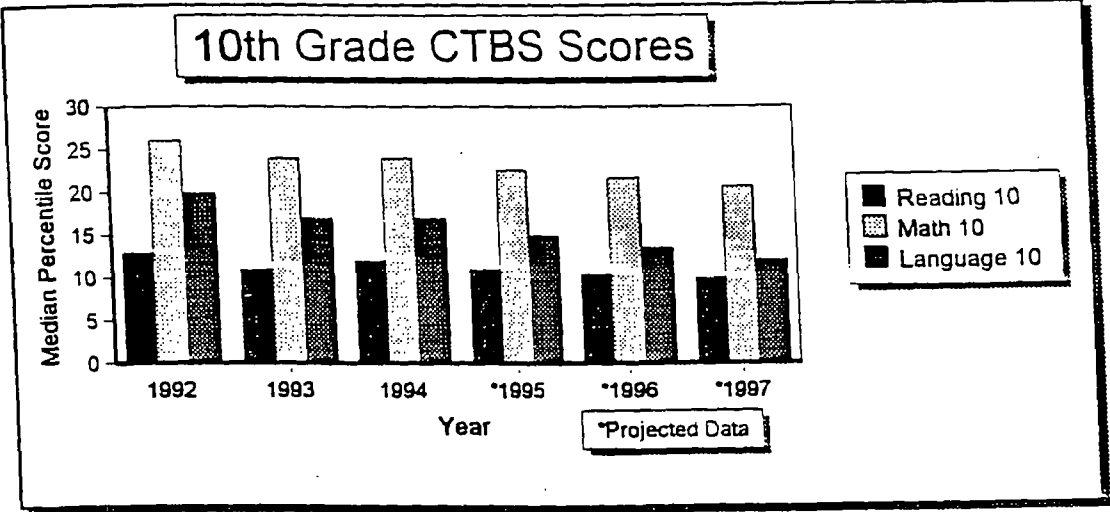
The majority of Locke High School students plan to attend 2-year community college after graduation. Among both African-American and Latino students in 1994-95, the next largest group planned to attend 4-year college.



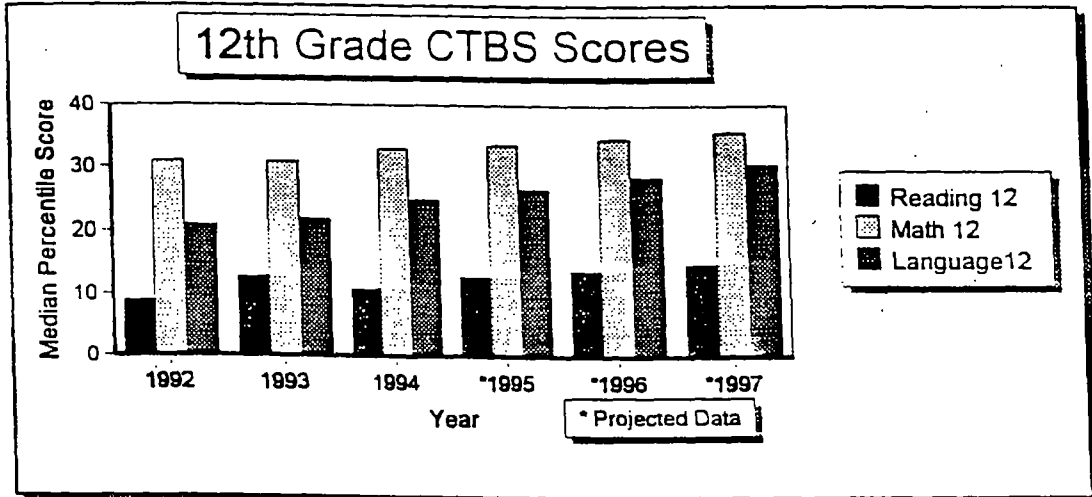
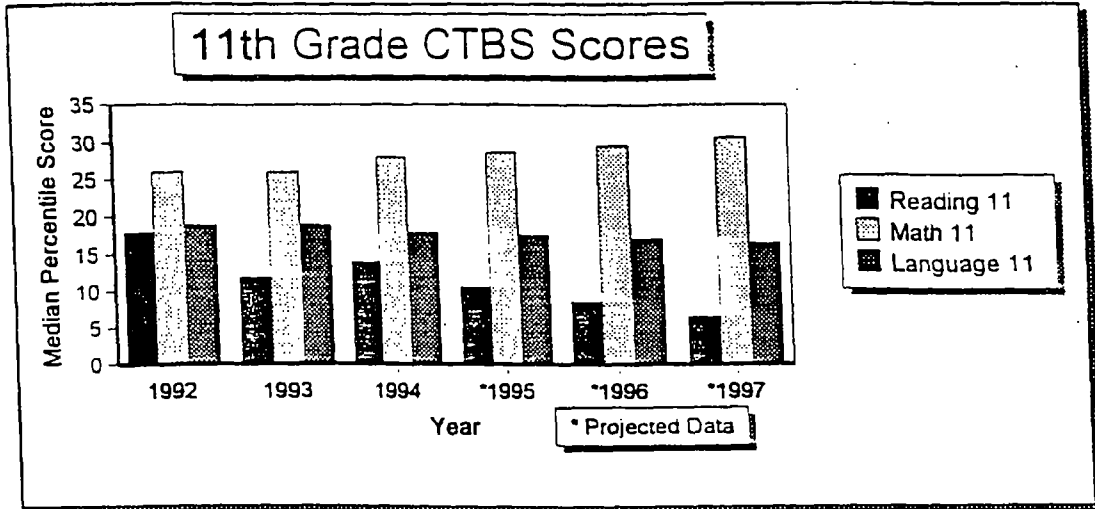
# Locke High School



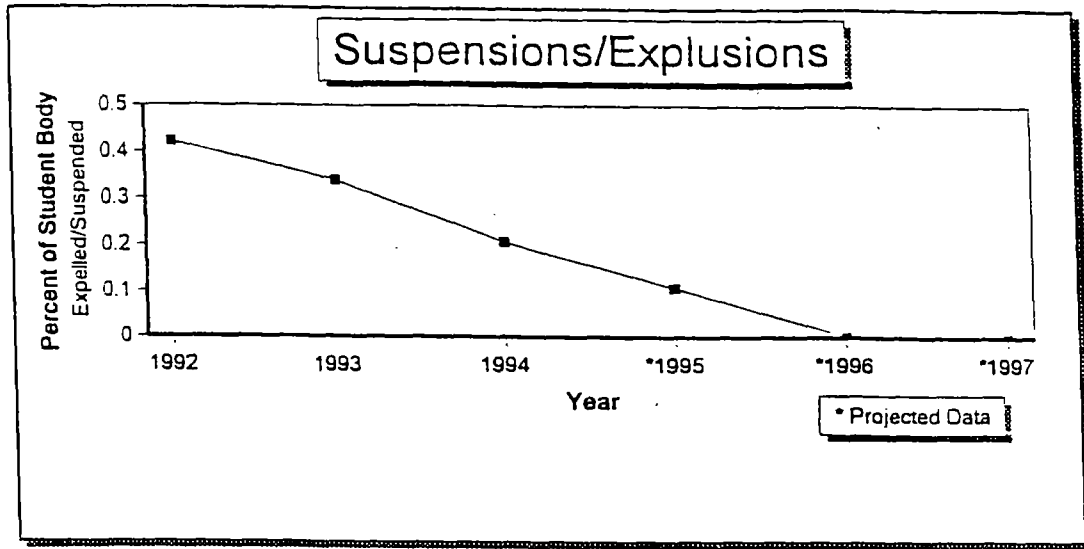
Median CTBS scores for grades 9 and 10 are fairly low. Progress in math and language is achieved by grades 11 and 12.



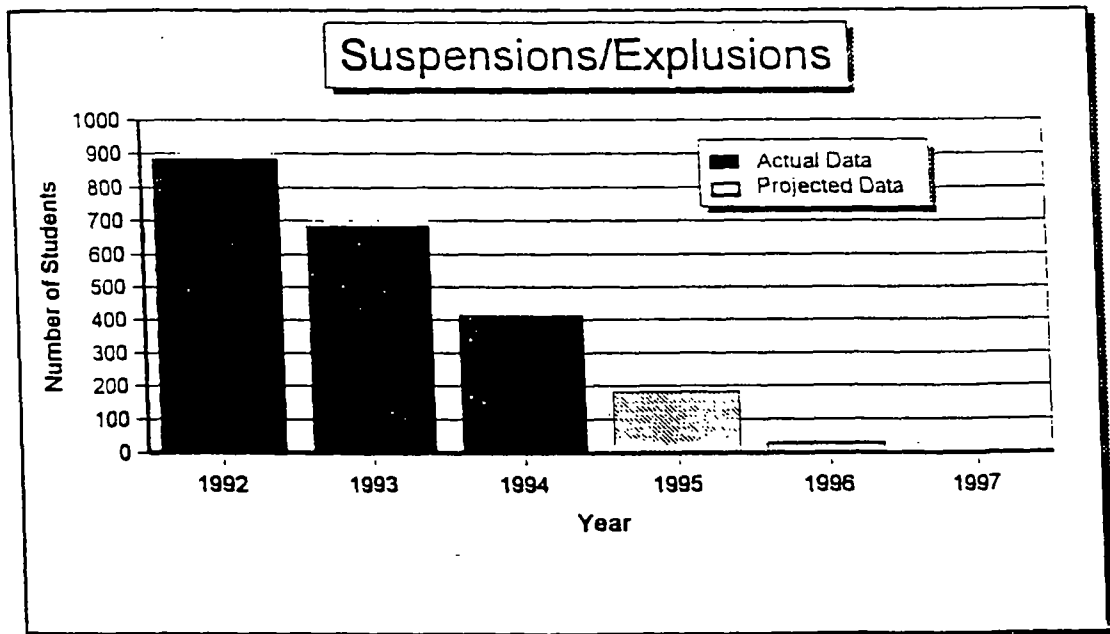
# Locke High School



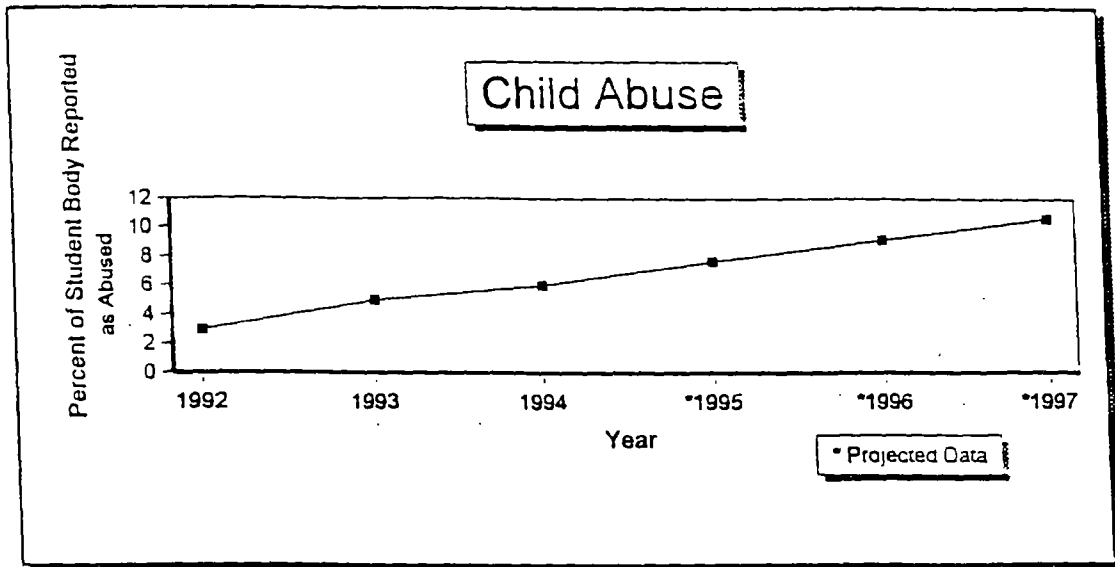
# Locke High School



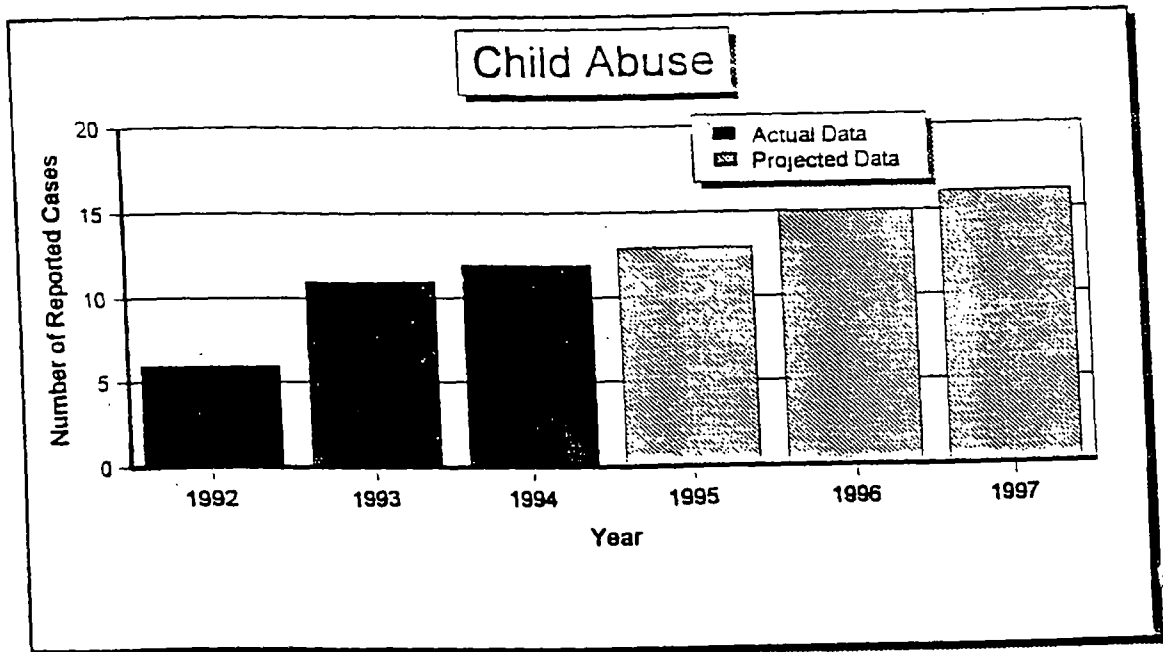
The number of students being suspended or expelled has been reduced over recent years due to alternative disciplinary procedures including in-house suspensions, extended counseling and more referrals to counselors rather than deans.



# Locke High School



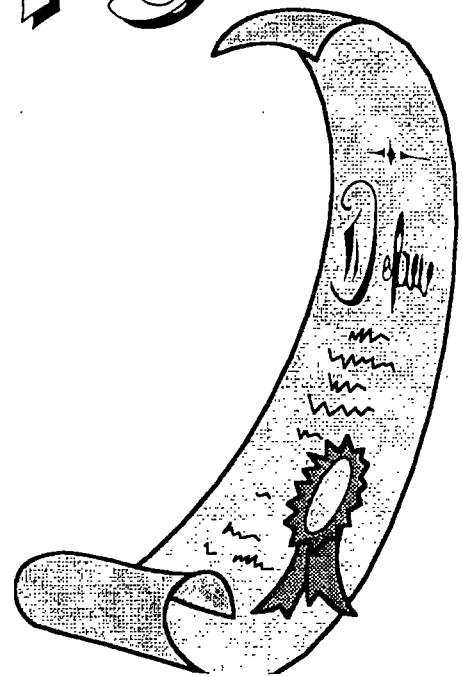
A slight increase in reported cases of child abuse is projected.



Chapter II  
Expected Schoolwide Learning Results

# CHAPTER 11

# EXPECTED SCHOOLWIDE LEARNING RESULTS





## EXPECTED SCHOOLWIDE LEARNING RESULTS

The process to determine the expected schoolwide learning results began in the Spring of 1995. The staff was oriented to what ESLR's are and their significance to the educational program.

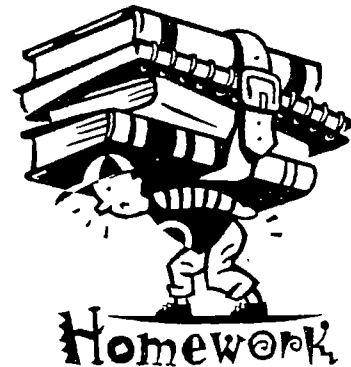
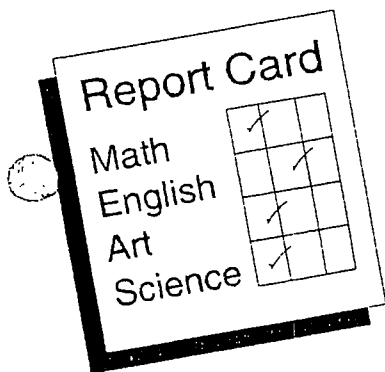
Each department chairperson and one other member of every department met on June 28 to develop the ESLR's. Joining this representative group were members of the classified staff, parent/community, and student groups from Locke High School.

The Leadership Team met on several occasions to review school data and write the ESLR's for Locke High School using the ideas generated in all previous meetings. This process continued into the Fall of 1995 despite a change in administration and a change of Self-Study Coordinator.

After many revisions, the Leadership Team presented a draft of the ESLR's to the faculty, staff, parents and students for input at two Focus Group meetings. All stakeholders were asked to vote for six of the nine proposed ESLR's at the next Focus Group meeting.

The final six ESLR's were then presented to our Visiting Committee Chairperson for evaluation. The Leadership Team and all stakeholders revised the ESLR's again to better reflect our school's unique problems and to insure that our ESLR's are measurable.

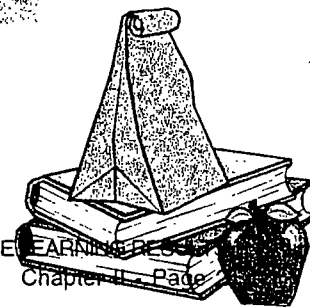
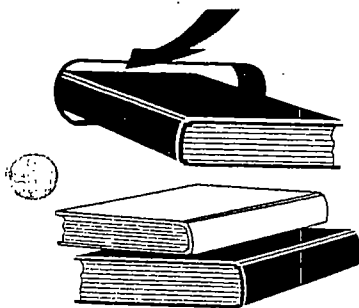
The revised ESLR's were presented to all stakeholders again for final review and adoption.



## EXPECTED SCHOOLWIDE LEARNING RESULTS

Locke students gain real life experiences as they:

- are effective communicators who read, write and speak clearly,
- are critical thinkers who analyze, synthesize, evaluate and compute information to solve problems,
- appreciate and respect cultural, linguistic, mental and physical diversity,
- work effectively on task as members of teams and independently,
- maintain good attendance and report to class on time,
- maintain a clean, orderly campus that is free of graffiti, drugs, tobacco and alcohol,
- practice and support appropriate hygiene, proper nutrition, physical fitness and safety.

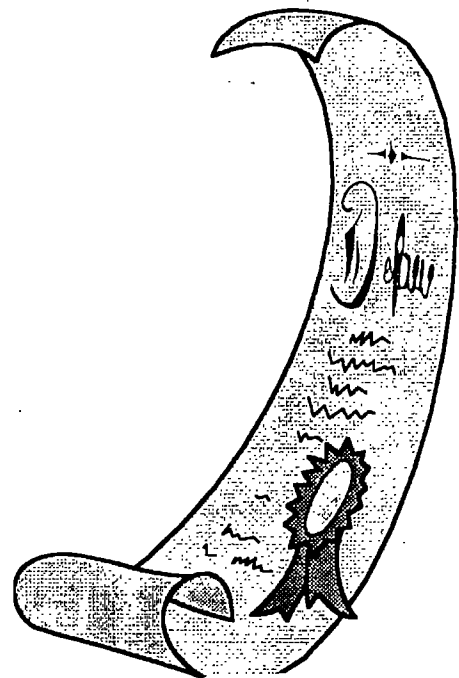




# CHAPTER III

PREVIOUS

RECOMMENDATIONS



## MAJOR RECOMMENDATIONS

The committee recommends:

- 1. That the school administration and staff more clearly communicate Locke High School's philosophy, goals, and objectives in order to establish a clearly defined direction for the school and all of its programs.**

The school's philosophy/mission, goals and objectives have been revised and adopted by the administration and staff in an effort to establish a clearly defined direction for the school. Additionally, the philosophy/mission, goals and objectives have been printed on posters and are displayed in classrooms and offices in the school. They are shared at faculty meetings and parent/community meetings. The mission is published in the weekly bulletin.

- 2. That the school administration and faculty develop and implement uniform higher expectations for student learning, enabling students to reach their greatest potential.**

Several staff development sessions have provided methods and strategies for developing uniformly higher expectations for student learning so that students may reach their greatest potential. (See appendix for Staff Development Sessions). Academies have been established to focus on the interests of students and on their post secondary plans. Many Locke students are now receiving additional help through the academy programs. Teachers and staff hold high expectations for the students enrolled. Additionally, special advanced placement training sessions were held districtwide for teachers who teach advanced placement courses. Our schoolwide effort is focused on raising the academic achievement of all students through increased emphasis on instruction, and preparation for competency-based and State testing programs. We are in the process of aligning curriculum across some disciplines (English, ESL, TCA, NJROTC) so that teachers can focus on the achievement of students utilizing interdisciplinary strategies. Every department has been given the charge of developing departmental examinations. The Mathematics Department is the first to reach this goal. NJROTC and the TCA academy program teachers participated in a 6-week summer institute to realign curriculum with the current State Framework guidelines and the objectives of the academy in order to raise expectations for students.

3. That the school administration and faculty develop a long-range plan of in-service opportunities, which include follow-up, that will result in teachers learning and implementing classroom activities that more actively engage students.

Our inservices over the past three years have focused on the district mandated 24 hours of LEP training. These sessions included cultural awareness/sensitivity teaching strategies and methodology and alternated assessment.

Our staff development plan for the next three years will focus on follow-up of the previous inservice sessions and emphasize attaining the ESLR's. Some of the topics included in our long range staff development plan are:

- Implementing the Schoolwide Action Plan,
- Examining Evidence Across the Curriculum,
- Crisis Intervention,
- Progressive Discipline,
- Educating At-Risk Students,
- Job Satisfaction for all Stakeholders.

4. The school administration and staff reevaluate the tardy and truancy policies and implement and enforce those strategies which will produce optimal results.

After reevaluating the tardy and truancy policies for the school, it was initially decided that the referral room (G-11) be closed. Late students were issued a tardy slip by discipline deans and sent to class without delay. Teachers were to keep track of the tardies, notify parents and assign detention after the third tardy.

Failure of this system resulted in a revised plan which includes daily scheduled tardy sweeps, recording tardy data in SIS computer, Sprintel telephone calls to the parents of all tardy students nightly, and referrals to counselors and deans of habitual tardy students for further follow through.

5. That the school administration and faculty analyze current time on task behaviors for students and implement

**strategies which will further maximize the time students are engaged in the learning process.**

This item is frequently addressed with teachers and during faculty meetings. Teachers are following up as appropriate in their classrooms. Additionally, administrators monitor this activity by visiting classes on a daily basis.

Teachers are required to display their instructional agenda on the chalkboard daily. Additionally, teachers are encouraged to use:

- a variety of teaching strategies to meet the special needs of individual students and insure greater student achievement,
- dispatch lessons where appropriate,
- lessons that last the entire class period,
- the seven step lesson plan.

**6. That the district and school administration implement more effective strategies which reduce the visibility of graffiti and vandalism so that there is a more positive school climate in which learning can occur.**

The district provides paint and personnel as needed to assist in the removal of graffiti and restore school property that has been damaged or destroyed due to vandalism. Through the use of Locke's Drug Free School Zones resources, students have been hired to provide graffiti abatement services. Graffiti is removed from the walls on a daily basis and students are encouraged to report vandals and graffiti writers anonymously, by leaving a note in the suggestion box in the Main Office.

Daily rotating weapons scans have also been used to uncover graffiti paraphernalia. A log has also been compiled with recurring tags (gang related names and symbols) and the students associated with these tags. Students found with tags on their notebooks, clothing or other personal items that have been previously identified are called in and given campus clean-up and their parents are notified.

To decrease the incidence of vandalism, Locke has sought bids for surveillance cameras to monitor the school grounds in general.

Security screens have been installed on the windows of the first floor of the administration building. We are currently awaiting iron gates

to enclose the breezeway and the covered lunch area which will limit access to various parts of the school.

**WASC 29110**



## PROCESS COMMITTEE

The committee recommends:

- 1. That the school administration and staff develop and clearly communicate with the school community Locke High School's philosophy/mission, goals and objectives in order to establish a clearly defined direction for the school and all of its programs.**

The newly revised philosophy/mission, goals and objectives have been shared at school community advisory council meetings and faculty meetings. Copies were also sent home with students. Additionally, copies of these documents appear in every classroom in the school and are posted in all offices.

- 2. That the school administration and staff improve the effectiveness of existing programs to reduce tardies, truancies, and vandalism in order to ensure a safe and orderly environment.**

After reevaluating the tardy and truancy policies for the school, it was initially decided that the referral room (G-11) be closed. Late students were issued a tardy slip by discipline deans and sent to class without delay. Teachers were to keep track of the tardies, notify parents and assign detention after the third tardy.

Failure of this system resulted in a revised plan which includes daily scheduled tardy sweeps, recording tardy data in SIS computer, Sprintel telephone calls to the parents of all tardy students nightly, and referrals to counselors and deans of habitual tardy students for further follow through.

In spite of the district's cut by 50% of our campus aide hours, we have tried to maintain a safe and orderly environment with the following supervision personnel: discipline deans, administrators, school police, campus aides, counselors, coordinators, Amer-I-Can volunteers, and teachers who choose to fulfill their Urban Classroom Teacher Program commitment by supervising the campus before and after school.

WASC 29111

3. **That the district and school administration and the Shared Decision-Making Council provide additional in-service programs that include, but are not limited to, alternative instructional strategies that actively involve students, teaching study skills, and techniques that actively engage a higher percentage of students in their learning process.**

The district, school administration and Shared Decision-Making Council provided 24 hours of Limited English Proficient (LEP) inservice programs designed, but not limited, to providing alternative instructional strategies that actively involve students and prepare teachers to more effectively meet the diverse needs of our students. A list of inservice programs offered by the District is available at the school site and listed in the weekly bulletin.

4. **That the school administration and staff further implement strategies which improve student peer relations and promote a more positive school environment.**

Since the previous visit, the administration and staff have participated in staff development sessions designed to equip teachers with strategies which will improve student peer relations and promote a more positive school environment. The school has also increased the number of clubs and organizations available to students. Men of Locke Delegation (MOLD) and Phenomenal Ladies are two of the most popular clubs on campus. These clubs are comprised of all students represented in the general student body who work diligently to encourage peace and harmony among students. MOLD is for male students only, and Phenomenal Ladies is for female students only. They participate in conflict resolution activities, and each student is encouraged to bring another student of a different race into the organization. Additional clubs include African Student Union, MECHA, Bible Club, and Les Chevalier's Court. IMPACT counselors and student council make a significant contribution toward promoting peer relations and promoting a more positive school environment.

WASC 29112

## PROGRAM COMMITTEE

The committee recommends:

- 1. That the administration and faculty increase expectations for student performance and student time on task, resulting in greater student achievement.**

Teachers are required to display their instructional agenda on the chalkboard daily. Additionally, teachers are encouraged to use:

- a variety of teaching strategies to meet the special needs of individual students and insure greater student achievement,
- dispatch lessons where appropriate,
- lessons that last the entire class period,
- the seven step lesson plan.

- 2. That the school administration and staff address the recommendation of the previous visiting committee to initiate a post graduation study of the school's graduates so that the school can most accurately develop a curriculum that meets the actual needs of the students.**

Based upon oral interviews and surveys with students from the classes of 1991, 1992, 1993, 1994 and 1995 who have entered private and UC-CSU institutions, the students' responses indicated that the college prep classes at Locke High School more than adequately prepared them for their college experience.

Data kept by class regarding post-secondary activities from the District's Information Technology Division, and contact with many of our four year college alumni and our two year college alumni including other alumni returning for college applications/financial aid assistance through the years, who have attended the University of California, California State University, other four year colleges, Community Colleges, served in the Military, and various employment fields show that most of our students have been sufficiently prepared for whatever future they desire. (See Appendix)

- 3. That the school administration and faculty investigate avenues to promote communication within departments, among departments, and with feeder schools to improve educational services for every student.**

WASC 29113

Monthly departmental and interdepartmental Focus Group meetings provide an opportunity for staff to share information and suggest strategies which enhance teaching and learning. The collegial atmosphere encourages collaboration among staff. With the new cluster structure, Locke participates in monthly Instructional Cabinet meetings which allows for articulation with feeder schools. At these meetings, information about each school in the cluster is shared, as well as strategies to improve educational services for students.

- 4. That the school administration and staff continue to work together to increase positive interaction between students from divergent backgrounds, emphasizing their similarities.**

Invited guest speakers and organizations such as Men of Locke Delegation, Phenomenal Ladies, MECHA, Student Council, Colors United, and Amer-I-Can address the needs of students from divergent backgrounds and emphasize their similarities. The IMPACT program currently has two support groups that meet once a week and discuss self-esteem and non-violence issues. A Multicultural Committee plans activities designed to share and develop an understanding about the linguistic and cultural groups represented at the school.

- 5. That the faculty more effectively implement learning activities which integrate skills of reading, writing, listening, and speaking in all content areas so that basic skills are constantly being emphasized.**

Faculty members are encouraged by the administration through staff inservice, departmental meetings, Focus Group meetings and faculty meetings to provide learning activities which integrate reading, writing, speaking and listening skills in all subject areas.

A Staff Development plan is being implemented to further provide follow-up to previous inservices addressing reading, writing, speaking and listening skills, as well as, provide additional training and strategies to teachers in all subject areas.

WASC 29114

## RESOURCE COMMITTEE

The committee recommends:

- 1. That the school administration and staff collaborate to increase primary language materials in the library which will provide access to the core curriculum materials for all students.**

The library strives to supplement and enrich the curriculum and to provide for the growth and development of all students. With the ESEA Title II and 4170 IMA funding, Spanish magazines and other primary language materials have been purchased and are in the library for teacher and student use. School library books, periodicals, audio-visual materials, and other resources are selected by teachers and librarians working with parents, community and student body representatives to provide materials relevant to the school's instructional program.

When funding becomes available, it is announced to the faculty, staff and community for recommendation and input on spending.

- 2. That the district and school administration collaborate in providing funding for increased maintenance and repair of facilities to create a safe and supportive environment for learning.**

The District has the responsibility, through its operations branch, to provide maintenance and repairs as reported and requested by the school's plant manager and administrators. The Assistant Superintendent of Operations and the Cluster Leader, in conjunction with the Maintenance Branch has made Locke a priority for repairs and maintenance. The entire school was re-keyed to improve security. Locke was the first school in the District to receive the services of the Maintenance Branch trailer which was stationed on the campus for two weeks providing workers to repair facilities upon request.

- 3. That the administration provide a means for regular communication between certificated and classified staff to promote collaboration and team spirit directed toward student learning.**

WASC 29115

Classified staff meetings are held which include representatives from all campus constituencies. Classified staff representatives serve on the Shared Decision Making Council and accreditation focus groups. Additionally, information is communicated via bulletins, newsletters, and the public address system.

**WASC 29116**

## STUDENT COMMITTEE

The committee recommends:

- 1. That the counseling department provide more personalized assistance for students.**

Counselors see students through direct requests from their counselees, parents or school personnel. Additionally, counselors see students and parents on an individual basis through SB813 extended counseling time on Saturdays and/or after school. Individual contacts are also made during supervision, when letters of recommendation are requested, EOP forms are being filled out or reports are made to the departments of social services. Furthermore, counselors call in students on an individual basis for a wide variety of reasons such as attendance problems, academic progress, proficiency exam results, awards and recognitions and follow-ups. Counselors also meet their counselees after the ten-week grades are published to schedule classes for the next semester and to update their four-year plans. Counselors see their students through classroom visits, orientation and special assemblies and grade-level meetings.

- 2. That the school administration explore ways to increase and maintain school safety and security.**

While a large amount of the student population say they feel safe on campus, some students feel that the security needs to be increased. Although front gate security is much better, there is room for improvement. When conflicts arise on campus security is dispatched quickly to resolve the problem so that the disputes will not escalate.

- 3. That the staff and students increase efforts to keep the campus clean and institute a campus beautification policy.**

More trash cans have been added to the campus, particularly in the lunch area. Students have noticed that the school is much cleaner this year in regards to trash and other forms of litter. Though the change has been dramatic, students still need to have a clean campus policy to follow. There needs to be stiffer consequences for littering and bringing food and trash into the buildings after lunch and nutrition. Students are encouraged to dispose of their trash properly by P.A. announcements and by patrolling staff. Students found littering are

assigned campus clean-up duty. Graffiti is painted over on a daily basis during school and after school.

- 4. That the student expectation and actual time on task be increased so that students gain as much possible from the lessons being taught and are better equipped to become productive members of society.**

Many teachers have increased time on task and have begun to give students warm-up exercises. Students report that many teachers now spend more time working with students on an individual basis so that they grasp the full content of the lesson being taught. Students feel that teachers need to expect the highest standard of work from their students and not settle for mediocre work. All teachers should attempt to increase these efforts.

- 5. The information regarding meetings and policies need to be distributed to students or mailed home.**

Information about meetings are mailed home two weeks prior to the meeting. The Title I newsletter as well as the principal's school newsletter inform students and parents of policies that have been implemented. Additionally, special messages regarding meetings and events are printed on the student report cards which are mailed home twice per semester.



## PARENT/COMMUNITY COMMITTEE

The committee recommends:

1. That the school administration, staff, parents and students widely publicize the philosophy, goals and objectives for Locke High School, and annually review them, to which provide the foundation for determining how personnel and other resources are utilized to promote student achievement.

Locke High School's philosophy/mission, goals, and objectives are consistent with the District's and reflect our student population. They are posted in all classrooms and in strategic offices around the school. They are represented in the faculty handbook and are communicated to parents and community members through the parent newsletter.

Our goals and objectives are under constant scrutiny by the Parent Advisory Councils, the Shared Decision-Making Council, Focus Groups, and Student Leadership and are formally reviewed by the faculty, administration, students and parents.

A suggestion box is placed in the Main Office for parents, students, teachers, and visiting community members to identify needs and concerns as they occur.

## ENGLISH DEPARTMENT

The committee recommends:

1. That the school administration and department develop a writing program which is sequentially reinforced in all English courses and articulated among all the school's departments so that writing skills are developed throughout Locke High School to make all students more effective writers.

Consistent with the recommendations of the visiting committee in May of 1993, the English department at Locke High School has devoted considerable time and effort to developing and implementing a sequentially reinforced writing program. The department's program is postulated upon the goals and objectives of the CORE curriculum, as set down in the *Guidelines for Instruction*, and contains provisions for ESL Course of Study Alignment, sheltered English programs, and competency preparations.

The department's writing program is progressive by grade level. CORE curriculum goals and objectives were ranked by ability plateau and were assigned a grade level for completion as follows:

Ninth Grade Classes concentrates on sentence construction, fundamental paragraph development, friendly and business correspondence.

The Tenth Grade Curriculum includes a more sophisticated study of varied sentence patterns, paragraph building with a purpose, and some multi-paragraph composition. The basic texts for English 9 and English 10 are *Write to Succeed*, Competency Manuals books 1 and 2.

The Eleventh Grade students progress to multi-paragraph theme writing, note taking, editing and brief research activities.

Students work in groups studying multi-paragraph formats from among the four writing domains, and also work in teams on revising papers for grammatical form, and individually doing research.

WASC 29120

The Twelfth Grade writing program includes a term paper with bibliography, sustained arguments and analytical treatments of literary subjects.

Students work in motivational group discussions, write journals, etc., and work individually to produce multi-paragraph essays with sources and sustained arguments.

The writing programs for all grade levels also include units for creative writing, speaking and listening, and even a drama element in the twelfth grade. Essentially, the English department's writing program contains instruction in all four writing domains, expository and research writing, creative writing and listening, and in language mechanics as well.

**WASC 29121**

## ESL DEPARTMENT

The committee recommends:

1. **That the school administration, department and support staff develop and implement programs which increase parental involvement in supporting the bilingual program in order to more successfully meet student needs.**

The Bilingual Coordinator has taken several steps to increase parent participation. She has sent out surveys to question parents on what they feel are areas of interest and concern to them. She is networking with other schools and the community. She is also putting together a newsletter that will inform parents of activities inside and outside the ESL classrooms. This newsletter will also include both major and minor changes that occur in the bilingual program. Elections in the Parent Advisory Council have also taken place. The council is comprised of both parents and teachers. Attendance at these meetings has increased due to phone calls and letters sent to students' homes prior to the meetings. We have also opened a new parent room and we are holding bi-monthly parent seminars on various topics of concern in both English and Spanish.

Presently, we are working on implementing a program of higher parent participation both on the school grounds (supervising), and inside the classroom (as adult tutors.) We are working on increasing participation by providing the parents with the necessary child care facilities on campus for their younger children, and by also educating them during the above mentioned seminars on the advantages of their participation as role models in the bilingual program and with their child's education. We are working diligently to attract and retain Spanish language adult volunteers to assist in school activities.

2. **That the district and school administration increase counseling support services to limited-English-proficient students.**

Presently, the school has provided a Bilingual Advisor, on a part-time basis, to assist in scheduling and academic counseling of our ESL1 and ESL2 students.

WASC 29122

As far as counseling is concerned the ESL students in crisis are being supported by Locke's IMPACT Program. Unfortunately, there is a shortage of trained personnel that can counsel students-at-risk that are primarily Spanish speaking. This year we are working on increasing counseling in Spanish, by collaborating with the Amer-I-Can Program that is being implemented at Locke High School.

- 3. That the department incorporate authentic, holistic forms of assessment which are consistent with the communicative-based instruction used in the ESL classroom to promote higher levels of English language acquisition.**

The new ESL1 and 2 course outline delineates ways of assessing the development of both the English Language and of the CALP of the ESL student. For example, it provides checklists that can be used as both formative and summative tools in checking the students oral, and reading/writing development. These same checklists can be adapted to service the ESL3, and ESL4 students. We are also experimenting with developing student portfolios as a means of assessment, especially for the advanced students. The LAUSD is providing teacher training for Senior High advanced ESL teachers on the new advanced ESL course of study which aligns the curriculum with that of English 9A/9B classes. Our advanced ESL teacher is participating in this training and the implementation of the program.

Our goal for this year is to incorporate a checklist of goals as they appear in the State's Foreign Language Framework's that can be used both as focus points for the ESL Program and as assessment criteria to measure the success of instruction.

- 4. That the district and school administration and department develop an articulated ESL curriculum which incorporates communicative teaching and assessment strategies that lead to fluency in English and success in the regular English program.**

We are presently participating in the testing of the advanced ESL (ESL3/4) curriculum as presented by the LAUSD Teacher Training Program called the ESL Academy. In addition to that, we have been developing our own curriculum based on the interests and needs of our students. We have concentrated on developing the students critical thinking and problem solving abilities by involving them in monthly projects that are done cooperatively. These projects rely heavily on

the students writing ability. Both the scope and the methodology of the advanced ESL (ESL3/4) resembles that of the English curriculum so there is an easy transition from our program to the regular program.

In ESL3 we have also developed our own curriculum to fit students' needs. Students concentrate on the development of reading comprehension skills primarily through texts that have been written for the native speaker such as folk tales, movie texts, etc. They are also involved in teacher-made, small projects that are done in pairs which require extensive writing skills.

At the beginning and intermediate levels (1&2) students are encouraged to continue developing oral skills using functional vocabulary for everyday needs and in the examination of topics listed in the district's course of study such as the Home, School Life, Transportation, At The Market, Health, Exploration, Independence, etc. Emphasis is placed on writing skills as well; sentence building is considered an important step towards clarity and coherence in paragraph construction for further uses at higher academic levels. Theme-related reading is used as a springboard for discussion and writing and as a holistic method for examining both receptive and productive skills.

- 5. That the department assess all incoming LEP students from feeder junior high schools in order to appropriately place them into the high school program.**

As per LAUSD policy, entry data on each LEP student is respected and program placement is continuous from school to school. In the event of an observed discrepancy or failure to progress, the Language Assessment Team can recommend further testing and conferencing. Presently, a mini version of the LAS test is used in these cases. Parents/guardians are always informed and given options in the program placement of their child.

- 6. That the school administration and department investigate ways in which to purchase Spanish core literature for the school library to support the primary language literacy program.**

The librarian was given a list of books in Spanish and some have been purchased already. We hope a bigger selection can be purchased this

year. We are also looking into sources for purchasing book/cassettes, and audio-visual materials to increase the students interest in their literary heritage.

- 7. That the department seek ways in which to incorporate the use of technology into the ESL English classes and bilingual core curricular program to facilitate English language acquisition and computer literacy.**

All ESL department computers and related technology have been amassed in one room and are being utilized by advanced ESL students to produce projects. All advanced ESL students are computer literate and have some sophistication in the use of current technology. We have extended our software to include encyclopedias and other CD-ROM related educational materials.

- 8. That the school administration and department organize a course to provide transition from the communicative instruction of the ESL classroom to the current instructional strategies found in the regular English program.**

The current proposed ESL curriculum and our own is thematic, especially at the upper levels, and has been designed to address this problem. Although the emphasis is providing comprehensible input to students whose native language is other than English, the vehicles used for those purposes are pieces of literature which are taught in an inquisitive way. Lessons are made meaningful in order to both increase student participation and critical thinking. Both classical and contemporary works of literature are being taught in an adapted format to fit their level of reading comprehension and significant themes are touched in order to broaden the students' awareness of their own and other cultures. Values such as truth, honesty, bravery, and compassion are presented through interesting and exciting characters, such as "Alice" in Alice in Wonderland, "Robin Hood," "Simba," "Esperanza," and many more. Both semesters of advanced ESL (ESL3/4) try to stimulate an interest in language and provide enjoyment of literature.

WASC 29125

## FOREIGN LANGUAGE DEPARTMENT

The committee recommends:

1. **That the department secure guest speakers from business, the consulates and the community to enrich their program and to further develop students' linguistic and cultural literacy.**

Foreign language teachers have begun inviting guest speakers from business, the consulates and the community. A Mexican television actress and reciter of poetry has visited the Advanced Placement Spanish Classes. Also, one student entered and won an essay contest sponsored by Mario Machado. She was honored at a luncheon by Machado with local dignitaries. Meanwhile, one Spanish teacher has teamed with a teacher of LAPL of the ESL Department to help reach the goal cited in the recommendation. They combine their classes at times for this purpose.

2. **That the department work more closely with the Counseling Office to promote increased interest by students in intermediate and advanced level classes in order to provide expanded opportunities for foreign language study.**

On a yearly basis teachers submit lists of students whom they recommended for intermediate and advanced French and Spanish classes. A letter has been drafted to insure that all students who request French or Spanish are given immediate access to these classes. As a rule, however, Locke counselors treat foreign language as though it were a graduation requirement.

3. **That the district and school administration investigate ways to support the department in its efforts to develop and publish a trilingual newspaper in Spanish, French, and English, in order to maximize opportunities for student writing.**

A trilingual newspaper has been published during the last three semesters, and will be published again during the current semester.

WASC 29126



4. **That the district and school administration and department explore the possibility of creating a listening lab to further enhance the development of second language acquisition.**

Budget constraints as well as a lack of space have forced us to reconsider this project. We are more interested in a language arts lab that includes computers. The use of technology in our school is high on our list of priorities, and there may yet be hope of finding a way to incorporate a computer/language lab into our foreign language and ESL programs.

5. **That the department design a course syllabus for each class in order to align and articulate the curriculum more effectively.**

We have produced course outlines for French I and II; for Spanish I, II, and III; for Spanish for Spanish Speakers I and II; for AP Spanish Language and for AP Spanish Literature.

6. **That the department increase networking with foreign language departments in other schools and/or districts to exchange ideas on creative communicative strategies for the classroom and to secure samples of materials for the Spanish for Spanish Speakers classes.**

Now that we are a part of the Jordan/Locke Community Complex, which involves the clustering of area feeder schools, networking to exchange ideas on communicative strategies for the classroom will be done on a more frequent basis. Also, we look forward at some future time to extend our networking to schools in other districts. In the meantime, the problem of scarcity of materials for the classes of Spanish for Spanish Speakers has been solved. Sufficient materials have been developed and changes are ongoing.

WASC 29127

## MATHEMATICS DEPARTMENT

The committee recommends:

- 1. That the school administration, counseling department, and department improve student placement so that student learning and success is maximized.**

A placement test has been devised to help in the placement of all incoming 9th graders. The test is administered by all Algebra I teachers during the first and second week of the fall semester. Students who scored 50% or higher will be allowed to continue in Algebra.

In addition to the placement test, all math students take departmental exit exams which count 50%-51% of their final grades. Counselors will adjust student placements based on the exit grades as well as placement exams.

Transfer students need to have their mathematics transfer grades to be placed in a mathematics course, and are required to take an exit/placement level exam administered by the Counseling Office or Math Department Chairperson or designee before they are enrolled in a math course.

- 2. That the school administration and department develop and implement a greater variety of course offerings in order to better meet the educational needs of all students.**

In addition to the core college preparatory curriculum, the school now has three academies: The Perkins, NJROTC and TCA Academies. Through these academies, students are now able to take and or be exposed to career oriented mathematics courses and/or applications.

- 3. That the department increase the active participation of all students, including hands-on learning activities, which more actively engage students in the learning process.**

The department has increased the use of calculators to reduce the amount of time spent on routine computations, thus increasing participation by all students and the time spent on student-student and student-teacher interactions. In addition, the department is

WASC 29128

developing lessons that encourage both students and teachers to engage in more hands-on activities and cooperative learning activities. The course realignments and streamlining with respect to the 1992 California Mathematics Framework and the NCTM Standards will encourage both the teachers and students to explore a variety of presentation modes and learning activities.

The implementation of exit examinations provides equity and fairness in student evaluation and equal access to the curriculum by all students.

**WASC 29129**

## PHYSICAL EDUCATION DEPARTMENT

The committee recommends:

1. **That the school administration and department investigate ways of offering more courses which encourage student involvement in lifetime sports.**

Aerobics, Modern Dance, and Body Dynamics are currently course offerings. Lifetime physical fitness is also emphasized in regular P.E. classes, where students learn skills in basketball, soccer, softball, track, volleyball, and handball.

2. **That the department receive the training and resources necessary to integrate academic skills with physical education so that integrated skills may be reinforced.**

Some teachers attend workshops and conferences on their own time to keep abreast of developments in sports and physical education. Teachers also receive training necessary to integrate academic skills with physical education through schoolwide inservice training sessions.

## SCIENCE AND HEALTH DEPARTMENTS

The committee recommends:

1. **That the science department increase their use of a variety of instructional strategies, including but not limited to, hands-on activities, modeling, guided practice, and sheltering techniques to accommodate a variety of student learning styles.**

The following procedures have been developed and implemented or were in place prior to the visitation.

A Science Department Handbook consisting of course outlines, discipline, lab procedures, classroom management, recommended writing assignments and research papers was developed to enhance standardization of instruction throughout the Science and Health departments.

Projects require a research paper with illustrations and detailed essays, as well as a required class presentation.

Cooperative learning groups of 3 to 4 students of varying academic abilities and language proficiency are frequently utilized to break down a large body of information into manageable segments. Each group presents their segment to the entire class, responds to questions, and devises appropriate review questions for comprehension.

Routine use of models, instructional videos, hands-on activities, laboratory investigations, experiments, demonstrations, field trips, discovery, lectures, and computer simulations are all utilized whenever possible to reinforce learning through multiple modalities.

2. **That the school administration and science department address the special needs of their students, i.e. LEP (Limited English Proficient), gifted, and the educationally disadvantaged to increase their academic success.**

Sheltered techniques and computer simulations are used to allow students to visualize what they are studying.

WASC 29131

Gifted students are encouraged to participate in science fairs, develop projects, participate in the various academies on campus and serve as role models in class to assist other students.

A variety of programs are offered to all students, including Saturday tutoring, off-campus Saturday and vacation programs emphasizing science and medicine at USC and King-Drew Medical School, and a Transportation Careers Academy that offers engineering, science and mathematics classes on Saturdays.

Students who demonstrate capabilities are able to serve as leaders in group situations and demonstrations in order to maintain sufficient challenge.

- 3. That the district and school administration and science department secure additional instructional resources and equipment in order to provide students with high quality learning experiences.**

The following equipment has been received and is in use: IBM computers, televisions, twenty new microscopes, video disc players plus software, microslide viewer, animal specimens, and visual aids: i.e. 3-D pictures, posters.

- 4. That the district and school administration provide science department members with staff development opportunities in sheltered language techniques so that the educational needs of the expanding LEP population are met.**

Twenty-four hours of district mandated LEP inservice training has been given to all instructors. Department members can also attend additional workshops sponsored by LAUSD and other districts. One department member is currently attending staff development in the Secondary Science Academy designated for LEP students and will provide in-service for the department.

- 5. That the school administration and science department seek ways to expand course offerings to include honors, advanced placement, and electives in order to provide a challenging curriculum for all students.**

WASC 29132

An AP Biology class was taught in Fall, 1994 and Spring, 1995. Currently, we offer Physics, Advanced Physical Science, and Chemistry as challenging electives.

**WASC 29133**

## SOCIAL STUDIES DEPARTMENT

The committee recommends:

- 1. That the district and school administration and department utilize existing resources to provide appropriate textbooks and supplementary materials necessary to instruct students in a curriculum that is aligned with the State Framework.**

In keeping with the recommendations of the previous committee, textbooks that are aligned with the new State Framework have been ordered for the Social Studies Department. Included in the order are textbooks that will be used for Advanced Placement classes (AP U.S. Government and AP U.S. History). Also, funds made available through the Gifted/Talented Program were used to acquire Examination Review books for the Advanced Placement and Economics classes.

Computers are now available in the department. The department has designated one classroom for students to use the computers. Each Social Studies teacher and their classes can use the computers to enhance their classroom instruction. Appropriate software has been ordered to use with the computers.

- 2. That the department correlate its instructional program and practices with the State Framework. (e.g., More emphasis on original source material, chronological literature correlations, and cross-disciplinary writing.)**

The department has ordered textbooks more in alignment with the State Framework, and they are available for use in our social studies classes. We are restructuring our course outlines. We can correlate more effectively our planning and instruction by including additional activities on original source materials, chronological literature correlations, and cross-disciplinary writing. At present, the Honors English teachers are helping us to address some of our concerns about students' writing and reading skills in Advanced Placement Government and U. S. History Classes.

- 3. That the department increase inter-departmental communication to enhance and enrich shared topics of study to enable students to see connections in their learning.**

WASC 29134



At present, Social Studies teachers are working with the English Department in related courses such as American Literature and U.S. History. With this approach students are better able to understand historical periods, the people who helped to shape important issues of the period (culture, beliefs, laws, speeches, foods, clothing, etc.), and what effects they have on modern times.

- 4. That the department expand use of cooperative learning strategies so that students more actively participate in the lessons.**

Teachers are using a variety of cooperative learning techniques in their classes. Included among them are: Current event contests between groups, group discussions on current events, City-wide Stock Market Contest, historical movies, debates on contemporary problems, written reviews, written briefs on Supreme Court Cases, oral presentations of Supreme Court Cases, organizing political parties, platforms, and campaign strategies for participation in mock presidential elections.

## VISUAL AND PERFORMING ARTS

The committee recommends:

- 1. That the school administration and art department seek methods to increase funding to purchase additional supplies and equipment and to repair equipment.**

Locke's Art Department program reflects the school's philosophy and the guidelines for instruction established by the State of California and LAUSD. The staff meets these guidelines with resources made available through District funding and grants. We are in constant search for additional funding to purchase more supplies and repair equipment.

- 2. That the district and school administration and maintenance department ensure timely repair and replacement of damaged or broken equipment in order to provide a positive learning environment.**

The Los Angeles Unified School District has the responsibility, through it's operations branch, to provide maintenance and repairs as reported and requested by the school through the plant manager. Unsafe conditions have the highest priority and can delay routine items on a regular basis.

There has been some improvement with the Districts' instrument repair. Repaired instruments are returning in a shorter period of time usually three to four weeks. We are planning to order new instruments and are presently looking into funding options.

## CAREER-VOCATIONAL EDUCATION

The committee recommends:

- 1. That the district and school administration and departments implement vocational courses which integrate academic skills and fulfill graduation requirements. This enables students to take classes more closely aligned to the academic/career path they have chosen.**

The department participated in planning the NJROTC Academy. This is a partnership with school and business. The Academy curriculum has an employability component that covers a wide variety of generic skills. This partnership is a combination of drama, and Fashion Design and Coordination.

The major emphasis of the clothing class is to develop skills in pattern adaptation and flat-pattern drafting techniques. Topics for instruction include principles and elements of design, pattern adaptation for style and fit, basic flat-pattern drafting, fashion coordination and current trends in the fashion industry. This course is of particular value to apparel skills students or those interested in a career in the fashion industry.

The department has used it's talents and creative abilities to institute six sections of clothing and Fashion Design. It has presented two fashion extravaganzas each year which has promoted interest, career awareness and positive self-esteem. The department has adequate equipment for construction and design. Plans are in motion to update equipment, and curriculum. Such plans will include integrating academic subjects with the home economics career path, implementing action-based student projects, combining workplace and academic learning, and designing rigorous curriculum using industry validated curriculum standards.

- 2. That the business/computer science department offer students business keyboarding classes prior to computer instruction so that students can maximize their computer skill acquisition.**

Typing A has always been a prerequisite to enrollment in computer instruction. However, keyboarding is stressed during the first five

WASC 29137

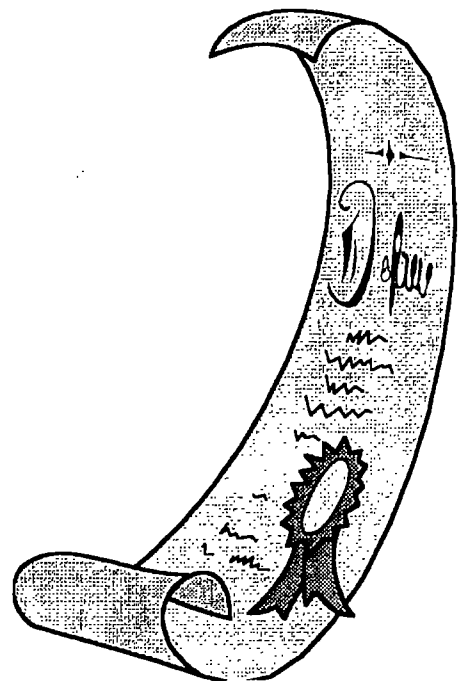
weeks of instruction in order to remediate and/or strengthen keyboarding skills.

**WASC 29138**

Chapter IV  
Self-Study Findings

# CHAPTER IV

# SELF-STUDY REPORT



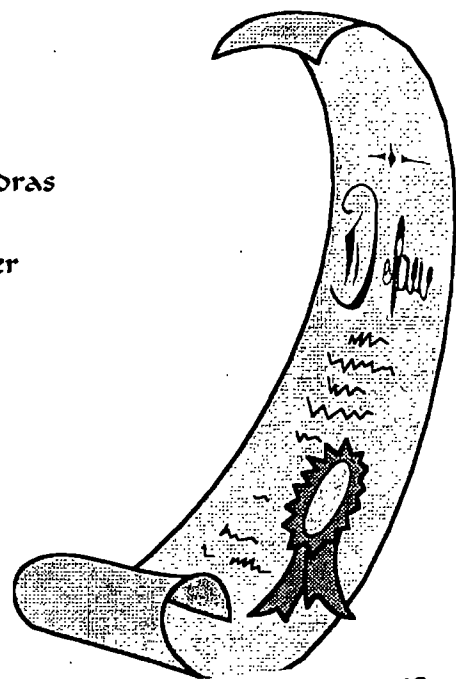


# CHAPTER IV

# VISION, LEADERSHIP AND CULTURE

John Guldseth, Leader  
Stephen Anderson  
Reginald Andrews  
Calvin Davis  
Donald Gallaher  
Alberto Hananel  
Marquette Hawkins  
Gary Higgins  
Carmen Heredia  
David Loshin  
John Mandell

Lydia McConnell  
Roger Oxley  
Betty Chaney-Poydras  
E. C. Robinson  
Judy Rooney-Carter  
LeRoy Simms  
Norris Starkey  
Larry Strong  
Carrie Stroud  
Annie Webb  
Elois McGehee





## VISION, LEADERSHIP AND CULTURE

Our Focus Group includes administrators, counselors, parents and teacher aides, and certificated staff in the fields of Mathematics, Health/Science, Foreign Language, Special Education, Social Science, English and Vocational Education.

**CRITERION A1:** The school has a clearly stated vision or purpose based on its beliefs, student needs, and current educational research. Supported by the governing authority and the central administration, the school's purpose is defined by the expected schoolwide learning results: what all students should know and be able to do.

1. Locke High School has a statement of goals, philosophy/mission, vision and ESLR's which have been communicated to parents and are posted in our classrooms.
2. These documents were developed by our stakeholders, i.e. classified and certificated staff, administrators, students and parents.
3. Locke's curriculum is based on traditional guidelines/reform guidelines, i.e. California State Framework, Model Curriculum Standards, Second To None, and Scans Report.
4. The school's vision reflects the school's goals which focus on our students gaining the knowledge necessary to meet the basic general and/or college preparatory requirements.
5. Locke's instructional goals are based on our school vision of expected schoolwide learning results which establish a belief that all students can learn.
6. Teachers review the goals for their lessons, classes, and courses of study.
7. Teachers' goals support the students achieving the expected schoolwide learning results.

**CRITERION A2:** The school leadership makes decisions and initiates activities that focus on all students achieving the ESLR's. The

leadership empowers the staff and encourages commitment, participation, and shared responsibility for student learning.

The principal serves as the manager of the school while encouraging staff involvement in the instructional planning, goal setting, and implementation of the schoolwide vision. The administrative staff actively works with the school leadership team and the school community to promote the school's vision for ESLR's and instructional goals.

The leadership team communicates regularly with members of the school community so that the entire community is made aware of the vision and ESLR's for the school while encouraging and celebrating excellence, making decisions and allocating resources to support the ESLR's.

The district, board, and school leadership work within Cluster 24 to ensure that ESLR's are the focus of the school effort.

**CRITERION A3:** The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continual school improvement. The school is a safe and orderly place that nurtures learning.

**How and to what extent is current educational research and thinking shared, discussed, implemented and reflected upon by school staff at the school site?**

1. At the school level the sharing and discussion of ideas regarding current educational research is done during:
  - a. department meetings which are scheduled monthly;
  - b. staff development meetings which are held several times throughout the school year;
  - c. Shared Decision Making meetings which are scheduled bi-monthly;
  - d. monthly curriculum council meetings.
2. At the Cluster 24 level, the sharing and discussion of ideas regarding current educational research is done during:
  - a. Cluster 24 symposia meetings attended by all stakeholders;
  - b. Monthly Instructional Cabinet meetings attended by selected faculty.

WASC 29144

3. At the district, state and national level the sharing and discussion of ideas regarding current educational research are done during workshops sponsored by the various subject matter councils and their affiliates; for example, the National Council of Teachers of Mathematics, Greater Los Angeles Teachers of Science Association, etc.

#### **How does the school ensure a safe learning environment?**

1. The assurance of a safe learning environment is done in many ways. The Los Angeles Unified School District Police Force assigns two of its officers to Locke High School on a full time basis. Additional support is provided for security by the district when deemed necessary by the Principal.
2. Locke has three full-time deans who are certificated faculty members, several campus aides, community representatives and volunteers who maintain security on campus.
3. The Drug Free Zone Office and the School Improvement Office provide aides to help secure an orderly campus.
4. Locke provides two other programs called IMPACT and Motivated to Achieve Academy to help with problem students.
5. Finally, the Los Angeles Probation Department maintains a probation officer on campus to assist our students who are on probation.

However, we recommend that security be upgraded and expanded to provide a more secure campus. (See the appendix for supervision bulletin)

#### **What strategies does the school employ for nurturing students and staff in order to enhance self esteem, participation and commitment? How effective are these strategies?**

1. Locke High School is able to provide students and staff with the opportunity to participate in many programs to enhance self-esteem and commitment.

**WASC 29145**

- a. Transportation Careers Academy, Motivated to Achieve Academy, Perkins Academy, NJROTC/Visual and Performing Arts Academy,
  - b. The Mt. Saint Mary's College Mentor Program,
  - c. The Drug Free School Zone,
  - d. Med Core with USC.
2. Locke High School provides students with tutoring on a daily basis including Saturdays. Teachers under the Urban Classroom Teachers Program are available for student tutoring.

#### **EVIDENCE EXAMINED**

1. School's previous Mission Statement, Goals and Objectives
2. Supervision Schedule
3. School Classification Report
4. Ethnic Analysis Report

#### **MAJOR GROWTH AREAS**

1. More parent involvement in the development of goals, philosophy/mission, vision and ESLR's.
2. More speakers and workshops regarding current research in learning and methodology are needed. Speakers and workshop leaders should have their teaching experiences in an environment similar to that of Locke High School.

**WASC 29146**

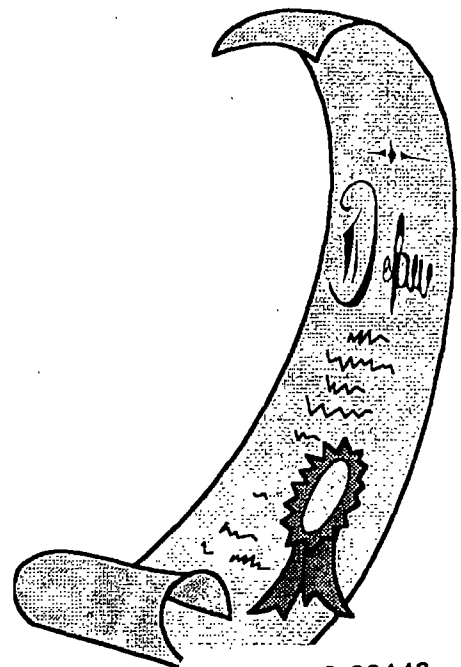


# CHAPTER IV

# CURRICULAR PATHS

Charles Pursley, Leader  
Walter Bambrick  
Della Barnes  
Greg Broadous  
Bill Carvajales  
Simone Chait  
William E. Copus  
Wayne Crawford  
Tom Davis  
Daniel Duncan  
Dick Fukuda

Gerardo Gomez  
Phil Koreis  
Glen McGraw  
Cheryl Moroney  
Damian Moss  
Betty Smith  
Alfonso Webb II  
Geoffrey Welborn  
Helene Vachet  
Randy Cornfield



WASC 29148

## CURRICULAR PATHS

Our group included 24 individuals who represented the counseling services, administration, Title I and the disciplines of Art, Business, English, Foreign Language, Mathematics, Music, Physical Education, Science, Social Studies and Special Education. Although there were widely differing views regarding some questions, this report reflects as much as possible a general consensus of opinion. We meet the first Tuesday of each month.

**CRITERION B1:** All students participate in a challenging, relevant, and coherent curriculum.

All students in our bicultural student population are offered a thought provoking, meaning-centered academic foundation that is closely aligned with state frameworks and national standards. A variety of opportunities is provided so that all students can achieve the expected schoolwide learning results and receive a rigorous, meaning-centered curriculum. The academic core courses, as well as those in the elective program, are consistent with the ESLR's and meaningful to students. Evidence from the counseling services indicate that increasing numbers of students, including increasing numbers of diverse students, enroll in academic courses that prepare them for success in college, and all students have the option of enrolling in these courses. Our academies increase the articulation between departments and levels. The academies also offer school to career/work articulation and assistance for all students.

**CRITERION B2:** Upon graduation students are prepared to enter the work force, or continue their education in either a technical or academic program.

Locke High School students are prepared to continue their education in either a technical or academic program, or to enter the work force. All students are enrolled in sequences of courses that prepare them for success in post-secondary education or vocational training. Also, many students take classes through the Regional Occupational Program. The curriculum and course sequences, many with career themes or links to community resources, build on the knowledge and proficiencies in the academic foundation. All academic core courses and academy programs are open to all students and are focused on providing clear options for post-secondary education and careers.

When it is clear that students are likely to pursue jobs after high school rather than college, they are encouraged to take academic and vocational courses that will prepare them to move beyond entry-level positions. Some of the courses available include Dental Assisting, TCA, Computer Assisted Drafting, Graphic Arts, and Wood. The school collaborates with post-secondary institutions to encourage students of varying backgrounds to gain academic success in order to pursue higher education and professional career opportunities. Students have access to both technology and community resources that can help them explore the connections between high school course work, future opportunities, and their own academic performance.

**CRITERION B3:** All students have personal learning plans. These plans are an educational road map for accomplishing their post high school goals.

Students' personal learning plans (mini cums) are used primarily for scheduling classes and are simple check sheets of required courses for graduation and/or college entrance. Members of the school's counseling and guidance staff explain the connections between current course selection and post-secondary options, and they encourage students to make decisions and select courses based on both current interest and future goals. The College/Career Office provides further guidance in developing post-secondary plans for students which include school-to-work and college transition. Ninth grade students take Education and Career Planning which further helps explore their career and college plans. The school has procedures for providing students and parents with basic information about the high school and about college entrance requirements and application dates. This information has been disseminated at parent meetings in both English and Spanish. Adult Education programs have also been presented in English and Spanish to parents at various Advisory Council meetings.

**CRITERION B4:** There is an organization structure for and commitment to professional development. Staff utilization, monitoring and support facilitates greater achievement of the schoolwide expected learning results.

The entire school community at Locke is provided with four professional development days per year under the School Based Coordinated Program (SBCP), which is ratified and monitored by the Shared Decision Making Council. All educational stakeholders are



invited to actively participate in the needs assessment of the school in order to develop an appropriate professional development plan. The plan is drafted and voted on by the Shared Decision Making Council at the end of every school year. In the past, professional development topics have included the following:

- Instruction of Limited English Proficient Students
- Curriculum Development and Implementation
- Disciplinary Methods and Techniques
- Crisis Intervention
- Stress Education and Management
- Language Development for all students
- Alternative Academic Assessment

All educational stakeholders (teachers, parents, administrators, classified, community, school police, custodial staff, etc.) are invited to participate actively in the professional development programs at Locke High School. Additional time is provided by utilizing minimum and shortened days. There is also a mentoring program with two mentor teachers provided for support to new teachers. Beyond these structured programs, individual teachers participate in seminars, workshops and courses which they feel will enhance their professional skills and knowledge in their respective disciplines.

#### **EVIDENCE EXAMINED**

1. School Classification Report
2. Ethnic Analysis Report
3. CSU English and Mathematics Placement Test
4. ACT Scores
5. Mini Cums
6. Master Schedule

#### **MAJOR GROWTH AREAS**

1. There is a need to develop more partnerships with the business and community to provide transitional opportunities for students from school-to-work and greater insight into their career goals.

2. There is a need for consistency in teaching personnel of the ECP classes to further develop students personal learning plans.

Powerful Teaching and Learning

# CHAPTER IV

# POWERFUL TEACHING AND LEARNING

Cynthia Williams, Leader  
Jill Bartlett  
Karen Benjamin  
Michelle Carey  
Cheryl Darby  
Jerry Drenckhahn  
Whitley Gardiner  
Robert Hunter  
Michael Hurd  
Glenda Kimble  
Mary Klapp  
John Kravchak

Jimmy Lee  
Lisa Lyons  
Jean Naughton  
Lee Newby  
Emile Peters  
Sheila Rankin  
Jon Rocha  
Gail Garrett-Taylor  
Ira Wright  
Michael Hopwood  
Annie Webb



WASC 29154

## POWERFUL TEACHING AND LEARNING

This group was formed by providing teachers with a description of each Focus Group. They were asked to select a group based on their preference or they were assigned a group if they did not select one. Members in the Powerful Teaching and Learning group consist of the following departments: Math, Science, History, Special Education, English, Administrators, Physical Education, Parent and Paraprofessionals.

We meet officially on the first Tuesday of each month. These meetings are either after school or full day staff development. During our first staff development we discussed and developed 9 ESLR's then voted on them as a group.

### **ELEMENTS OF SCHOOL/COMMUNITY PROFILE RELATED TO POWERFUL TEACHING AND LEARNING**

At Locke, the population consists of Hispanic and African-Americans from the lowest Social Economic Strata. The total population of the school is 1,766 students; 53% African American, 46% Hispanic and 1% Whites and others. Our high risk students encounter many problems including low academic achievers, irregular attendees, lack of enthusiasm and motivation, teen parenting, substance abuse and gangs.

The majority of students are enrolled in college prep courses based on A-F requirements. The AP, Honors, and College Prep courses are available for all students.

Despite taking college prep courses, some students feel intimidated when taking courses because they feel they can't compete at a four year university. Teachers motivate students by discussing college requirements, (i.e. essay contests, athletics, scholarships, etc.) Many teachers use cooperative groups to enhance leadership and successful interpersonal relationships in the working world.

Teachers are dissatisfied with attendance in first period. Teachers and counselors contact students and parents in order to try to improve attendance. English classes are disrupted frequently because of various school activities. In general, class interruptions are too frequent. It seems students have too much freedom to walk around campus and get away with it. Some faculty deadlines conflict with other activities. To increase communication, teacher rap sessions should be planned to talk

about students and reduce teacher isolation. Test scores can be improved if we plan departmental practice exams modeled after the Sharp, Write and Topics Exams and CTBS.

**CRITERION C1:** Teachers involve all students in challenging learning experiences. Teachers utilize a variety of strategies, including the use of technology, which actively engage students and help them succeed at high levels.

All group members in each department are familiar with the state framework. Members feel ability to teach has improved as a result of attending various staff developments. They use many instructional styles including sheltered techniques to increase student knowledge and performance. Many hands-on activities are designed while working in cooperative groups. Oral expression is integrated throughout the classes in the form of discussions and debates. Mentor teachers assist new teachers in utilizing effective techniques.

Teachers are constantly trying new techniques and exploring new technology to enhance student growth.

Many classes use all or some of the following strategies: (Some may be modified to fit a particular class.)

- Student work posted on bulletin boards
- Recognition for improved attendance, grades, behavior
- Student role modeling
- Using real life application when presenting subject matter.
  - e.g. percent/decimals with car purchase and balancing checkbook
  - e.g. biotechnology- DNA fingerprinting

**CRITERION C2:** So that students achieve the schoolwide expected learning results, they are all encouraged to do challenging work integrating higher order thinking skills with applications of new knowledge and skills. Students experience current, relevant courses which integrate vocational and academic content. Collaboration occurs 1) among teachers, 2) between teachers and students, and 3) among students.

To get students to perform challenging work, teachers try to build student's self-esteem and confidence using positive reinforcement and showing genuine interest.

**WASC 29156**

**The Science/Health Department** test theories and apply prior knowledge in labs and demonstrations and then require a written lab report, oral presentation or project.

**The Math Department** requires all students to take and pass exit exams and placement exams which incorporate several of the ESLR's.

**The Home Economics Department's** Sample Maker class emphasizes the development of skills in pattern adaption and flat-pattern drafting techniques. Topics of instruction include principles and elements of design; fashion coordination and current trends in the fashion industry.

**The English Department** employs a literature-based writing program to develop and sharpen reading, writing, listening and speaking skills sufficient for the student to reach his or her own personal goals.

**The Social Studies Department** requires students in general and Advanced Placement classes to be able to research and put together a five page term paper each semester and to read outside readings assigned to them.

**The Foreign Language Department** stresses communication skills in striving to acquire, not simply learn about the second language. In classes of Spanish for Spanish Speakers, the emphasis is on writing skills and literature.

Many departments use computer simulations based on the subject matter. Students experience current, relevant courses which integrate vocational/academic achievement.

With the help of the various academies, many students are exposed to summer jobs, or receive work experience on campus and at various agencies. These students also take career planning and are provided mentors from various companies that support the school and the community.

Students are encouraged to participate in various summer institutes like Upward Bound on campus. Jobs are provided through the Drug Free Schools. The Career Center is open daily. Guest speakers are invited frequently on campus. They address preparation for employment.

Collaboration exists among students by providing them an opportunity to share in deciding rules for the classroom. They act as peer leaders. Students can speak openly at the student forums held bi-annually.

Teachers support students by becoming involved in student activities as a sponsor, coach or by supervising various events. They also provide an effective model of positive behavior in times of conflict/confrontation.

Collaboration occurs among teachers in the same department but there's not enough time to interact with other teachers in different departments. Our cross discipline Focus Group has provided a chance for us to do so and reduce isolation.

**CRITERION C3:** Students routinely use a variety of resources for learning and engage in learning experiences beyond the limits of the textbook and the classroom.

Library resources are used frequently. Community resources are relied upon to complete the classroom to real-world application. Computer information networks are beginning to be used more often. A new TCA technology lab is currently in use.

Computer simulation and field trips, guest speakers on campus and assemblies offer opportunities beyond the classroom to enhance student learning.

1. Field trips: academies, Drug Free School Zone, individual teachers (i.e. students attend LA Youth journalism conference at the LA Times Office.)
2. Guest speakers: Jesse Jackson, Edward James Olmos, Amer-I-Can speakers, etc.
3. Campus assemblies: i.e. Jazz ensembles - connections with accomplished people from the community, Locke's Wall of Fame assembly - connection with accomplished graduates in the community.
4. Curriculum connections: i.e. State guidelines require 9th graders to learn how to write business letters. Some teachers use this opportunity to have students write letters



to the editor of various periodicals. Student-centered papers such as LA Youth and Common Ground often publish student letters. This works to establish confidence and pride in student writers.

5. Student performances: Some teachers incorporate performances into their classrooms. Such performance pieces often enhance student motivation and allow students to be assessed by their peers as the audience (i.e. an English class' performance of "Neutral Territory," a piece of literature in their curriculum, a reading by the "Locke Lit" staff using selections from the school literary magazine, etc.)
6. Contest participation: Many students participate in various poetry and art contests. Contest participation helps to increase student motivation for mastering skills and producing creative pieces of work. Students encounter an opportunity for feedback on their work that extends beyond the traditional teacher and grading system.

These events are provided to influence student knowledge, awareness and practical application to the real world.

#### **EVIDENCE: WHAT WE LOOKED AT (STUDENT WORK)**

Since we have several disciplines represented in our Focus Group, we decided to examine various types of work which depict student performance. It was determined that we should submit student work that shows critical thinking, active learning, collaborative groups and application to the real world. We reviewed three samples of student work from various teachers. Evidence included:

1. Student work from all classes and skill levels
2. Organized class notebook, journal, portfolio
3. Pre-writing, drafting, editing assignment
4. Rubric/performance standards
5. Response questions from each member about any changes they have made in their course content, materials, instructional strategies, and student performance that use powerful teaching and learning concepts.
6. Projects involving newspaper, computers
7. Student interviews

8. Types of contests, symposiums and seminars students attend
9. Parental involvement- e.g. workshops, classroom visits, parent conferences
10. Role-playing
11. Teacher observation
12. Various tests:  
e.g. Golden State,  
Sharp, Write, Topics,  
CTBS

### **MAJOR GROWTH AREAS**

1. There is a need for growth in the area of technology. Although many classrooms have at least two computers, use of the computer is limited due to class size. Most teachers can use the word processing and print shop software but need help accessing information highways.
2. Increase the use of integrated multicultural lessons in the classroom.

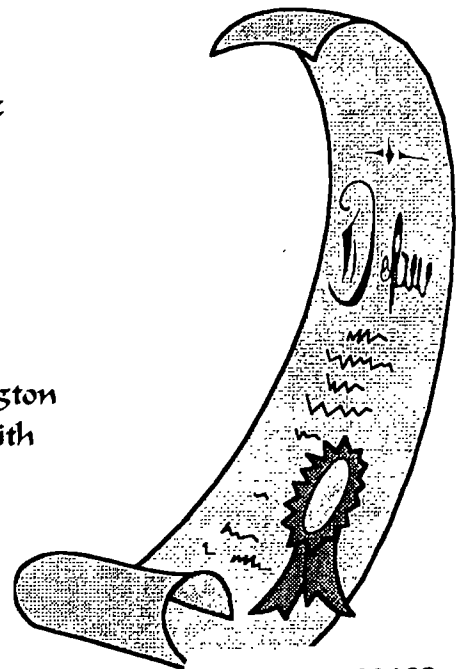
Support for Student Personal  
and Academic Growth

# CHAPTER IV

## SUPPORT FOR STUDENTS PERSONAL AND ACADEMIC GROWTH

Edna Burems, Leader  
Karen Anderson-Warren  
Cherika Braxton  
Jeff Brown  
Doris Davenport  
Salome DeShay  
Shirley Franklin  
Bennie Gee  
Sherman Griffin  
Olivia Hilburn  
Birdia Horne  
Michael Jackson  
Richard Johnson  
Theodora Johnson  
Walter Jones  
Allen Lew

Pam Mund  
Patricia Murphy  
Geraldine Perry  
Cecilia Pantoja  
Nancy Rambo  
Adriana Rodriguez  
Emma Rodriguez  
Johnny Smiley  
Rhonda Sparks  
William Sweatt  
Natha Tatum  
Anna Vasquez  
Elizabeth Washington  
Jocelyn Zenon-Smith  
Randy Cornfield



## SUPPORT FOR STUDENTS PERSONAL AND ACADEMIC GROWTH

During the course of the accreditation self-study for the 1995-96 school year, stakeholders representing members of the faculty, staff, parents, and students, met formally two times. The purpose of the first meeting in June of 1995 was to introduce the Focus Groups' leaders, discuss the time line of the accreditation process and make sure that everyone understood the key concept of each Focus Group. At the second meeting in September 1995, the expected schoolwide learning results were reviewed. However, in addition to the two formal meetings the Focus Group met frequently (first Tuesday of each month) to collaborate and compile data.

The Focus Group, Support for Academic and Personal Growth was composed of twenty five individuals representing the academic disciplines of Mathematics, Health/Science, Language Arts, Socials Sciences, Special Education, and Foreign Language, along with school support personnel representing counselors, special education assistants, teacher assistants, parents and school library services.

After identifying the major task of the group, we agreed that integrated student support is an organized system of helping students before the onset of problems. Therefore, support is designed so that all students can gain the knowledge and skills necessary to achieve in a rigorous curriculum. Students are connected to the school and thus to a wide range of integrated resources that can assist them in reaching their goals (ESLR's) upon graduation. Also, students from non-English speaking backgrounds receive support that enables them to acquire English fully. The school ensures that these Limited English Speaking students receive all course content required for grade level promotion, graduation, and for successful transition to post secondary education or the workforce. Finally, other students with special needs also have a variety of support services that can assist them in preparing for grade promotion, graduation and for successful transition to post secondary education or the work force.

**CRITERION D1:** A support system is in place for every student to help ensure academic success.

The school is the center of a resource network that engages in joint problem solving. This resource network includes but is not limited to: social services, law enforcement, home, medical and mental health

institutions, religious organizations and other educational and developmental agencies. The school embraces the philosophy of early intervention through continuous monitoring of student progress, to provide additional support for students needing more time, encouragement, or instruction. Support is not only remedial, but is also offered within a context of enriched opportunities for learning (such as support mechanisms listed on the following page), that build on individual students' strengths. Students are then guided by a counselor who becomes the main point of contact for guidance and support thereby enabling each student to become a member of a group comprised of students, supported by faculty and support staff.

### **SUPPORT MECHANISMS**

- Urban Teacher Commitment Program (UTCP). Teachers make telephone home contact, maintain phone logs, and report data to PSA Counselor.
- Career Advisor
- College Counselor
- Work Experience Coordinator
- Tutorial Program (before, during, after school and also available on Saturdays)
- IMPACT (extra counseling for teen issues)
- Library
- Student Government
- USC Educational Talent Search (Saturday Program at Maxine Waters)
- Kedren Mental Health Center
- Watts Health Foundation
- Teen Line
- Suicide Prevention Center
- Augustus Hawkins Mental Health Center
- Title One and School Improvement programs provide access to and coordinate community and support services for students to include:
  - Tutorial programs
  - Teacher Assistants
  - Supplemental materials and resources
  - Counseling and testing services
- America, Yours and Mine
- Mount Saint Mary's College One-to-One Mentoring
- L. A. Cities and Schools Mentoring

**WASC 29164**

- Upward Bound
- TUPE
- Earth to L. A.
- Amer-I-Can
- Bilingual programs provide equal educational access to Limited English Proficient students and other support services such as:
  - Counseling services
  - Supplemental materials and resources
  - Bi-lingual teacher assistants
  - Testing and placement

**Transportation Careers Academy** is a "school within a school" program sponsored by the L.A. County Metropolitan Authority (MTA) and the LAUSD. In the Transportation Careers Academy, the ongoing industry education partnership creates opportunities and learning environments for students to understand the relevance of education to career goals and job preparation. TCA also provides hands-on instruction, on-the-job training, and student mentoring.

**Motivation to Achieve Academy** (also called the Drop Prevention Recovery Program) is mandated by the District to provide all students with information regarding job opportunities, college and university opportunities and requirements, careers, the advantages of a high school diploma and other information that will motivate all students to complete their high school education. In addition to the above, MTA has a four core program to include: Counseling, Attendance Motivation, Parent Outreach, and Extra Academic Remediation.

**Perkins Academy** is funded by the Carl D. Perkins Applied Technology and Education Act. This program is designed to help students explore career choices in Business Computer Technology. It helps to prepare students with marketable skills needed to enter the workplace upon graduation from high school and or continued training at a two or four year post secondary institution.

**NJROTC-Visual and Performing Arts Academy** integrates Academics, Visual and Performing Arts, and NJROTC instruction empowering participating students to pursue post-secondary education and vocational alternatives. Students learn discipline, develop confidence, self-esteem, leadership skills, good study habits, and learn to be proud of themselves.

WASC 29165

**Drug Free School Program** is designed to prevent and reduce alcohol and drug related problems among high risk youth in the Locke High School community. This program provides high appeal activities, job opportunities and health counseling.

**Los Angeles Renaissance** - UCLA Project is a program that provides on-the-job training for students ages 15-17 years old. Students learn how to fill out applications, resumes, cover letters, budget management, and basic math skills. Successful students may be offered full-time employment upon completion of the program and after graduation.

**Thelonious Monk Foundation** - An outreach program that pays for professional musicians to come and teach music to students at Locke as well as other schools in the community.

**CRITERION D2:** Students have access to a system of support services, activities and opportunities at the school and within the community.

Locke High School combines its instructional program with a wide variety of co-curricular activities. The school has a variety of clubs and organizations that give all students the opportunity to get involved in school and community activities which allow them to feel they are a genuine part of the total school program. Student Government, the body that is responsible for organizing and implementing student activities, provides input on spending student funds, and consults on school policies. In addition, there are over ten clubs and interest groups that promote different activities:

- African Student Union
- Bible Club
- California Scholarship Foundation
- French Club
- MECHA
- M.O.L.D.
- Les Chevalier's Court
- Phenomenal Ladies

A large number of students from all organizations are involved in community activities. Through student leadership, many community



drives (United Way, Blood Drive, Canned Food Drive, Feeding the Homeless, etc.) are supported at the local school level.

Students are offered a comprehensive counseling and guidance program to serve both their academic and social needs. Each student is assigned a counselor by alphabetical breakdown. The counseling staff consists of three full-time counselors, one part-time Bilingual advisor, a full-time counselor for the Perkins Academy, a college and part-time counselor/gifted coordinator, a full-time Career Advisor/Work Experiences Coordinator, and an IMPACT Coordinator. In addition, Title I provides a Pupil Services and Attendance and group counselor. The responsibility of working with students in areas such as Special Education, English as a Second Language, career planning and college and scholarship advisement are part of the comprehensive counseling program. Regarding educational counseling, five areas are addressed: planning, scheduling, orientation, testing, and post-secondary options. The counselors meet with each of their counsees at least once a semester to review academic records, which show progress and the needed requirements for graduation. In addition, parents are invited to meetings and counseling sessions at which college and financial aid possibilities are reviewed. Finally, in addition to academic support, the student support system provides linkage to one of several social services agencies that address social or psychological concerns. Such services are the Kedren Mental Health Center, Augustus Hawkins Mental Health Center and the Watts Health Foundation.

#### **EVIDENCE EXAMINED**

- Urban Teacher Commitment Program Logs
- School Psychologist
- Speech Therapist/Pathologist
- Adapted Physical Education
- IMPACT Program
- Least Restrictive Environment Counselor
- CATS (Careers and Transition Services)
- Gifted Program
- School Improvement Program
- University Library Services
- Child Care Services
- Infant Center
- ESL and Sheltered Classes

- Math/Computer Lab
- Adult and Continuation School
- Hospital School
- Independent Study
- School for Pregnant Minors
- Pupil Services Attendance Counselor
- Probation Office
- School Police

**CRITERION D3:**

- A. The school leadership employs a wide range of strategies to allow parental and community involvement in the school's support system for students.
- B. The resources available to the school are sufficient and effectively used to support students accomplishing the expected schoolwide learning results.

Our Campus Beautification Project promotes community school pride through ongoing campus beautification (murals, landscaping, adopt a hall, etc.), Adopt a Sport Academic Achiever unites the efforts of parents, community, and staff to interact with athletes and encourage their academic achievements, and The Multicultural Fair promotes school, parent community cultural awareness, and ethic understanding.

**EVIDENCE EXAMINED**

- Parent Advisory Committee
- Bilingual Program
- School Improvement Program
- Shared Decision Making Council
- Title I
- Homecoming Parade
- Pancake Breakfast
- Athletic Donors
- Student/Parent Orientation
- Individual Education Plan
- Back To School Night
- Adopt A School Program
- Paraprofessionals

- Amer-I-Can (tutoring and supervision)

### **FOCUS GROUP SUMMARY**

Since support encompasses the notion that all students can learn, and that a diverse student body has diverse needs for support, all stakeholders are therefore engaged in a multifaceted (academic, social, health, psychological) effort to effectively use all available resources to support students accomplishing the ESLR's.

### **MAJOR GROWTH AREA**

1. There is a need to widely communicate the various resources and supports that the school has available to students and parents.
2. There is a need to solicit resources from the school community to support school programs.

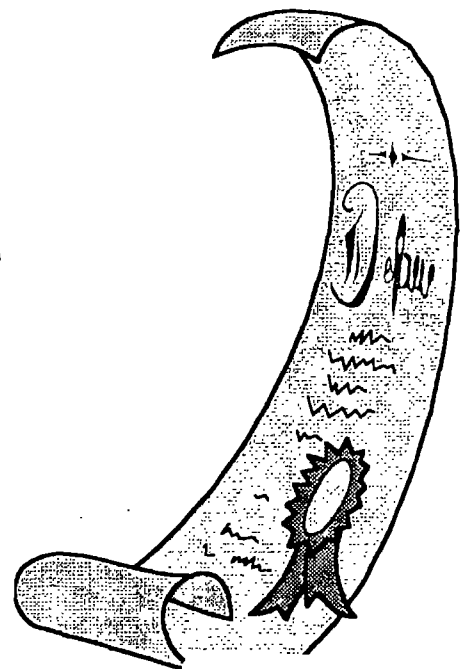


# CHAPTER IV

# ASSESSMENT AND ACCOUNTABILITY

Matthias Vheru, Leader  
Shane Cox  
Michael Crumrine  
Maria DeLeon  
John Fameli  
Gwendolyn Gross  
Dorethea Hamilton  
Nanette Harris  
Stacey Jones  
Gurdev Kapany

Linda Keene  
John Keith  
Myron Lockrem  
Thomas Nauman  
Stuart Orton  
Ida Talley  
Karen Wickhorst  
Selinda Neal  
Michael Hopwood  
Helene Vachet



## ASSESSMENT AND ACCOUNTABILITY

The Assessment and Accountability Focus Group consists of thirteen teachers, two administrators, a parent and one coordinator of the categorically funded programs. The teacher members represent the departments of Mathematics, English, Social Studies, ESL, Foreign Language, Special Education and Physical Education.

**CRITERION E1:** The school, cluster, district and community regularly review student progress toward accomplishing the schoolwide expected learning results.

**How are the expected performance levels of accomplishment of expected schoolwide learning results established and monitored?**

The school district has developed a series of basic competency tests such as CTBS, SHARP, WRITE, and TOPICS. Every student graduating from Locke High School is expected to pass the CTBS examination or the other three examinations before they can receive their diploma. These exams include a basic body of knowledge that is acquired through a successful completion of the various courses covered in high school. The TOPICS exam requires and expects students to demonstrate their ability as critical thinkers who can analyze, synthesize, evaluate and apply their mathematical skills in real life settings that they are likely to encounter upon completion of high school. Students are expected to organize and use basic mathematical skills in familiar problem situations.

The SHARP and WRITE tests are designed to assess and monitor graduating students' functionality as effective and clear communicators in standard English. These exams as well as the TOPICS and CTBS are administered several times during the year. The school's testing committee has made concerted efforts to keep all seniors informed. Review materials and guidelines are provided for each subject so that teachers can continuously review the materials with their students. The repetitive administration of the tests provide continuous monitoring of students' progress and growth, ample time for students and teachers to assess their strengths and weaknesses and seek additional help, and provide assistance and adjustments in the content delivery techniques.

WASC 29172

The CTBS is the California Test for Basic Skills designed to ensure that all students graduating from high school have acquired the basic skills necessary to function well in society and or choose different career paths.

**How do the expected levels of accomplishment of expected schoolwide learning results relate to the expected learning results established for the various disciplines i.e. what is the linkage between expected schoolwide learning results and expected enabling results?**

The expected levels of accomplishment of the ESLR's are the vehicle that drive the expected enabling results for various disciplines. The various departments design and tailor their curriculum and delivery techniques with the various ESLR's as guides. The concepts taught in the various subject areas solicit students to demonstrate mastery or acquisition of the ESLR's. Each department is expected to show linkages between its content as well as its activities to the ESLR's. Student work is to reflect activities that foster the acquisition of the ESLR's.

**To what extent is the school realizing the vision of the expected school wide learning results.**

The school through its testing committee has increased the testing and assistance to all seniors to ensure that by the time of graduation all seniors will have demonstrated mastery of the ESLR's as well as the discipline specific objectives. Students are tutored during the weekends through the dropout prevention program as well as before and after school through their individual teachers UCTP.

The number of ESL students redesignated has increased due to a concerted effort by the bilingual program to test and prepare students based on student results. Each population group of seniors is meeting the standards as set forth by the district's above mentioned tests. The academic decathlon team of students of various ethnicities has made recent gains at the competition by receiving conference third place and individual awards in Mathematics and English.

**How and to what extent does the school ensure that the expected school wide learning results are being accomplished by students who have limited English**

**proficiency, have been educationally disadvantaged or who otherwise have special needs?**

The school has made efforts to ensure that all students who have Limited English Proficiency are provided instruction in their primary language while they are being provided instruction to achieve fluency in English. The redesignation process has kept pace with all students who are in need of this assistance by continually testing the students and providing teachers with the necessary feedback so teachers can adjust their instruction. Students are provided help on Saturdays to ensure that even those students whose primary language is English but have not achieved competency in standard English can get one-to-one assistance in order for all students to accomplish the ESLR's

**CRITERION E2:** Classroom teachers make judgments daily concerning student's acquisition of knowledge as well as their ability to perform tasks related to various content areas on an ongoing basis. This may be formal or informal, and involve all modalities: listening, speaking, reading, writing, and critical thinking.

Informal methods aim to check for understanding by letting students brainstorm in order to recall and explain information orally for the teacher and for each other. Comprehension is further promoted by discussing new vocabulary and making sure that analytic and synthetic meaning is understood through context.

Students may be asked to retell a story, summarize an event, reword a math problem, explain a formula or a solution, do a research paper, write a science lab report, or explain and interpret science projects and experiments.

Students are asked to provide details as well their own opinions and interpretations. Pictures, charts, maps, graphs, as well as photographs, videos and calculators (graphing as well as scientific) are used to further enhance knowledge acquisition by all students including our LEP population.

Reading is a co-requisite for any subject and can be evaluated as a separate skill or as a means for accessing data for other critical purposes such as in the writing of outlines, summaries, journals, reports, clusters, book reviews, research papers and other creative projects, all of which lead to higher order thinking through students statements of opinions and the need to provide tangible support.



Formal methods of assessment include testing for specific details in writing mechanics, and the grading of essays and short answer questions, and/or structured response questions in mathematics. Standard questions and answers test are use at the end of topics, section units, or chapters. Teachers are always in search of ways to measure learning without having to use formal tests such as with oral presentations, 3-D projects, or a video and/or portfolios. Teachers have access to the testing information and results and may use it as a possible frame of reference for lesson planning, curricula's realignments, and students' performance in any one subject.

**CRITERION E3:** The assessment of schoolwide learning results drives the school's program development and resource allocation. Assessment results are reported to the entire school community on a regular basis.

**To what extent are district and school board informed about school wide assessment results and the decisions which have been based upon these results?**

Departmental exam results in Mathematics are shared with the school principal and cluster leader. The principal then shares the results and decisions based on these results with the board or Cluster Office. A percentage of the students' final grades will be derived from the departmental results to ensure that there is equity in curriculum coverage and delivery. All seniors are expected to pass the competency exams which embrace the ESLR's. These results are shared with the board through various ways.

**To what extent are the site, district, and board decisions on allocation of resources influenced by schoolwide assessment results?**

All categorical funding is based on students' potential to meet basic educational competencies. School programs such as Bilingual, School Improvement, Title I, Dropout Prevention, etc. are based on results derived from schoolwide assessment.

**To what extent are all stakeholders groups informed about schoolwide assessment results and the relationship of those results to resource allocation and program development? To**

**what extent are the stakeholders involved in results-driven continuous planning processes?**

An extensive communications system is used to keep all seniors informed of their competency exams. The teachers are provided with running rosters of candidates who have not passed the exams so that they can get individual help as well as be directed to other sources of help. The exam results are distributed to departments as well as students and parents. Results are also posted throughout the school.

**How have schoolwide results caused recent change in the school's program?**

In the Mathematics Department, recent departmentwide results have prompted a change in the quantity of content to be covered in the semester and promoted the further analysis of delivery strategies. This all resulted in the reallocation of manpower resources in Title I to ensure timely report of results. The competency tests results have prompted frequent testing for all seniors. The need to increase test scores has resulted in an allocation of two class periods for a Testing Coordinator. In addition to testing responsibilities, this part-time Testing Coordinator provides test-taking strategies to teachers to assist them in preparing students for the schoolwide tests.

**To what extent are staff development activities and topic determined by or related to schoolwide assessment results?**

Staff development activities are selected based on what the teachers through their representative staff committee deem as the basis for lack of satisfactory performance on competency tests of content area tests. Topics tend to reflect the need to improve student achievement on a variety of curricular content areas.

**EVIDENCE EXAMINED**

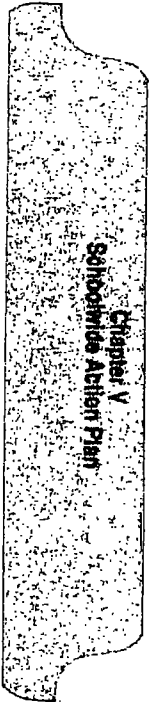
There are several ways of assessing students. The Focus Group determined the following factors as evidence:

1. CTBS test results
2. TOPICS, WRITE, and SHARP test results
3. Tardy Sweep Records
4. Attendance Records
5. Teacher Tests and Assignments

6. Golden State Examinations
7. Student work
8. Departmental Exam Results (mathematics)

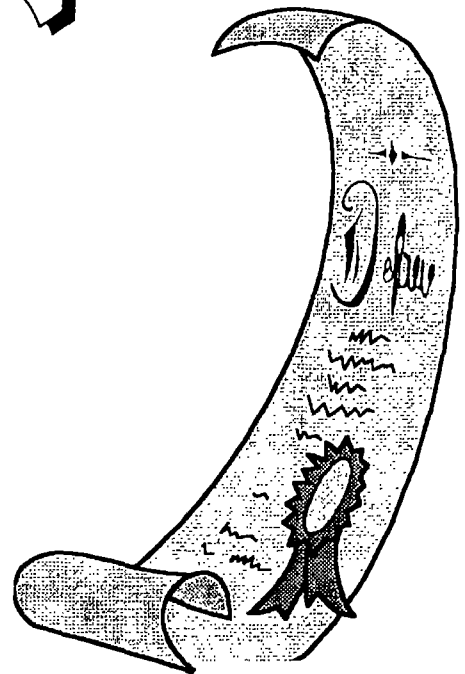
#### **MAJOR GROWTH AREAS**

1. Every department needs to develop departmental exams to analyze student weaknesses and strengths to provide direction for re-evaluation of the curriculum and delivery strategies.
2. Teachers need to provide alternate forms of assessment based on student learning styles.



# CHAPTER V

# SCHOOL ACTION PLAN



**GROWTH AREA: Increase parent involvement in the development of goals, philosophy/mission, vision and ESLR's.**

**Rationale:** In order to assure parent buy-in to the educational program, we must involve parents in the development of the school's vision, philosophy/mission and ESLR's.

**ESLR(s) addressed:** All

**Committee:** Vision, Leadership and Culture

STEP(S) REQUIRED (INCLUDE RESOURCES NEEDED)	PERSON(S) IN CHARGE	START DATE	END DATE	EVALUATION PROCEDURE (WAYS & MEANS TO REPORT PROGRESS)
1. Student Handbook	Staff Administration	Feb. '96	Feb. '96	Handbook
2. Parent Handbook A. Parent orientation 1) mail 2) video i) vision statement/ESLR's ii) infomercial iii) slide show 3) flyer 4) bumper sticker 5) posters in community 6) pamphlet	Title I/Bilingual Coordinators  Welborn Drama Students Parents Committee	May '96  Mar. '96	June '96  Aug. '96	Handbook, video, slide show, increased parent participation as shown by sign-in sheets
3. Pre-Orientation Packet A. Questionnaire B. Simple Fact Sheet C. Telephone Survey	Administration	April '96	Aug. '96	Survey results Evaluation/questionnaire forms
4. Tie in vision at Awards Night	Counselors Parents Committee	Mar. '96	June '96	Program from Awards Night

**GROWTH AREA (Continued): Increase parent involvement in the development of goals, philosophy/mission, vision and ESLR's**

STEP(S) REQUIRED (INCLUDE RESOURCES NEEDED)	PERSON(S) IN CHARGE	START DATE	END DATE	EVALUATION PROCEDURE (WAYS & MEANS TO REPORT PROGRESS)
5. Mail out parent information with/on report card	APSCS	Feb. '96	ongoing	Report Cards
6. Sprintel calls to parents with special message	APSSS	Feb. '96	ongoing	Telephone logs

**GROWTH AREA: Increase staffs knowledge regarding current research in learning and methodology.**

**Rationale:** Teachers need to be informed of current research and methodology to upgrade teaching methods that promote and facilitate student learning.

**ESLR(s) addressed:** All

**Committee:** Powerful Teaching and Learning/Vision, Leadership and Culture

STEP(S) REQUIRED (INCLUDE RESOURCES NEEDED)	PERSON(S) IN CHARGE	START DATE	END DATE	EVALUATION PROCEDURE (WAYS & MEANS TO REPORT PROGRESS)
1. Initiate a plan of Staff Development focusing on: <ul style="list-style-type: none"> <li>• critical thinking</li> <li>• active learners</li> <li>• strategies to attain ESLR's</li> <li>• improving speaking, writing, reading and listening skills in all content areas</li> </ul>	Staff Development Committee	Feb. '96	ongoing	Final plan Agendas
2. Develop teachers on staff as leaders of staff developments for strategies to attain ESLR's Resources: Cluster Office, Title I	Staff Development Committee Leadership Team Mentor Teachers	Feb. '96	ongoing	Results of a survey of an assessment of the staff's expertise
3. Convert staff development days to weekly shortened days to have common planning time schoolwide	Administrators, SDM, Staff Development Committee	Mar. '96	ongoing	Weekly common planning time agendas showing staff is gaining knowledge in areas of methodology, research, etc.



**GROWTH AREA: Need to develop more partnerships with the business community to provide transitional opportunities for students from school-to-work and greater insight into their career goals.**

**Rationale:** Students need to make the connection between what they do at school and what they will do on the job.

**ESLR(s) addressed:** All

**Committee:** Curricular Paths

STEP(S) REQUIRED (INCLUDE RESOURCES NEEDED)	PERSON(S) IN CHARGE	START DATE	END DATE	EVALUATION PROCEDURE (WAYS & MEANS TO REPORT PROGRESS)
1. Articulation with vocational schools <ul style="list-style-type: none"> <li>• Regional Occupations Program</li> <li>• Maxine Waters Skills Center</li> <li>• Adult School</li> <li>• Department of Human Resources</li> <li>• LAUSD Occupational Centers</li> </ul>	Counselors and coordinators	May '96	ongoing	Agendas
2. Staff Developments featuring leaders from the business community providing insight into the expectation of the business world	Staff Development Committee Business Department			Agendas, sign-in

**GROWTH AREA: Need for consistency in teaching personnel of the ECP classes to further develop students personal learning plans.**

**Rationale:** Students need to receive continual and consistent guidance in planning their educational careers.

**ESLR(s) addressed:** All

**Committee:** Curricular Paths

STEP(S) REQUIRED (INCLUDE RESOURCES NEEDED)	PERSON(S) IN CHARGE	START DATE	END DATE	EVALUATION PROCEDURE (WAYS & MEANS TO REPORT PROGRESS)
1. Identify teachers to teach ECP on a regular basis	Administration	April '96	Sept. '96	Master schedule
2. Form an ECP Department	ECP Teachers	April '96	Sept. '96	Master schedule
3. Develop curriculum to be taught in ECP classes	ECP Teachers Counselors Career Advisor	June '96	ongoing	Curriculum

**GROWTH AREA: Need to communicate to the students, parents and community the various resources and supports that the school has available.**

**Rationale:** An increase in knowledge about the schools' resources and supports could draw more students to the school, increase school pride and enhance school's response to student's needs.

**ESLR(s) addressed:** All

**Committee:** Support for Students Personal Growth and Academic Growth

STEP(S) REQUIRED (INCLUDE RESOURCES NEEDED)	PERSON(S) IN CHARGE	START DATE	END DATE	EVALUATION PROCEDURE (WAYS & MEANS TO REPORT PROGRESS)
1. Create a brochure of school programs and supports for mass distribution	Coordinators	Mar. '96	ongoing	Final product Evaluation responded to by parents, students, teachers
2. Make brochures available for parents and community who visit the school	Community Representatives	May '96	ongoing	Locate in A.O., M.O., Parent Room
3. Produce a monthly newsletter for parents and community highlighting schools accomplishments and programs	Administrative Assistant	Feb. '96	ongoing	Newsletters
4. Increase articulation with feeder schools	APSCS	Mar. 96	ongoing	Agendas

**GROWTH AREA: Need to solicit resources from the school community to support school programs.**

**Rationale:** Additional funds are needed to augment limited funds from the district to support ongoing school programs.

**ESLR(s) addressed:** All

**Committee:** Support for Students Personal Growth and Academic Growth

STEP(S) REQUIRED (INCLUDE RESOURCES NEEDED)	PERSON(S) IN CHARGE	START DATE	END DATE	EVALUATION PROCEDURE (WAYS & MEANS TO REPORT PROGRESS)
1. Implement a schoolwide donor program	Administration	Mar. '96	ongoing	Donor Wall
• Send letters to business/community soliciting support	Administration	April '96	ongoing	Increased support
2. Increase participation/support from alumni	Administration Parent Committee	May '96	ongoing	Meeting agendas Increased funding
3. Implement partnership with community in fundraising activities such as sale of license plates	Administration Student Council	April '96	ongoing	Increased Student Body funds

**GROWTH AREA: Need for growth in the area of technology in the classroom.**

**Rationale:** Although many classrooms have at least two computers, use of the computer is limited due to class size. Most teachers can use the word processing and print shops software, but need help accessing information highways.

**ESLR(s) addressed:** Critical thinkers who analyze, synthesize, evaluate and compute information to solve problems.

**Committee:** Powerful Teaching and Learning

STEP(S) REQUIRED (INCLUDE RESOURCES NEEDED)	PERSON(S) IN CHARGE	START DATE	END DATE	EVALUATION PROCEDURE (WAYS & MEANS TO REPORT PROGRESS)
1. Staff Development in use of technology in the classroom	Staff Development Committee Transportation Careers Academy	Feb. '96	ongoing	Increased number of staff involved in technological activities
2. Visits to other school sites where technology is being used effectively in the classroom	Teachers	May '96	ongoing	Increased number of students producing technological projects
3. Write grants to fund the increased technology equipment	Grant Writing Team	Mar. '96	ongoing	Grants awarded
4. Write letters to businesses requesting donation of equipment	Coordinators	April '96	ongoing	Equipment received

**GROWTH AREA: Increase use of integrated multicultural lessons in the classroom.**

**Rationale:** Exposing students to connections in learning and civil rights/ethnic struggles increases tolerance. Students will recognize the trend of making connections between subject matter in all their classes.

**ESLR(s) addressed:** All

**Committee:** Powerful Teaching and Learning

STEP(S) REQUIRED (INCLUDE RESOURCES NEEDED)	PERSON(S) IN CHARGE	START DATE	END DATE	EVALUATION PROCEDURE (WAYS & MEANS TO REPORT PROGRESS)
1. Interdepartmental meetings to discuss/develop integrated lessons	Administrator Department Chair Department Members	Feb. '96	ongoing	Sample lessons
2. Review Museum of Tolerance classroom programs	Administrator Department Chair Department Members	Mar. '96	ongoing	Department evaluation
3. Review "Teaching Tolerance" by Southern Poverty Law Center	Administrator Department Chair Department Members	Mar. '96	ongoing	Department evaluation
4. Address community intolerance by contacting WLCAC youth development programs	Administrator	Feb. '96	ongoing	Department evaluation Youth involvement
5. Design ethnic/gender balanced cooperative groups in the classroom	Classroom teacher	April '96	ongoing	Observation

**GROWTH AREA (Continued): Increase use of integrated multicultural lessons in the classroom.**

STEP(S) REQUIRED (INCLUDE RESOURCES NEEDED)	PERSON(S) IN CHARGE	START DATE	END DATE	EVALUATION PROCEDURE (WAYS & MEANS TO REPORT PROGRESS)
6. Promote problem solving issue based learning	Classroom teacher	Feb. '96	ongoing	Observation; student debates, role playing; term papers, discussions
7. Continue campus multicultural events	Multicultural committee	Feb. '96	ongoing	Essay contests, African American Inventors display, Kwanzaa, Cinco de Mayo, Mexican Independence Day, Hispanic Heritage Assemblies
8. Promote awareness of campus academies	Coordinators	Feb. '96	ongoing	Increased enrollment, motivational speakers

**GROWTH AREA: Every department needs to develop departmental exams to analyze student weaknesses and strengths.**

**Rationale:** Teachers need a uniform means of assessment to provide data for the re-evaluation of the curriculum and delivery strategies.

**ESLR(s) addressed:** All

**Committee:** Assessment and Accountability

STEP(S) REQUIRED (INCLUDE RESOURCES NEEDED)	PERSON(S) IN CHARGE	START DATE	END DATE	EVALUATION PROCEDURE (WAYS & MEANS TO REPORT PROGRESS)
1. Staff Development and in-service training on devising department exams	Staff Development Committee Department Chairs	April '96	ongoing	Department exam
2. Review existing publishers' tests for each course	Department Members	April '96	Sept. '96	
3. Develop departmental exam	Department Members	June '96	June '97	Exam results analyzed



**GROWTH AREA: Need to provide alternate forms of assessment based on student learning styles.**

**Rationale:** Students learn differently and need to have an opportunity to have their learning evaluated using a variety of assessment tools.

**ESLR(s) addressed:** ALL

**Committee:** Assessment and Accountability

STEP(S) REQUIRED (INCLUDE RESOURCES NEEDED)	PERSON(S) IN CHARGE	START DATE	END DATE	EVALUATION PROCEDURE (WAYS & MEANS TO REPORT PROGRESS)
1. Identify staff to lead inservice training on learning modalities and assessment	Staff Development Committee	May '96		Roster of teachers to lead inservice
2. Provide inservice training on learning modalities and assessment	Staff Development Committee	Oct. '96	ongoing	Teachers implementation of training
3. Include use of alternate forms of assessment as part of Stull teacher evaluation process	Administration	Jan. '97	ongoing	Final Stull evaluations

**GROWTH AREA: There is a need to increase student attendance in each class on a daily basis.**

**Rationale:** Many students do not perform in class because they miss meaningful instruction due to frequent absences.

**ESLR(s) addressed:** Maintain good attendance and report to class on time.

**Committee:** All

STEP(S) REQUIRED (INCLUDE RESOURCES NEEDED)	PERSON(S) IN CHARGE	START DATE	END DATE	EVALUATION PROCEDURE (WAYS & MEANS TO REPORT PROGRESS)
1. Change record room from period 1 to period 2	Scheduling Committee APSSS	Feb. '96	Feb. '96	Comparison of attendance rates before and after change
2. Implement motivational strategies to increase students attendance	Attendance Committee	Mar. '96	ongoing	Attendance rates
3. Continue regular tardy sweeps	Administrators Support Staff	Feb. '96	ongoing	Decrease in absences and tardies

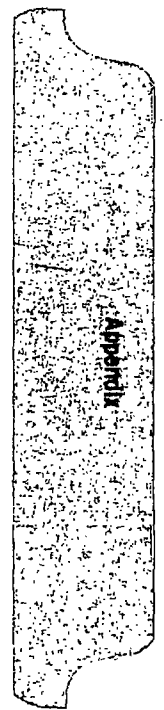
## FOLLOW-UP PROCESS

The progress of the School Action Plan will be monitored by the Steering Committee which is composed of all department chairpersons, all administrators, and representatives from the classified staff, students and parents. The Steering Committee will meet twice per school year to review the results of a survey of all stakeholders to evaluate the school's effectiveness and assess our progress in reaching our goals.

The survey will be conducted in January and May of each school year. Based on the results of the survey, the Steering Committee will recommend modifications as appropriate. At the end of each school year, the Steering Committee will compare data and evidences, and assess the progress of our action plan.

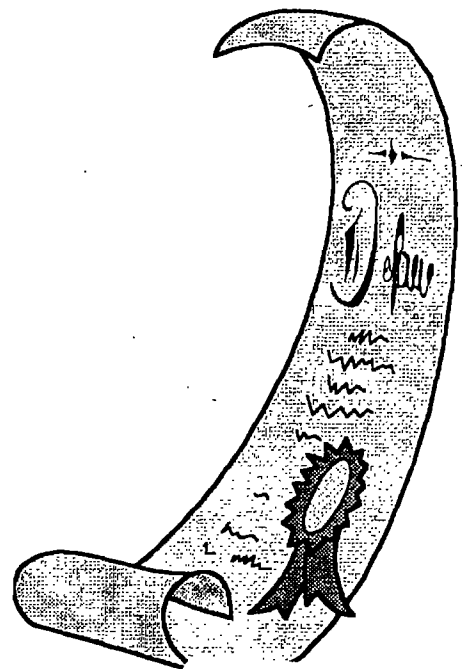
The Focus Groups Discipline - Specific Committees and the Leadership Team will continue to meet monthly to address:

- how students are doing with respect to the ESLR's,
- implementation of the School Action Plan,
- progress on recommendations from the self-study.



WASC 29194

# APPENDIX



**STUDENT QUESTIONNAIRE**  
**ACCREDITATION 1995-1996**

The purpose of this questionnaire is to learn how students feel about their school this semester. Since you don't have to write your name on this form, we hope you will give your honest opinions. If you don't understand a question, ask your teacher for assistance.

**IMPORTANT: YOU MUST USE TWO SCANTRON FORMS. USE THE LARGE FOR THE FIRST 40 QUESTIONS. MAKE SURE YOU ARE USING A #2 PENCIL AND MARK ONLY ONE CHOICE PER ITEM.**

1. What grade are you in?

- (a) 9th                      (b) 10th                      (c) 11th                      (d) 12th

RESULTS	A	B	C	D	TOTAL #
Number:	88	62	64	58	272
Percent:	32%	23%	24%	21%	

2. Sex:

- (a) male                      (b) female

RESULTS	A	B	TOTAL #
Number:	88	184	272
Percent:	32%	68%	

**SECTION I: INSTRUCTION**

3. This semester, how much homework are you usually given each day?

- (a) less than 1 hr.      (b) 1-2 hrs.      (c) 2-3 hrs.      (d) more than 3 hrs.

RESULTS	A	B	C	D	TOTAL #
Number:	78	117	50	27	272
Percent:	29%	43%	18%	10%	

4. This semester, how much homework do you actually do each day?

- (a) less than 1 hr.      (b) 1-2 hrs.      (c) 2-3 hrs.      (d) more than 3 hrs.

RESULTS	A	B	C	D	TOTAL #
Number:	73	71	30	20	194
Percent:	38%	37%	15%	10%	

QUESTIONS 5-18. READ THESE DIRECTIONS: Rate each course you are taking this semester. Mark "n/t" (NOT TAKING) if you are not taking a course in the listed DEPARTMENTS this semester.

	COURSE	EXCELLENT	GOOD	FAIR	POOR	N/T
5.	Bilingual/ESL					
6.	Business					
7.	Computer					
8.	English					
9.	Fine Arts (Art, Drama, Music, Photo, Etc.)					
10.	Foreign Language					
11.	Health					
12.	History/Social Studies					
13.	Home Economics					
14.	Industrial Technology					
15.	Mathematics					
16.	Physical Education					
17.	Science					
18.	Special Education					

5. RESULTS	A	B	C	D	E	TOTAL #
Number:	23	16	9	18	106	172
Percent:	13%	.09%	.05%	11%	62%	

6. RESULTS	A	B	C	D	E	TOTAL #
Number:	18	26	24	10	118	196
Percent:	9%	13%	12%	6%	60%	

7. RESULTS	A	B	C	D	E	TOTAL #
Number:	31	29	11	12	135	218
Percent:	14%	13%	5%	6%	62%	

8. RESULTS	A	B	C	D	E	TOTAL #
Number:	80	71	33	12	21	217
Percent:	37%	33%	15%	6%	9%	

9. RESULTS	A	B	C	D	E	TOTAL #
Number:	49	33	18	7	110	217
Percent:	23%	15%	8%	3%	51%	

10. RESULTS	A	B	C	D	E	TOTAL #
Number:	27	49	13	12	116	217
Percent:	12%	23%	6%	6%	53%	

11. RESULTS	A	B	C	D	E	TOTAL #
Number:	19	24	11	5	108	167
Percent:	11%	14%	7%	3%	65%	

WASC 29197

12. RESULTS	A	B	C	D	E	TOTAL #
Number:	21	46	32	8	73	180
Percent:	12%	26%	18%	4%	41%	

13. RESULTS	A	B	C	D	E	TOTAL #
Number:	10	17	12	6	126	171
Percent:	6%	10%	70%	35%	74%	

14. RESULTS	A	B	C	D	E	TOTAL #
Number:	12	10	9	6	131	168
Percent:	7%	6%	5%	4%	78%	

15. RESULTS	A	B	C	D	E	TOTAL #
Number:	47	42	22	21	39	171
Percent:	27%	25%	13%	12%	23%	

16. RESULTS	A	B	C	D	E	TOTAL #
Number:	53	32	24	5	50	164
Percent:	32%	20%	15%	3%	30%	

17. RESULTS	A	B	C	D	E	TOTAL #
Number:	41	44	30	9	42	166
Percent:	25%	27%	18%	5%	25%	

18. RESULTS	A	B	C	D	E	TOTAL #
Number:	16	22	13	2	94	147
Percent:	11%	15%	9%	14%	64%	

19. This semester, the assignments you do at school are challenging to you.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree (e) don't know

RESULTS	A	B	C	D	E	TOTAL #
Number:	37	69	26	5	29	166
Percent:	22%	42%	16%	3%	17%	

20. The instructional materials used in your classes (textbooks, etc.) are useful tools in helping you to understand content being taught.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree (e) don't know

RESULTS	A	B	C	D	E	TOTAL #
Number:	37	93	20	6	9	165
Percent:	22%	56%	13%	4%	5%	

WASC 29198



21. In addition to your regular core courses (math, science, English/language arts, history/social studies, and fine arts), you are able to take additional classes that will help you to prepare for college or a career of your choice.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree (e) don't know

RESULTS	A	B	C	D	E	TOTAL #
Number:	44	105	33	8	18	208
Percent:	21%	50%	16%	4%	9%	

22. The discipline policy is known, fair, and consistently applied to all students.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	36	68	63	15	182
Percent:	20%	40%	32%	8%	

23. Your teachers usually return your papers within a short time.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree (e) don't know

RESULTS	A	B	C	D	E	TOTAL #
Number:	20	75	58	22	17	192
Percent:	10%	39%	30%	12%	9%	

24. This semester, when you consider all your classes, how many essays or compositions are you usually assigned to write each week?

(a) 0-1 (b) 2 (c) 3 (d) 4 (e) 5 or more

RESULTS	A	B	C	D	E	TOTAL #
Number:	55	59	35	15	14	178
Percent:	31%	33%	20%	8%	8%	

25. When your essays or compositions are returned, the comments are constructive and helpful.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree (e) don't know

RESULTS	A	B	C	D	E	TOTAL #
Number:	30	79	31	18	19	177
Percent:	17%	44%	18%	10%	11%	

**COMMENTS**

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

**26. Reading**

(a) strongly agree      (b) agree      (c) disagree      (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	59	104	28	17	208
Percent:	28%	50%	14%	8%	

**27. Writing (short paragraphs, essays, etc.)**

(a) strongly agree      (b) agree      (c) disagree      (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	68	94	28	7	197
Percent:	34%	48%	14%	4%	

**28. Speaking and listening**

(a) strongly agree      (b) agree      (c) disagree      (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	52	110	22	16	200
Percent:	26%	55%	11%	8%	

**29. Problem solving and creative thinking skills**

(a) strongly agree      (b) agree      (c) disagree      (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	43	118	28	16	205
Percent:	20%	58%	14%	8%	

**30. Arithmetic and calculating skills**

(a) strongly agree      (b) agree      (c) disagree      (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	38	114	31	15	198
Percent:	18%	58%	16%	8%	

**31. Study and "how to learn" skills**

(a) strongly agree      (b) agree      (c) disagree      (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	59	99	27	11	196
Percent:	30%	50%	14%	6%	

**COMMENTS**

**STUDENT PATHS**

During high school each student takes his or her own path through the courses offered. This path should take a student through a core of learning expected of all high school graduates. It should also enable each student to meet his or her goals and feel prepared for success in higher education and/or the work place.

**32. You have helped to develop and participate in a four-year path of courses that will prepare you for college and/or a career.**

(a) yes      (b) No

RESULTS	A	B	TOTAL #
Number:	126	82	208
Percent:	61%	39%	

**33. Are you satisfied with the path of courses you are taking?**

(a) yes      (b) No

RESULTS	A	B	TOTAL #
Number:	131	68	199
Percent:	66%	34%	

**34. Is there room in your program to take the elective courses you want?**

(a) always      (b) usually      (c) rarely      (d) never

RESULTS	A	B	C	D	TOTAL #
Number:	35	86	52	22	195
Percent:	18%	44%	27%	11%	

35. What additional courses would you like to be offered at this school?

- (a) Auto Shop
- (b) Ethnic Studies
- (c) Art/Ceramics
- (d) Agriculture/Horticulture
- (e) Other: \_\_\_\_\_

RESULTS	A	B	C	D	E	TOTAL #
Number:	48	22	44	9	61	184
Percent:	26%	12%	24%	5%	33%	

36. Which courses would you most like offered in summer school?

- (a) required courses
- (b) elective courses
- (c) both a and b

RESULTS	A	B	C	TOTAL #
Number:	58	28	115	201
Percent:	29%	14%	57%	

37. The orientation you received when you entered Locke High School has helped you to become familiar with the campus, select courses that are best for you and to become familiar with the staff.

- (a) strongly agree
- (b) agree
- (c) disagree
- (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	20	99	53	20	192
Percent:	10%	52%	28%	10%	

38. You can get timely and adequate advice about your classes from your counselor.

- (a) strongly agree
- (b) agree
- (c) disagree
- (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	49	93	38	10	190
Percent:	26%	49%	20%	5%	

39. Locke's staff has given you good advice in choosing the right classes.

- (a) strongly agree
- (b) agree
- (c) disagree
- (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	33	79	31	18	161
Percent:	20%	49%	19%	12%	

WASC 29202

40. Locke's staff has given you good advice in choosing the right college or career.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	39	72	59	18	188
Percent:	21%	38%	31%	10%	

41. You feel free to talk with an adult at Locke about a personal problem.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	33	67	68	29	197
Percent:	17%	33%	35%	15%	

42. Who is the main person with whom you have talked about a personal problem?

(a) teacher (b) counselor (c) administrator (d) coach (e) nurse

RESULTS	A	B	C	D	E	TOTAL #
Number:	61	53	25	23	12	174
Percent:	36%	30%	14%	13%	7%	

43. You can quickly get help for a health problem from Locke's staff.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	31	90	41	28	190
Percent:	16%	47%	22%	15%	

44. Locke's library/media center helps you to expand classroom learning and get additional information on a wide variety of subjects.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	26	101	38	26	191
Percent:	14%	52%	20%	14%	

45. How could Locke's library/media center best be improved?

- (a) more books, records, tape recorders, etc.
- (b) more adult help
- (c) more instruction in how to use the library/media center
- (d) other (explain): \_\_\_\_\_

RESULTS	A	B	C	D	TOTAL #
Number:	60	41	35	29	165
Percent:	36%	25%	21%	18%	

46. Student government is an important part of this school.

- (a) strongly agree
- (b) agree
- (c) disagree
- (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	56	90	30	15	191
Percent:	29%	47%	16%	8%	

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

- (a) yes
- (b) no

RESULTS	A	B	TOTAL #
Number:	70	114	184
Percent:	38%	62%	

48. School assemblies are interesting and worthwhile.

- (a) strongly agree
- (b) agree
- (c) disagree
- (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	41	90	34	13	178
Percent:	23%	51%	19%	7%	

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

- (a) strongly agree
- (b) agree
- (c) disagree
- (d) strongly disagree
- (e) don't know

RESULTS	A	B	C	D	E	TOTAL #
Number:	13	73	40	36	23	185
Percent:	8%	39%	22%	19%	12%	

50. Locke is a safe, pleasant place to be.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	13	60	65	44	182
Percent:	7%	33%	36%	24%	

51. Locke's staff treats all students with respect and dignity.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	25	63	54	39	181
Percent:	14%	35%	30%	21%	

52. Locke's staff helps students with problems and concerns, including illegal drugs and alcohol.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	27	81	43	31	182
Percent:	15%	45%	24%	17%	

53. Locke's efforts really changed your attitude toward using drugs or alcohol.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	26	69	54	25	174
Percent:	15%	40%	31%	14%	

54. Locke is usually clean and pleasant to see.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	13	69	62	34	178
Percent:	7%	39%	35%	19%	

55. Getting a good education is important to you.

(a) strongly agree (b) agree (c) disagree (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	115	32	10	18	175
Percent:	66%	18%	6%	10%	

WASC 29205

56. Your plans after graduation include:

- (a) 2-year college
- (b) 4-year college
- (c) technical school
- (d) the military
- (e) full time work

RESULTS	A	B	C	D	E	TOTAL #
Number:	39	114	28	11	14	206
Percent:	19%	55%	14%	5%	7%	

57. Locke is doing a good job of preparing you the "real world."

- (a) strongly agree
- (b) agree
- (c) disagree
- (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	44	88	38	19	189
Percent:	23%	47%	20%	10%	

58. Locke is doing a good job of preparing you for work or college.

- (a) strongly agree
- (b) agree
- (c) disagree
- (d) strongly disagree

RESULTS	A	B	C	D	TOTAL #
Number:	26	78	42	16	162
Percent:	16%	48%	26%	10%	

59. Give Locke an overall rating:

- (a) excellent
- (b) good
- (c) fair
- (d) poor

RESULTS	A	B	C	D	TOTAL #
Number:	27	55	47	30	159
Percent:	17%	35%	30%	18%	

#### STUDENT SURVEY SUMMARY

1. A total of 272 surveys were counted and tallied for percentages.
2. Not all students answered every item.
3. Some items were invalid because students bubbled more than one answer.
4. In item 35 some students wrote SAT classes, vocational classes appealing to girls.
5. Most students agreed the discipline policy is O. K. (#22) but it needs enforcing.
6. In item #50 the majority of the students feel Locke is not safe. More should be done to make this campus safe.

WASC 29206



## PARENT SUMMARY

The parent community group is trying this year to make parents feel welcomed at Locke High School and to get them involved with their child's education. We recently opened our Parent/Community Multicultural Center in room 108. Parent meetings are held there and we have started parent classes; our first one was entitled "Character Development," held on November 21, from 9:00 a.m. to 11:00 a.m. and it was well attended.

Our plans are to have Spanish classes for English parents and E. S. L. classes for our Spanish parents. We also have literature available for parents to take home with them donated by one of our parents.

We have a parent/community volunteer program. Some of the areas of volunteering are Nurses Office, Deans Office, nutrition and lunch area, Library, and halls. When there is a game, volunteers help with the concession stands.

In doing our survey for parents in September we found that:

- 1) they want to see more academic courses offered
- 2) they want to know how to measure their child's progress
- 3) they feel that ninth grade students should be tested for career/vocational interests and scheduled accordingly
- 4) they feel that all students who have an interest in a certain subject should be allowed to take that class regardless of skill level (algebra, physics, etc.)
- 5) they feel that we do have an open communication between staff and school
- 6) they do want to have stricter disciplinary policies and enforcement there of.

WASC 29207

APPENDIX

Alain LeRoy Locke High School  
 325 E. 111Th Street  
 Los Angeles, CA 90061  
 (213) 757-9381

*...where students come first.*

In our on-going efforts to create a more coherent and fully informed school community, we are asking parents/guardians to complete this survey and to follow-up by attending our next joint Advisory Council meeting on September 14, 1995 at 5:30 p.m.

Spanish		English		DO YOU....
Yes	No	Yes	No	
<u>6</u>	<u>3</u>	<u>16</u>	<u>1</u>	1. feel an open communication between school staff and yourself as a parent?
<u>15</u>	<u>2</u>	<u>20</u>	<u>2</u>	2. wish to support a parent network/resource center on campus?
<u>10</u>	<u>7</u>	<u>21</u>	<u>2</u>	3. know how to measure your child's progress?
<u>14</u>	<u>0</u>	<u>23</u>	<u>0</u>	4. want to see more academic/enrichment courses offered at Locke High?
<u>17</u>	<u>0</u>	<u>20</u>	<u>0</u>	5. feel that ninth grade students should be tested for career/vocational interests and scheduled accordingly?
<u>9</u>	<u>7</u>	<u>21</u>	<u>4</u>	6. feel that all students who have an interest in a certain subject be allowed to take that subject regardless of skill level (i.e. algebra, physics, etc.)?
<u>14</u>	<u>7</u>	<u>19</u>	<u>1</u>	7. want to have stricter disciplinary policies and enforcement there of?
<u>17</u>	<u>1</u>	<u>12</u>	<u>10</u>	8. want your student to wear a uniform to school?

Please use the space below to comment on any topic of concern to you.

---



---



---

Be informed. Know the Expected Schoolwide Learning Results (ESLR's) for your child. Come to the next Advisory Council meeting on Thursday, September 14, 1995 at 5:30 p.m.

*"A New Dream, A New Reality"*

WASC 29208

APPENDIX

# ALAIN LEROY LOCKE HIGH SCHOOL

## G L O S S A R Y

AP	Advanced Placement
BAC	Bilingual Advisory Council
BCC	Bilingual Certificate of Competency
CAD	Computer Aided Drafting
CALP	Cognitive Academic Language Production
CATS	Careers and Transition Services
CTBS	Comprehensive Test of Basic Skills
DFSZ	Drug Free Schools Zone
ECP	Education and Career Planning
ESL	English as a Second Language
IEP	Individualized Education Plan
IMA	Instructional Materials Account
IMPACT	A comprehensive Student Assistant Program promoting an approach to prevention of negative or destructive integrated behaviors for youth
LAPL	Language Arts in the Primary Language
LAS	Language Assessment Scales
LDS	Language Development Specialist
LEP	Limited English Proficient
MECHA	Movimiento Estudiantil Chicanos de Aztlan
MOLD	Men of Locke Delegation
MTA	Motivated to Achieve
NCTM	National Council of Teachers of Mathematics
NJROTC	Naval Junior Reserve Officer Training Corps
RFEP	Redesignated as Fluent English Proficient
ROP	Regional Occupational Program
RSP	Resource Specialist Program
SBCP	School Board Coordinated Program
SDC	Special Day Class
SDM	Shared Decision Making
SIS	School Information System
TCA	Transportation Careers Academy
UCTP	Urban Classroom Teacher Program
WASC	Western Association of Schools and Colleges

WASC 29209

08 NOV 1995

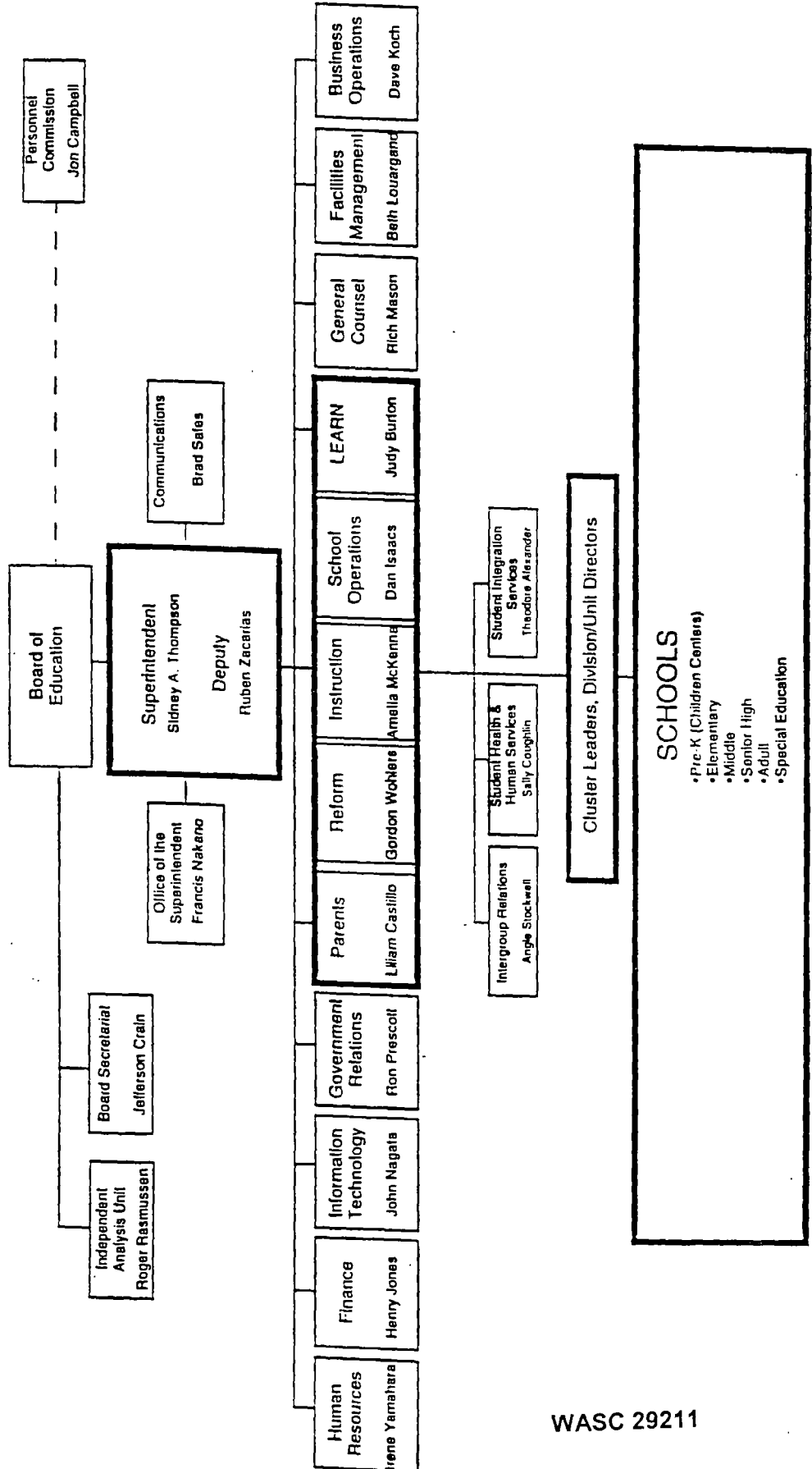
LOS ANGELES UNIFIED SCHOOL DISTRICT  
INFORMATION TECHNOLOGY DIVISION

SCHOOL PROFILE - TESTING AND ASSESSMENT INFORMATION - SECONDARY  
(HISTORICAL)

LOCKE SH (8733) CLUSTER #24 - JORDAN/LOCKE

GR	1984-95			1989-94			1989-93			1991-92			1990-91			1989-90		
	RDG	MATH	LANG	RDG	MATH	LANG	RDG	MATH	LANG	RDG	MATH	LANG	RDG	MATH	LANG	RDG	MATH	LANG
6																		
7																		
8																		
9	11	18	15	14	20	18	13	22	16	13	21	19	13	22	19	19	25	18
10	12	24	17	11	24	17	13	26	20	14	26	19	10	28	17	12	19	16
11	14	28	18	12	26	18	18	26	19	16	28	22	15	28	19	12	18	17
12	11	33	25	13	31	22	9	31	21	14	30	21	8	24	18	18	30	21

**THE LOS ANGELES UNIFIED SCHOOL DISTRICT  
ORGANIZATION CHART  
1995-96**



08/20/95 - November 1

Office of the Superintendent

WASC 29211

**WEBB  
 PRINCIPAL**

**DEPARTMENT SUPERVISION**

- Foreign Language/ESL
- Clerical Staff
- Accreditation
- Adult School
- Adopt-A-School
- Alumni Association
- Bilingual Master Plan
- Budgets
- Categorical Programs
- Cluster/Complex Liaison
- Coordinators
- Curriculum Council
- Disciplinary Liaison
- Faculty Meetings
- Grants
- Imprest
- Instruction
- Maintenance/Operations
- Personnel
- Press Relations/Publicity
- Public Relations
- Restructuring
- SDM Council
- Student/Teacher & Staff Recognition & Awards
- Staff Evaluations

**MCGEHEE  
 Assistant Principal**

**DEPARTMENT SUPERVISION**

- Social Studies
- English
- NJROTC Academy
- Academic Decathlon
- Accreditation
- Back-to-School/Open House
- Cafeteria
- Child Abuse
- Condoms
- Copy Machines
- Drug Free School Zones Project (DCFSZ)
- Faculty Handbook
- Federal Feeding Program
- Graduation
- Instruction
- Journalism (Newspaper)
- Keys
- Library
- Mentor Teachers
- PA Announcements
- Sexual Harassment
- Staff Development
- Student Body Contracts
- Student Body Finance Committee
- Student Week
- Substitute/Class Coverage
- Supplies and Equipment
- Textbooks
- Tutorial Program
- UCTP/ACTU
- Yearbook
- Voter Registration
- Title IX All. Action
- Wall of Fame
- Weekly Bulletins

**VACHET  
 Assistant Principal SCS**

**DEPARTMENT SUPERVISION**

- Special Education
- Home Econ/HED/CDC
- TCA Academy
- Academic Awards
- Advanced Placement Exams
- Articulation
- Back to School/Open House
- Career/Work Experience
- Child Development Center
- Clinic-Up Foundation
- Cultage Counseling
- Concurrent Enrollment Program
- Counseling Program/Referrals
- Crisis Team
- Cumulative Records
- Diplomas
- Gifted Program/Enrichment
- Graduation
- Impact
- Instruction
- Interim Teachers
- Mark Reporting
- Master Program
- One-to-One Mentor
- Opening/Closing Bulletins
- PHBAO Program Survey
- Parent/Teacher Conference
- Peer Counseling
- Roll Books
- Room Assignment
- Student Schedules/Grades
- Scholarships
- Speakers
- Student Service Workers
- Student Teachers
- Suicide
- Testing
- Transcripts
- Visitors

**HOPWOOD  
 Assistant Principal**

**DEPARTMENT SUPERVISION**

- Business Education
- Deans Staff
- Industrial Arts
- Perkins Academy
- Physical Education
- Alterations and Improvements
- Athletics
- Bus Tickets(OTs)
- Cheerleaders
- Court Relations
- Custodial
- Disciplinary
- Emergency Drills
- Equipment Inventory
- Expulsions
- Health Abatement/Clean Campus
- Health Office
- Instruction
- Opportunity Transfers
- Parking Permits
- Plant Maintenance
- Plant Security
- Police Relations
- Probation Coordination
- Radios
- Referral Procedures
- School Police
- Supervision Aides
- Theft Reports
- Telephones
- Youth Services
- Weapon Prevention Scanning

**CORNFIELD  
 Assistant Principal  
 Secondary Student Services**

**DEPARTMENT SUPERVISION**

- Mathematics
- Motivated to Achieve Academy
- Music
- Science
- Activities Excuses/Permit
- Activities Supervision
- Assemblies
- Attendance Accounting
- Band/Drill Team Program
- Bus Passes (RTD)
- CAP
- Child Abuse (Support)
- Civic Center Permits (Facilities/Calendar)
- Clubs/Organizations
- Conference, Conventions, Meeting Attendance
- Curricular Trips
- Dances
- Fund Raisers/Drives
- Homecoming Activities
- ID Pictures
- Instruction
- Lockers
- Lost and Found
- Marquee
- Master Calendar
- Opening/Closing Bulletins
- Permits/Attendance
- Reports/Surveys
- PSA Counselor
- SS
- Senior Activities
- Student Activities
- Student Council

**HANANEL  
 Administrative Assistant**

- Accident Reports (Student)
- Audio-Visual
- Banquet/Awards
- Grant Writing
- Instructional Material Account (IMA)
- Newspaper
- Printing
- Publicity/Communications

BUDGET REPORT - Chairperson B. Blackman-Vencher

1995-96

The 85% allocation is 53,122 for IMA 4170 account

- I. IMA Reserve 14,402.80
  - a. Paper & toner
  - b. Contract for Xerox machines (\$1800.00 approx.)
  - c. scantrons (\$900.00) all dept.
  - d. Health dept. (\$900.00)

- II. Administrative Account 10%  
(run all offices) 5,312.20

Total 19,715.00

Department Allocation of 85% = 33,407.00

50% now (6/95)

Art	1,500.00	750.00
Audio Visual	3,000.00	1,500.00
Business	2,000.00	1,000.00
Education Career Planning	900.00	900.00
English	3,500.00	1,750.00
ESL	2,000.00	1,000.00
Foreign Lang.	1,000.00	500.00
Home Economics (300 for each cooking class)	2,500.00	1,250.00
Industrial Tech	2,700.00	1,350.00
Library	2,000.00	1,000.00
Math	3,000.00	1,500.00
Music	1,100.00	550.00
Physical Education	1,200.00	600.00
Science (800 for specimens)	4,000.00	2,000.00
Social Studies	3,000.00	1,500.00

85% allocation for 4111 = \$29,175.00

CAF balance 891.81

WASC 29213

LOCKE SR  
Cluster # 24 - Jordan/Locke

Org Code: 8733

UPDATE: BUDGET FOR SCHOOL YEAR 1995-96

DEC 1, 1995

I	TITLE I	EIA		SCHOOL IMPR	
		QUAN	APPR	QUAN	APPR
5	TCHR SEC				
14	COUNS PSA	1.00	50820 Y046	1.00	46179 S671
17	COUNS SEC B	1.00	49975 S046		
19	EXTENDED TCHG ASGN	1775.89	38750 S046		
20	CAT PROG ADVISER B				
24	ED AIDF 2 3hr	7.00	41664 S046	1.00	49975 S536
38	OFFICE ASSISTANT B			1.00	20952 S536
50	PARENT CONF ATT				750 S536
54	INSTR MATERIEL				42535 S536
63	MAINT OF EQUIP				
65	TELEPHONE EXPENSE				
68	RENTAL OF EQUIPMENT				
77	COORD DIFF SEC COUNS B	1.00	1221 S046	1.00	1158 S671
79	COORD DIFFERENTIAL C				
113	COORD DIFF CPA B				
120	PROGRAM RESERVE				
124	POTENTIAL FUNDING VAR				
421	SALARY REPAYMENT				
493	TCHR ASST 3 hr	10.00	3338 V046		
496	TCHR ASST 6 hr	5.00	55080 S046	1.00	5508 S536
	FRINGE BENEFITS		46426 S046	1.00	24755 S536
	TOTALS =		433008		168534
	ALLOCATED \$ =		433008		158934
	# = INDIRECT SERVICES				

WASC 29214



08 NOV 1995

LOS ANGELES UNIFIED SCHOOL DISTRICT  
INFORMATION TECHNOLOGY DIVISION

SCHOOL PROFILE - STUDENT ADJUSTMENT & ATTENDANCE DATA (PART 2)

ITD/MS3101

LOCKE SH (CLUSTER: 24-JORDAN/LOCKE) PRINCIPAL: WEBB, ANNIE LYKES INST/ORG COMPLEX: LOCKE SH

	AI/ALAS	ASIAN	FILIPINO	PAC ISL	DROPOUT DATA			OM	TOTAL
					BLACK	HISPANIC			
1883-84									
GRADE 7	0	0	0	0	0	0	0	0	0
GRADE 8	0	0	0	0	0	0	0	0	0
GRADE 9	0	0	0	1	140	132	0	273	273
GRADE 10	1	0	0	2	127	71	0	201	201
GRADE 11	0	0	0	0	102	40	0	142	142
GRADE 12	0	0	0	0	33	26	0	59	59

HISTORICAL

1893-94	1	0	0	3	402	269	0	675	675
1992-93	0	0	1	0	350	301	1	653	653

DROPOUTS (ED CODE 64721): FORMERLY ENROLLED IN 7-12; LEFT SCHOOL 45+ CONSECUTIVE DAYS; NOT ENROLLED IN ANOTHER PUBLIC/PRIVATE SCHOOL  
FOR RE-ENROLLED; NOT RECEIVED DIPLOMA OR EQUIVALENT; UNDER 21; FORMERLY ENROLLED IN PROGRAM LEADING TO DIPLOMA OR EQUIVALENT

LOCATION: 8733 LOCKE HS      COMPLEX 8733X      LOCKE HS      CLUSTER 24      JORDAN/LOCKE

GRADE	AMER. INDIAN/ ALASKAN NATIVE	ASIAN	BLACK, NOT HISPANIC	FILIPINO	HISPANIC	PACIFIC ISLANDER	WHITE, NOT HISPANIC	TOTAL
09	1 0.2%	0 0.0%	297 50.7%	0 0.0%	288 49.1%	0 0.0%	0 0.0%	586
10	0 0.0%	0 0.0%	244 53.0%	0 0.0%	215 46.7%	1 0.2%	0 0.0%	460
11	0 0.0%	1 0.3%	171 50.9%	0 0.0%	162 48.2%	0 0.0%	2 0.6%	336
12	0 0.0%	0 0.0%	147 60.5%	0 0.0%	96 39.5%	0 0.0%	0 0.0%	243
U	0 0.0%	0 0.0%	103 60.9%	0 0.0%	66 39.1%	0 0.0%	0 0.0%	169
TOTAL	1 0.1%	1 0.1%	962 53.6%	0 0.0%	827 46.1%	1 0.1%	2 0.1%	1,794

ITD/MDS3111

LOS ANGELES UNIFIED SCHOOL DISTRICT  
INFORMATION TECHNOLOGY DIVISION

08 NOV 1985

SCHOOL PROFILE - SECONDARY STUDENT PERFORMANCE IN ACADEMIC SUBJECTS

LOCKE SH (CLUSTER: 24-JORDAN/LOCKE) PRINCIPAL: WEBB, ANNIE LYKES INST/ORG COMPLEX: LOCKE SH

GRADES ISSUED

DEPARTMENT	CLASSES	A	B	C	D	F	TOTAL
ENGLISH	(93-94)	240	289	358	268	595	1696
	(92-93)	261	246	344	366	502	1719
MATHEMATICS	(93-94)	119	173	253	289	514	1348
	(92-93)	78	151	313	328	546	1416
SCIENCE	(93-94)	82	146	215	196	393	1032
	(92-93)	76	117	237	239	374	1043
SOCIAL SCIENCE	(93-94)	60	166	262	197	236	841
	(92-93)	156	206	345	251	315	1273

170/MOS3110

LOS ANGELES UNIFIED SCHOOL DISTRICT  
INFORMATION TECHNOLOGY DIVISION

SCHOOL PROFILE - SECONDARY CBEDS DATA

LOCKE SH (CLUSTER: 24-JORDAN/LOCKE) PRINCIPAL: WEBB, ANNIE LYKES INST/ORG COMPLEX: LOCKE SH

	AI/ALAS	ASIAN	FILIPINO	PAC ISL	BLACK	HISPANIC	OW	TOTAL
GRADUATES (93-94)	0	0	0	0	112	117	0	229
A-F COMPLETED (93-4)	0	0	0	0	48	44	0	92
1994-05 ADVANCED COURSES								
ALGEBRA	0	0	0	0	65	58	0	123
ADVANCED MATH	0	0	0	0	11	11	0	22
CHEMISTRY	0	0	0	0	48	40	0	88
PHYSICS	0	0	0	0	12	16	0	28
AP COURSES (84-95)								
COMPUTER	0	0	0	0	0	0	0	0
ART	0	0	0	0	0	0	0	0
ENGLISH	0	0	0	0	35	43	0	78
FOREIGN LANG	0	0	0	1	3	38	0	42
MATHEMATICS	0	0	0	0	1	10	0	11
SCIENCE	0	0	0	0	11	6	0	17
SOCIAL SCIENCE	0	0	0	0	17	20	0	37
MS ALGEBRA (93-94)	2	0	0	2	269	220	0	493

	1994-95	1993-94	1992-93
GRADUATES	229	228	219
A-F COMPLETED	92	92	117

	123	121
ADVANCED COURSES		
ALGEBRA	22	34
ADVANCED MATH	88	74
CHEMISTRY	28	42
PHYSICS		
AP COURSES		
COMPUTER	0	0
ART	0	0
ENGLISH	78	81
FOREIGN LANG	42	56
MATHEMATICS	11	17
SCIENCE	17	0
SOCIAL SCIENCE	37	87
MS ALGEBRA (93-94)	493	404

A-F COURSES: HIGH SCHOOL COURSES CERTIFIED BY PRINCIPAL AS MEETING COURSE REQUIREMENTS FOR UC ADMISSION: U.S. HISTORY (1 YR REQ), ENGLISH (4 YRS REQ), MATHEMATICS (3 YRS REQ, 4 REC), LAB SCIENCE (1 YR REQ, 3 REC), FOREIGN LANG (1 YR REQ, 3 REC), COLLEGE PREP ELECTIVE (2 YRS REQ, 3 REC)

SCHOOL PROFILE - SECONDARY SCHOOL STAFFING REPORT \*  
LOCKF SH (8733) CLUSTER #24

STAFFING \*\*

CERTIFICATED MANAGEMENT : 5  
CERTIFICATED TEACHERS : 84  
CERTIFICATED OTHERS : 4

CERTIFICATED ASSIGNMENTS BY DEPARTMENT \*

BILINGUAL - ESL : 3  
COMPUTER SCIENCE : 1  
ART : 1  
BUSINESS EDUCATION : 1  
ENGLISH : 13  
FOREIGN LANGUAGE : 3  
HEALTH EDUCATION : 3  
HOME ECONOMICS : 1  
INDUSTRIAL EDUCATION : 2  
MATHEMATICS : 12  
MUSIC : 2  
PHYSICAL EDUCATION : 4  
SCIENCE : 6  
SOCIAL SCIENCE : 7

MENTOR TEACHERS \*\* : 2

AVERAGE DAYS ABSENT (93-94)  
CERTIFICATED STAFF: 8  
CLASSIFIED STAFF: 17

STAFF STATUS \*\*

CONTINUING : 67  
PROBATIONARY : 11  
TEMPORARY : 6  
PROVISIONAL : 5  
DIST INTERN/TRAIN : 2  
UNIV INTERN : 1  
EXTENDED SUB : 1

BILINGUAL FLUENCY \*\*

CRED/CERT : 2  
A-LEVEL : 7  
B-LEVEL : 1  
C-LEVEL : 3

STABILITY \*

ASSIGNED TO THIS

LOCATION  
LESS THAN 1 YR : 11  
1 YEAR : 24  
2 - 5 YRS : 18  
6 - 10 YRS : 32  
11 OR MORE YRS : 11

STAFF EXPERIENCE IN LAUSD \*\*

LESS THAN 1 YR : 14  
1 YEAR : 12  
2 - 5 YRS : 6  
6 - 10 YRS : 13  
11 OR MORE YRS : 48

\* FALL SURVEY DATA 1994-95  
\*\* PERSONNEL RECORDS 1994-95

1TD/MS4640.SEC      SECONDARY SCHOOL UTILIZATION FORM      08 NOV 1995  
 \*\*\* OFFICE OF SCHOOL UTILIZATION \*\*\*  
 SCHOOL : 8733 LOCKE SH      CLUSTER: 24      DATE PREPARED : 10-13-95  
 GRADES : 9-12      CATEGORY : P#B40      CALENDAR : TRAD  
 ENROLL : 1682  
 PRINCIPAL : WOOD, ANNIE LYNES      TELEPHONE : 213/757-9381

CLASSROOM COUNT      NO. OF ROOMS      ROOM NUMBERS      SET-ASIDE DESCRIPTIONS      TOTAL ACREAGE: 25.1  
 GENERAL      48 EXCL.      0 SET-ASIDES 203\_227&0\_86\_106\_321  
 SPECIAL PURPOSE      22 EXCL.      2 SET-ASIDES 5-7\_5-4      MATH LB-2      PLAYGROUND: 10.7  
 SPECIAL EDUCATION      8      COMPUTER      CAREER  
 EIEAP      0      LAB      COMPUTER  
 TOTAL      78      ENGIN LAB      TELE LAB  
 SPECIAL EDUC. PGMS.      CC ON SITE: LOCKE CC

	#RMS	NORM	MAX PUPILS	SPEC ED RM NUMBERS
CBI	1	14	14	212
EDUC. RETARDED	1	14	14	M12
LEARN HANDICAP	4	12	48	218_220_241_216
ORTHG. HANDICAP	1	16	16	101
R. S. P./R. S. T.	1			222
TOTALS	8		92	

	#RMS	#RMS	2 SEM	MLTI	TRK
GENERAL (REMAINING)	22	38.5	847		
SP. PURPOSE	22	30.0	660		
9-10TH GRADE	23	80.0	690		
11TH GRADE (CON. COMP)	3	20.0	60		
MAGNET	0	0.0	0		
X P. E. (1.1) & ADJ (.95) FACTORS			2452		

2 SEM ACCOMM : 2452      OPCAP : 2452

(THIS OPCAP, ACCORDING TO POLICY IS CALCULATED TO INCLUDE APPROXIMATELY 30% TRAVELING TEACHERS.)

COMMENTS : 2 CBI SHARE 1 RM STORAGE CONTAINERS ;  
 I verify that the information printed/corrected above is accurate.

PRINCIPAL'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

**EDUCATIONAL TESTING SERVICE**  
CALIFORNIA STATE UNIVERSITY

ANNUAL SUMMARY...CSU ENGLISH PLACEMENT TEST (EPT) AND ENTRY LEVEL MATHEMATICS (ELM)

1994-95 TESTING YEAR (JULY, 1994-MAY, 1995)

19364733  
LOS ANGELES UNIFIED SCHOOL DISTRICT  
450 N GRAND AVE H-236  
LOS ANGELES CA 90012

19364733-1935154  
LOCKE SENIOR HIGH  
LOS ANGELES

THE TABLES BELOW SUMMARIZE THE EPT AND ELM TEST SCORES FOR STUDENTS INDICATING THAT THEY ATTENDED YOUR SCHOOL

NUMBER OF YOUR STUDENTS AT EACH LEVEL OF THE CSU SYSTEMWIDE DISTRIBUTION  
ENGLISH PLACEMENT TEST

	LOW	MIDDLE	HIGH
	0 - 5	6 - 7	8 - 12 *
ESSAY	5	19	22
	141 AND BELOW	142 - 150	151 AND ABOVE *
READING SKILLS	36	6	4
COMPOSING SKILLS	35	4	7
TOTAL EPT	28	14	4

TOTAL TESTED 46

- \* ESSAY SCORE RANGES
- \*\* EPT SCALED SCORE RANGES

NUMBER OF YOUR STUDENTS AT EACH LEVEL OF THE CSU SYSTEMWIDE DISTRIBUTION  
ENTRY LEVEL MATHEMATICS

	LOW	MIDDLE	HIGH
	470 AND BELOW	480 - 540	550 AND ABOVE
TOTAL ELM	36	7	4

TOTAL TESTED 47

- \*\*\* ELM SCALED SCORE RANGES

CTRS. Form H Scores by School, Spring 1995  
 SENIOR HIGH SCHOOLS

NAME	ST	GRADE 9			GRADE 10			GRADE 11		
		READ	MATH	LANG	READ	MATH	LANG	READ	MATH	LANG
HAMILTON SH	69	343 27	351 35	298 29	278 29	279 39	238 34	194 26	199 37	166 27
*HAMILTON SH	NA	391 31	399 40	348 34	326 35	327 44	290 40	232 30	237 45	200 33
HIGHLAND PARK HS	NA	21 32	21 27	20 29	*** **	*** **	*** **	*** **	*** **	*** **
HOLLYWOOD HS	68	465 20	447 27	463 26	522 16	489 28	510 20	386 17	374 33	391 27
*HOLLYWOOD HS	NA	476 21	458 29	474 26	533 16	500 28	521 21	392 18	379 33	397 27
HOLLYWOOD PERF ART	83	64 47	64 52	62 55	74 44	66 51	77 47	55 50	51 51	50 48
HOPE HS	NA	*** **	*** **	*** **	*** **	*** **	*** **	*** **	*** **	*** **
HURTINGTON PARK HS	65	1029 20	1046 27	1019 25	866 20	874 30	854 25	576 23	588 35	576 29
INDEPENDENCE HS	NA	*** **	*** **	*** **	21 30	21 24	21 29	*** **	*** **	*** **
INDIAN SPRINGS HS	NA	*** **	*** **	*** **	*** **	*** **	*** **	*** **	*** **	*** **
JEFFERSON HS	66	861 13	842 20	839 17	745 13	721 24	740 17	543 15	528 28	541 18
JOHNSON HS OPP	NA	30 7	28 6	29 10	*** **	*** **	27 6	*** **	*** **	*** **
JORDAN HS	64	485 12	482 15	470 14	330 11	333 21	332 15	198 12	205 20	196 15
*JORDAN HS	NA	533 12	531 16	519 15	358 12	362 23	360 16	238 14	247 26	235 17
JORDAN HS MATH/SCI	91	50 29	51 45	51 40	29 42	30 51	29 46	46 36	48 55	45 32
KENNEDY HS	72	529 29	519 45	503 34	523 24	506 44	490 31	387 31	374 51	370 39
KING-DREW MEDICAL	93				83 42	83 44	83 43	50 55	50 66	50 56
LAUSD/LA CENT LIB	78	34 42	35 47	35 47	28 26	28 46	31 29			
LAUSD/USC MATH/SCI	88	54 48	54 59	54 51	52 56	52 62	52 58			
LEONIS HS	NA	*** **	*** **	*** **	*** **	*** **	*** **	*** **	*** **	*** **
LEWIS HS	NA	*** **	*** **	*** **	*** **	*** **	*** **	*** **	*** **	*** **
LINCOLN HS	76	638 21	627 40	631 29	523 22	512 44	509 32	406 26	409 53	412 37
LOCKE HS	57	321 11	330 18	326 15	298 12	313 24	282 17	186 14	188 28	185 18
LONDON HS	NA				*** **	*** **	*** **	*** **	*** **	*** **
LOS ANGELES CES	92	221 65	221 74	222 71	188 65	189 73	186 72	166 68	166 75	160 63
LOS ANGELES HS	56	605 21	629 29	615 27	682 14	692 23	675 18	402 19	391 31	396 25
*LOS ANGELES HS	NA	631 22	656 31	642 27	697 14	707 23	688 18	424 20	414 33	419 25
LOS ANGELES HS C I	87	65 40	69 70	67 45	58 27	54 58	53 44	52 53	57 71	53 63
MANUAL ARTS HS	51	578 16	572 21	540 20	582 12	575 18	547 17	317 16	269 28	278 20
*MANUAL ARTS HS	NA	607 17	600 21	570 21	617 12	607 20	574 18	395 18	348 31	357 23
MANUAL ARTS HS C I	82	50 32	49 42	52 37	52 22	54 46	43 32	109 23	111 49	110 31
MARSHALL HS	79	802 25	786 33	791 27	858 20	854 32	839 28	586 26	563 43	556 35
METROPOLITAN HS	NA	32 16	29 11	29 18	43 29	44 17	39 21	28 22	23 18	25 23
MIDCITY ALT	92				27 15	26 12	25 12	*** **	*** **	*** **
MIDDLE COLLEGE HS	NA	63 37	61 20	60 24	69 23	70 30	75 24	86 30	85 28	80 25



REVISED

INTER-OFFICE CORRESPONDENCE  
Los Angeles Unified School District

TO: Faculty/Staff  
DATE: January 22, 1996

FROM: Michael L. Hopwood, Assistant Principal  
Locke High School

SUBJECT: TARDY SWEEP DUTY ASSIGNMENT

As part of our effort to provide a safe learning environment, Locke High School will conduct Tardy Sweeps on a regular basis. An announcement will be made over the P.A. indicating a tardy sweep is in progress.

When the announcement is made indicating a tardy sweep, all classrooms and offices are to close and lock their doors. Students are not to be allowed out of class during the first 15 minutes of the period.

Students caught in the tardy sweep will be taken to the In School Suspension Room and kept until the end of the period. They will be assigned community service and a record of the infraction will be maintained.

Students receiving repeated tardy violations will have their names submitted to school police for possible citation under the new truancy laws (the citation contains a \$250 fine and community service). Those returning to class will have a green pass from I.S.S. Students caught out of class repeatedly on the same day will be assigned in-school suspension.

Please review the duty roster for supervision assignments during Tardy Sweeps.

MAIN BUILDING

DUTIES

Third floor

Assume position at each stairwell. Sweep students from West-end to East, down stairwells to first floor, clearing all three floors. Direct students to G-11 out East-end. Radio "All CLEAR" when building has been cleared.

STAFF

\*Hayden, \*McGehee, Vachet, Webb.

WASC 29223

BREEZEWAY

DUTIES Assume positions in front of Offices 6, 5, and 3, and Main Office. Do not allow students to enter main building or offices during tardy sweeps. Direct all students down breezeway to Saint Street and on to G-11. Radio "ALL CLEAR."

STAFF Counselors: Davenport, Mund, Zennon-Smith, \*Dean: Horne

SOUTH WING AND NORTH WING HALLWAYS

DUTIES Secure main building entry doors on first floor. Do not allow students to enter main building during sweep.

STAFF Neal, Perry - South Wing Hallways, Keith, Vercher - North Wing Hallways

SAINT STREET

DUTIES Assume position near San Pedro Gate, Avalon Gate. Direct students exiting main building, shops, breezeway, girls gym to G-11. Radio "ALL CLEAR."

STAFF \*A. Hananel-West End Saint Street, T. Davis-East End Saint Street

QUAD

DUTIES Assume position near bungalows, North and South side. Direct students from main building, shops and music to G-11. Do not allow students into music building, bungalows or covered eating area. Radio "ALL CLEAR."

STAFF Mandell, T. Johnson-North Side, Jackson-Gee, School Police-South side  
\*Cornfield- Outdoor stage.

SHOPS

DUTIES Assume position in Shop Hallways: Sweep hallways - sweep NJROTC and behind cafeteria to covered eating area - Sweep Saint Street, and behind cafeteria, covered eating area to G-11. Sweep quad to G-11. Radio "ALL CLEAR."


STAFF Eric Robinson, D. Fukuda, Crumrine, \*Hopwood

P.E.

DUTIES Secure P.E. Gates, girl's locker room and exit door to Saint Street. Direct tardy students - through boys P.E. gate to I.S.S in G-11. Radio "ALL CLEAR."

STAFF Anderson-Warren, chait, C. Spann, \*E. C. Robinson, \*J. Lee, L Southhall.

APPROVED

  
Annie L. Webb, Principal



Summer, 1995

Code: 051523

Mr Edward Robbs  
Principal  
Locke Senior High School  
325 East 111th Street  
Los Angeles, CA 90061

Dear Mr Edward Robbs:

Enclosed you will find a 5-year history of average scores for your ACT-tested graduates. Your middle ACT composite score range; 25th & 75th percentiles are 13.6 and 16.9 respectively.

Since the ACT Assessment is designed for students who plan to attend college, the focus of this letter is on students who completed the recommended college preparatory courses as defined below.

**English (Four years or more)**

One year credit each for English 9, 10, 11 and 12

**Mathematics (Three years or more)**

One year credit each for Algebra I, Algebra II, Geometry  
One-half year credit each for Trigonometry, Calculus (not Pre-Calculus),  
other Math Courses beyond Algebra II, Computer Math/Computer Science

**Social Studies (Three years or more)**

One year credit each for American History, World History, American Government  
One-half year credit each for Economics, Geography, Psychology,  
other History (European, State, etc.)

**Natural Science (Three years or more)**

One year credit each for General/Physical/Earth Science, Biology, Chemistry, Physics

Table 1 compares the average ACT scores for your students who reported that they completed this recommended core college preparatory curriculum (core) with those who had not (ncore). Please note that your State Department of Education may have a different definition of the college preparatory courses, and may, therefore publish reports showing slightly different data.

Table 1  
Average ACT Scores by Level of Academic Preparation

	Number		Percent		English		Mathematics		Reading		Sci Reason		Composite	
	core	ncore	core	ncore	core	ncore	core	ncore	core	ncore	core	ncore	core	ncore
<b>Local</b>														
1990-91	2	4	29	57	19.0	17.8	21.5	16.8	20.5	20.0	18.5	17.8	20.0	18.3
1991-92	2	0	100	0	14.0	0.0	14.5	0.0	14.0	0.0	15.0	0.0	14.5	0.0
1992-93	6	4	60	40	13.7	16.5	18.0	15.8	12.5	16.8	16.3	16.0	15.3	16.3
1993-94	7	11	37	58	16.6	12.4	19.0	16.3	17.3	14.4	16.3	14.8	17.4	14.6
1994-95	19	6	70	22	14.1	13.8	18.3	16.8	14.6	16.2	16.5	15.5	16.0	15.7
<b>State</b>														
1990-91	11011	7123	57	37	21.6	19.2	22.8	19.1	22.5	19.8	21.8	19.3	22.3	19.5
1991-92	13340	7910	60	35	21.5	19.1	22.7	19.2	22.3	19.8	21.6	19.3	22.1	19.4
1992-93	15826	8969	61	35	21.5	19.1	22.7	19.3	22.3	19.8	21.8	19.5	22.2	19.6
1993-94	18577	9178	64	32	21.3	18.8	22.5	19.0	22.2	19.6	21.7	19.3	22.0	19.3
1994-95	21706	10687	64	32	20.8	18.2	22.2	18.8	22.0	19.3	21.8	19.1	21.8	19.0
<b>National</b>														
1990-91	387404	374976	49	47	21.8	18.8	21.6	18.2	22.7	19.6	21.9	19.4	22.1	19.1
1991-92	419073	372166	50	45	21.6	18.7	21.6	18.3	22.5	19.5	21.9	19.4	22.0	19.1
1992-93	453064	374256	52	43	21.6	18.7	21.6	18.3	22.5	19.6	22.0	19.4	22.0	19.1
1993-94	478885	359974	54	40	21.5	18.6	21.5	18.3	22.5	19.6	22.1	19.5	22.0	19.1
1994-95	529146	360925	56	38	21.4	18.5	21.5	18.3	22.4	19.6	22.0	19.5	22.0	19.1

(over)

When they registered to take the ACT, your ACT-tested graduates also rated selected aspects of their local high school. These results for your school's ACT-tested graduates in the last 5-years are shown in Table 2. For each year, the percentages of persons satisfied/dissatisfied are noted in the columns.

Table 2  
Trends of ACT-tested Student Evaluations of  
Your High School (expressed in percentages)

	1990-91		1991-92		1992-93		1993-94		1994-95	
	%S	%D	%S	%D	%S	%D	%S	%D	%S	%D
Classroom instruction	57	29	50	0	60	20	37	21	44	11
Variety of courses	29	14	0	50	30	30	37	32	48	11
Grading practices	57	14	0	0	20	20	37	21	44	11
Number/kinds of tests	43	14	0	0	50	30	32	26	48	11
Guidance services	14	71	0	50	30	20	21	47	30	11
School rules/reg.	43	0	0	0	10	30	26	32	33	30
Library/learning ctr	29	57	50	0	60	10	21	37	30	22
Laboratory facilities	0	43	50	50	50	10	5	42	11	33
Remedial skills dev.	43	29	0	50	50	0	26	42	41	15
Honor prog/accel crs.	57	0	50	0	70	30	16	37	48	7
Career Education/Plan	57	14	50	0	50	20	16	26	41	7

%S = percent satisfied, %D = percent dissatisfied

NOTE: Percentages may not sum to 100 because some students were neutral or did not respond.

Below are listed the summary statistics for all of your ACT-tested graduates on all five scores.

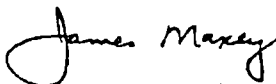
Table 3  
Average ACT Scores for All Graduates

	Number	English	Mathematics	Reading	Sci Reason	Composite
<b>Local</b>						
1990-91	7	18.0	17.6	19.4	17.6	18.3
1991-92	2	14.0	14.5	14.0	15.0	14.5
1992-93	10	14.8	17.1	14.2	16.2	15.7
1993-94	19	13.7	17.1	15.1	15.1	15.4
1994-95	27	13.7	17.7	14.9	16.0	15.7
<b>State</b>						
1990-91	19407	20.8	21.5	21.6	20.8	21.3
1991-92	22291	20.6	21.4	21.4	20.8	21.2
1992-93	25994	20.7	21.5	21.4	21.0	21.3
1993-94	29116	20.4	21.3	21.4	20.9	21.1
1994-95	33741	19.9	21.1	21.1	20.8	20.9
<b>National</b>						
1990-91	796983	20.3	20.0	21.2	20.7	20.6
1991-92	832217	20.2	20.0	21.1	20.7	20.6
1992-93	875603	20.3	20.1	21.2	20.8	20.7
1993-94	891714	20.3	20.2	21.2	20.9	20.8
1994-95	945369	20.2	20.2	21.3	21.0	20.8

In reviewing the summary information in Table 3, school officials should remember that average ACT score reflect those higher order thinking skills required to do successful work during the freshman year of college. As a result, the trends recorded in Table 1 represent a more accurate reflection of the capabilities of your college-bound ACT-tested students than do the trends in Table 3.

Please contact your ACT Regional Director (10419 Old Placerville Rd, Suite 262, Sacramento, CA 95827-250) if you would like additional information about the ACT Assessment Program.

Sincerely,



James Maxey, Assistant Vice President  
Applied Research/Research Division

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Inter-Office Correspondence

INFORMATIVE  
September 28, 1994

TO: Members, Board of Education

FROM: Sidney A. Thompson

SUBJECT: 1994 SCHOOL-BY-SCHOOL SCHOLASTIC APTITUDE TEST SCORES

On August 24, 1994, you received an informative reporting the 1994 Scholastic Aptitude Test Scores (SAT) for the class of 1994. We have not yet received the official school-by-school scores from the Educational Testing Service (ETS) for the class of 1994. However, the Los Angeles Times obtained the district's school-by-school scores from the California Department of Education (CDE) and printed them in this morning's edition. The District received the CDE's school-by-school information yesterday afternoon. The school-by-school scores presented in the following table are not the official school scores calculated by ETS. They are scores that were calculated by the CDE from individual student scores.

<u>SCHOOL</u>	<u>GRADE 12 ENROLLED</u>	<u>NO. TESTED</u>	<u>SAT VERBAL</u>	<u>SAT MATH</u>
Banning	570	198	339	392
Bell	617	220	301	361
Belmont	779	343	294	365
Birmingham	480	213	372	448
Westside Alt.	13	3	327	377
Mid City Alt.	24	9	276	296
Canoga Park	272	86	368	450
Carson	560	191	329	387
Chatsworth	608	327	400	488
Valley Alt.	26	17	349	366
Cleveland	497	263	409	470
Crenshaw	446	228	310	346
Dorsey	373	125	316	348
Eagle Rock	328	143	386	467
El Camino Real	509	301	424	507
LACES	146	140	412	435
Downtown Bus.	170	86	346	415
Fairfax	396	170	347	467
Francis Poly	540	135	330	415
Franklin	568	319	318	387
Fremont	532	215	273	319

<u>SCHOOL</u>	<u>GRADE 12 ENROLLED</u>	<u>NO. TESTED</u>	<u>SAT VERBAL</u>	<u>SAT MATH</u>
Gardena	359	156	327	407
Garfield	955	338	309	365
Granada Hills	557	382	403	509
Grant	705	247	378	463
Hamilton	632	341	402	442
Hollywood	397	162	285	374
Huntington Park	629	218	303	370
Jefferson	442	162	275	334
Jordan	250	94	292	354
Kennedy	400	182	353	458
Lincoln	433	246	282	391
Locke	303	98	267	333
Los Angeles Sr.	469	183	312	407
Manual Arts	365	162	271	347
Marshall	682	314	342	437
Monroe	577	223	372	437
Narbonne	466	190	416	513
N. Hollywood	602	240	415	460
Palisades	293	166	441	505
Ramona	10	1	450	370
Reseda	302	149	341	422
Roosevelt	823	478	284	346
San Fernando	661	175	321	389
San Pedro	535	198	401	458
South Gate	717	253	320	386
Sylmar	450	124	313	388
Taft	563	367	400	496
University	523	284	426	523
Van Nuys	688	375	473	556
Venice	409	206	401	469
Verdugo Hills	302	92	351	412
Washington	445	210	292	330
Westchester	372	226	348	404
Wilson	500	250	297	372

Ninety-six percent of the grade-12 students at the Los Angeles Center for Enriched Studies took the SAT. This was the highest percentage for any district school. Van Nuys Senior High had the highest average scores in the District with 473 on the verbal section and 556 on the mathematics section. (The highest possible score on either section is 800.) Fifty-five percent of the school's grade-12 students took the exam.

If you have any questions about this information, please call Esther Wong, Director, Information Technology Division, at 625-4121.

Table E: School Report: Three-Year Summary

School	Number of Subjects Given			Number of Exams Taken			Percentage of Scores 3 or Higher		
	1993	1994	1995	1993	1994	1995	1993	1994	1995
Banning	7	7	7	133	161	157	39.1	38.5	40.1
Bell	10	9	7	140	182	255	46.4	31.9	38.4
Belmont	11	13	11	166	132	192	57.8	50.0	61.5
Birmingham	12	13	12	411	322	294	57.4	50.0	56.5
Bravo Medical Magnet	14	12	10	253	304	242	64.0	60.9	56.0
Canoga Park	8	9	7	109	122	106	57.8	54.1	49.1
Carson	8	4	5	68	152	109	32.4	24.3	15.6
Chatsworth	15	14	14	410	406	430	67.6	72.7	63.0
Cleveland	11	13	14	360	430	524	56.9	57.9	50.2
Crenshaw	11	8	10	58	73	96	67.2	39.7	34.4
Dorsey	4	4	4	47	49	34	14.9	30.6	32.4
Downtown Business Magnet	6	9	8	79	106	130	34.2	35.8	26.2
Eagle Rock	10	9	8	151	168	149	62.3	60.7	61.7
El Camino Real	19	20	19	503	486	472	73.4	75.1	78.2
Fairfax	12	10	12	195	149	220	56.2	64.4	48.2
Francis Polytechnic	6	7	8	116	112	162	60.3	60.7	58.0
Franklin	10	5	7	208	102	121	54.3	64.7	42.1
Fremont	8	7	10	57	36	60	33.3	52.8	46.7
Gardena	12	8	8	92	100	62	54.3	57.0	66.1
Garfield	16	16	17	537	479	471	48.4	50.1	43.5
Granada Hills	12	15	14	407	510	588	55.0	52.2	45.9
Grant	15	15	17	496	477	488	57.5	45.5	41.4
Hamilton	15	18	17	270	343	438	58.9	56.6	42.2
Hollywood	10	10	13	143	147	186	28.0	32.0	38.2
Huntington Park	5	5	5	146	122	141	58.9	63.1	53.9
Jefferson	3	4	5	38	70	101	71.1	48.6	52.5
Jordan	11	12	8	92	145	90	31.5	40.0	51.1
Kennedy	10	7	8	141	99	158	46.8	67.7	48.7
King-Drew Medical Center	4	4	4	60	38	48	63.3	34.2	33.3
Lincoln	12	14	15	204	290	320	50.5	65.2	76.1
Locke	7	8	8	70	101	66	52.9	46.5	38.5
Los Angeles	12	11	8	122	110	78	72.1	72.7	88.5
Los Angeles CES	9	12	10	177	201	268	58.8	58.2	50.4
Manual Arts	9	10	10	144	137	156	63.9	67.2	57.7
Marshall	18	18	17	427	427	304	53.4	63.2	53.3
Mid-City Alternative	1	1	-	3	7	-	0	0	-
Monroe	12	15	10	166	279	308	63.3	62.4	55.5
Narbonne	11	12	11	191	222	228	52.9	58.1	46.1
North Hollywood	17	18	25	535	536	916	74.8	75.0	71.0

Table E: School Report: Three-Year Summary Continued

School	Number of Subjects Given			Number of Exams Taken			Percentage of Scores 3 or Higher		
	1993	1994	1995	1993	1994	1995	1993	1994	1995
Palisades	9	10	12	188	212	224	72.9	67.9	71.4
Reseda	12	13	12	177	220	234	54.2	54.1	59.8
Roosevelt	10	10	10	307	303	364	47.9	40.3	36.3
San Fernando	12	11	7	211	230	208	54.0	66.1	53.4
San Pedro	10	11	11	140	200	255	67.9	58.5	44.9
Sherman Oaks CES	9	7	8	112	93	158	48.2	52.7	45.6
South Gate	10	10	11	332	397	342	63.6	67.8	67.0
Sylmar	9	7	9	58	111	135	56.9	70.3	66.7
Taft	16	13	16	347	429	529	72.3	73.2	60.9
University	14	11	15	352	301	352	81.5	87.7	78.4
Valley Alternative	1	3	-	2	3	-	100	100	-
Van Nuys	21	21	12	625	847	752	74.9	70.6	56.5
Venice	14	16	13	350	232	273	71.7	62.5	57.1
Verdugo Hills	6	11	8	84	70	60	26.2	24.3	30.0
Washington Preparatory	7	8	7	90	129	125	22.2	12.4	7.2
Westchester	8	11	11	135	187	203	60.7	58.8	49.8
Wilson	11	9	8	98	115	71	41.8	47.0	22.5
Dodson Middle School	1	1	1	10	9	8	30.0	44.4	50.0
Reed Middle School	4	3	2	40	39	25	87.5	71.8	88.0



LOS ANGELES UNIFIED SCHOOL DISTRICT  
SCHOOL ACCOUNTABILITY REPORT

LOCKE SENIOR HIGH

(8733)

Address: 325 E 111TH ST LOS ANGELES CALIF 90061 Phone:(213) 757-9381

AN ANNUAL REPORT TO THE COMMUNITY

Data for 1994-1995 School Year  
Issued October 1995

MESSAGE FROM THE PRINCIPAL

The School Accountability Report Card has been established by Proposition 98, an initiative passed by California voters in November 1988. The Report Card, which must be issued annually for each elementary and secondary school in the State of California provides an assessment of thirteen conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this Report Card for our school, I believe that a picture will emerge of a school dedicated to improvement, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

As a parent or other interested person for whom this Report Card was designed, you may be interested in additional information regarding the Report Card. For such information, call the school office.

Annie L. Webb *AWebb* Principal

SCHOOL PROFILE

The following school goals are achieved through the implementation of the District's curriculum:

- . Improve the academic achievement of all students
- . Improve students' self esteem
- . Improve language acquisition and development
- . Improve students' ability to apply comprehension skills across the curriculum
- . Improve students' ability to think critically and to solve problems
- . Involve students in daily speaking and writing activities across the curriculum
- . Improve test scores
- . Improve students' attendance
- . Reduce dropout rates

Our school puts forth efforts to involve parents and community in our school and to keep them informed. This is done through meetings with groups such as PTSA, School Advisory Councils, school volunteers and Adopt-A-School Partners.

GRADE CONFIGURATION: 9-12

RACIAL/ETHNIC COMPOSITION

	Am Indian Alaskan	Asian	Black Not Hispanic	Filipino	Hispanic	Pacific Islander	White	Total Enrollment
1994-95	0.1%	0.0%	55.6%	0.0%	44.1%	0.1%	0.0%	2,019
1993-94	0.0%	0.0%	50.9%	0.0%	49.0%	0.0%	0.0%	2,025
1992-93	0.0%	0.0%	52.3%	0.0%	47.4%	0.2%	0.0%	2,113

01-8733-0673

WASC 29231

SALARY AND BUDGET DATA FOR LAUSD SCHOOL ACCOUNTABILITY REPORT CARD  
1993-1994 School Year\*

	LAUSD 608,622 ADA (Average Daily Attendance)			STATE AVERAGE Large Unified Districts (More than 20,000 ADA)	
SALARY CATEGORY					
	Annual -----	Daily -----		Annual -----	Daily -----
<b>TEACHERS</b>					
Minimum	\$26,573	\$148		\$26,521	\$145
Mid-range	40,570	225		41,168	225
Highest	48,209	268		48,152	263
Average	40,460	225		DATA NOT AVAILABLE	
<b>SCHOOL ADMINISTRATORS**</b>					
Minimum	\$44,092	\$188		D A T A	
Mid-range	60,804	292		N O T	
Highest	84,550	360		A V A I L A B L E	
Average (PRINCIPAL)	68,861	316		\$66,289	\$313
<b>DISTRICT SUPERINTENDENT</b>					
	\$141,271	\$620		\$109,669	\$490

BUDGET PERCENTAGES					
<b>ADMINISTRATORS' SALARIES</b>		4.41%		5.087%	
<b>TEACHERS' SALARIES</b>		38.74%		42.62%	

\*Please note that these figures reflect salary and budget data for 1993-94 school year, as required by the State, and the figures do not include general fund expenditures for employee benefits.

\*\*Includes all school site administrators, principals, assistant principals, etc.

**1. STUDENT ACHIEVEMENT**

**COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS/U)  
School Median Percentiles**

	1994-95			1993-94			1992-93		
	GR 9	GR 10	GR 11	GR 9	GR 10	GR 11	GR 9	GR 10	GR 11
<b>READING</b>									
All students	11	12	14	14	11	12	13	13	18
* EO/IFEP	11	14	17	13	13	15	15	15	19
LEP	09	07	09	15	06	08	12	09	09
RFEP	23	22	**	**	13	18	18	17	32
<b>MATHEMATICS</b>									
All students	18	24	28	20	24	26	22	26	26
EO/IFEP	16	23	28	18	23	25	18	23	25
LEP	20	23	25	27	28	26	27	28	28
RFEP	40	35	51	42	18	41	35	46	55
<b>LANGUAGE</b>									
All students	15	17	18	18	17	19	16	20	19
EO/IFEP	16	18	19	18	18	19	15	21	21
LEP	13	12	09	15	12	14	16	14	14
RFEP	40	31	42	25	21	32	24	29	40

\*\* Group data are not reported when 19 or less students were tested.

**LEGEND**

- \* IFEP = Initially identified Fluent-English Proficient
- LEP = Limited-English Proficient
- RFEP = Redesignated Fluent-English Proficient
- EO = English only

**NUMBER OF REDESIGNATED LIMITED-ENGLISH PROFICIENT STUDENTS**

	TOTAL LEP	TOTAL REDESIGNATED
1994-95	490	119
1993-94	602	23

**STUDENT PERFORMANCE IN ACADEMIC SUBJECTS**

Department	# Classes (Spring 1995)	Grades Issued					
		A	B	C	D	F	
English	71	164 10%	262 17%	367 23%	284 18%	502 32%	
Mathematics	64	76 6%	166 14%	261 22%	262 22%	434 36%	
Science	41	123 11%	166 15%	286 27%	181 17%	318 30%	
Social Studies	35	84 9%	200 22%	256 28%	172 19%	201 22%	

**2. STUDENT ATTENDANCE**

School attendance is vital to students' achievement. The goal of our school is to continue improving attendance through a variety of programs which include: calling parents by the third day of absence, providing counseling for students, offering incentives for good and perfect attendance, establishing a bond between students and teachers, and recognizing the value and necessity of school attendance to student achievement.

WASC 29233

03-8733-0675

AVERAGE DAILY ATTENDANCE - ADA (Cumulative Year-end)			
Grade range	1994-95	1993-94	1992-93
09-12	1438	1502	1636
Ungraded	58	68	67
<b>TOTAL</b>	<b>1496</b>	<b>1570</b>	<b>1703</b>

DROPOUTS (through the 10th month enrollment)			
Grade	1993-94	1992-93	1991-92
09	273	307	238
10	201	184	203
11	142	116	128
12	59	46	55
<b>TOTAL</b>	<b>675</b>	<b>653</b>	<b>624</b>

### 3. EXPENDITURES AND SERVICES

Direct charges to schools primarily include the following:

Direct Expenditure Classification	1994 - 95 Total Direct Expenditures	Percent	Expenditures per ADA
Instruction	\$7,843,007	69%	\$4,886
Instructional support	\$970,609	9%	\$604
Pupil services	\$870,818	8%	\$542
School maintenance	\$439,200	4%	\$273
School operations	\$966,587	9%	\$602
Pupil transportation	\$249,690	2%	\$155
<b>Total</b>	<b>\$11,339,911</b>	<b>101%</b>	<b>\$7,062</b>

#### EXPLANATION OF DIRECT EXPENDITURE CLASSIFICATIONS

**INSTRUCTION:** Salaries and employee benefits of teachers and aides, textbooks, instructional materials.

**INSTRUCTIONAL SUPPORT:** Instructional and school administration, instructional media, educational television and computer assisted instruction.

**PUPIL SERVICES:** Attendance, welfare, guidance, counseling and health activities.

**SCHOOL MAINTENANCE:** Repainting, resurfacing grounds, roof repair and related equipment acquisitions and replacement.

**SCHOOL OPERATIONS:** Cleaning and utilities, gardening, trash disposal and laundry services.

**PUPIL TRANSPORTATION:** Cost of conveying pupils to and from school activities and between home and school. Does not include field trips.

WASC 29234

04-8733-0676

---

#### 4. CLASS SIZE

---

Class sizes have consistently been at or below State guidelines at every grade level.

Department	Average Class Size
English	28
Mathematics	27
Social Studies	32
Science	35

#### COURSE CONTENT/PREPARATIONS FOR SECONDARY TEACHERS

# Courses/Preparations	Number of Teachers
01 - 02	56
03 - 04	29
05 - 06	3
Over 06	0

---

#### 5. TEACHER ASSIGNMENTS

---

The following number of teachers possessed bilingual certification or language development specialist certification:

	1994-95	1993-94	1992-93
Bilingual certification	5	5	4
District A-level fluency	4	4	3
Language Development Specialist	4	3	5

There were zero assigned to classes outside their credential authorization to provide required classes for all students.

---

#### 6. TEXTBOOKS AND MATERIALS

---

The Los Angeles Unified School District has set a priority on ensuring that a sufficient number of textbooks to support the school's instructional program is available. The instructional materials are chosen primarily from the textbook list adopted by the California Department of Education.

Acquisition of educational technology and access to current additional resources to support the instructional program for all students are priorities in determining the budget expenditures.

WASC 29235

05-8733-0677

---

## 7. COUNSELING AND STUDENT SUPPORT SERVICES

---

Students at our school receive support services from a staff which includes the following:

Types of Support Services Provided	Staff Time Provided
<ul style="list-style-type: none"><li>. Nurse</li><li>. Student Attendance and Adjustment Services Counselor</li><li>. School Psychologist</li><li>. Counselors</li><li>. College Counselor</li><li>. Career Counselor</li><li>. IMPACT Team</li></ul>	<ul style="list-style-type: none"><li>. Drug Free Schools Project</li><li>. Amer-I-Can Program Volunteers</li><li>. Colors United</li><li>. One-to-One Mentoring Programs</li></ul>

---

## 8. SUBSTITUTE TEACHERS

---

This school has experienced no difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year the approximate average yearly absence for teachers was 11 day(s).

---

## 9. SCHOOL FACILITIES AND SAFETY

---

Our school makes every effort to provide a safe, clean environment for learning. Classroom space is used to support our instructional program. Emergency drills are routinely held for earthquake and fire preparedness for our students.

A five-year school enrollment history indicates the following data regarding school enrollment and operating capacity:

Year	Norm Day Enrollment	School Capacity	Number of Classrooms
1994 - 95	2,019	2,637	88
1993 - 94	2,025		
1992 - 93	2,113		
1991 - 92	2,149		
1990 - 91	2,107		

---

## 10. TEACHER EVALUATIONS

---

Teachers are evaluated on a regular basis by administrators in accordance with State and District requirements and contractual agreements. The District requires annual evaluations for provisional and probationary teachers and biennial for permanent teachers.

During the 1994-95 school year 52 teachers were evaluated.

To ensure continued development of professional skills, staff participated in the following growth opportunities:

### Types of Activities

- . Faculty meetings
- . Staff development sessions
- . Grade level/departmental meetings
- . College level courses
- . Inservice classes from District/Unit/Division
- . Conferences and/or workshops
- . New teacher training
- . School-wide focus group meetings

WASC 29236

---

## 11. DISCIPLINE AND CLIMATE FOR LEARNING

---

Our school provides a disciplined, stimulating learning climate for all students. The programs and practices to promote a positive learning environment include the following:

Types of Awards for Non-Athletic Activities	Frequency of Awards/ Number of Student Recipients
. Student Achievement	
. Attendance	
. Citizenship	
. Improved Behavior	
. Gang Free/Drug Free Awareness	
. Student Leadership/Council	

There were 122 suspensions and 5 student(s) were expelled from our school last year.

Major maintenance improvements in campus appearance to promote a positive learning environment included the following:

---

## 12. TRAINING AND CURRICULUM IMPROVEMENT

---

A continuous process for staff development and curriculum improvement is implemented by teachers and administrators at our school. Staff development activities were provided for staff:

- . Secondary Courses of Study
- . Master Plan for Limited-English Proficient Students
- . Language acquisition/development
- . Instructional strategies
- . Test data analysis
- . Grade level expectations
- . State frameworks
- . Writing process
- . Conflict resolution techniques
- . Crisis team strategies
- . Stress management

WASC 29237

07-8733-0679

---

### 13. INSTRUCTION AND LEADERSHIP

---

Each school's instructional program requires implementation of the District guidelines and courses of study which are aligned with State adopted frameworks and model curriculum guides for all grade levels and subject areas.

The activities listed below provide opportunities for staff, parents, and community involvement in order to accomplish instructional priorities:

Types of Leadership Roles	Number of Staff/Community Involved	
. Grade Level/Department Chairs	12	—
. School Advisory Council	8	27
. Bilingual/Bicultural Council	9	20
. Shared Decision Making Council	10	5

In addition, the local school leadership council is involved in shared decision making. The council is composed of the United Teachers of Los Angeles Chapter Chair, teachers, elected parents/community representatives, a classified employee representative, the principal, and at the secondary level, a student representative.

The Council determines the following matters:

- a. Staff development program
- b. Student discipline guidelines and code of student conduct
- c. Schedule of school activities, events, and special schedules
- d. Guidelines for use of school equipment
- e. Local budgetary matters

---

### 14. INSTRUCTIONAL MINUTES

---

Our school operates on the Traditional calendar offering instructional minutes equal to or exceeding the State's requirements:

<u>Grades</u>	<u>Requirements</u>	
	<u>District</u>	<u>State</u>
9-12	66,600	64,800

The number of minutes offered does not take into consideration pupil free days, minimum days or shortened days.

WASC 29238

08-8733-0680



---

15. INSTRUCTIONAL DAYS

---

Our school calendar contains 180 days, 4 of which were designated for professional development. This provided for 176 instructional days of student attendance which met or exceeded State requirements.

---

16. WORK FORCE PREPARATION (Senior High Schools only)

---

The senior high schools in Los Angeles Unified School District prepare students to enter the work force. The school:

- . provides instructional programs that foster the acquisition and growth of work-readiness skills on the part of the students
- . measures the success of its efforts to prepare students for the work force
- . meets the needs of special student populations in regard to their preparation to enter the work force.

WASC 29239

For additional information, please contact Mrs. Annie Webb, Principal at  
(213) 757-9381.

09-8733-0681

CI 17

## Staff Assignment Report by Teacher - Locke Senior Hi

2/01/96

STAFF NAME	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ANDERSON, S.J.		AS Class 9209 CONF/PREP PER Room CONF	AS Class 2432 WOOD IND 1B Room S-3	AS Class 2433 WOOD CAB 2B Room S-3	AS Class 2434 WOOD CAB 2B Room S-3	AS Class 2435 WOOD IND 1B Room S-3	AS Class 2436 WOOD IND 1B Room S-3
ANDERSON, S.J. (cont'd)				AS Class 3433 WOOD IND 1B Room S-3	AS Class 3434 WOOD IND 1B Room S-3		
ANDERSON-HARRIS,		AS Class 2621 ADV PE 1B Room G-AW	AS Class 2622 ADV PE 1B Room G-AW	AS Class 2623 AEROBICS Room G-AW	AS Class 2624 AEROBICS Room G-AW	AS Class 9210 CONF/PREP PER Room CONF	AS Class 2626 SOFTBALL Room G-AW
ANDREWS, R.J.	AS Class 2600 HARMONY 1B Room M-9	AS Class 2601 WLD OF MUSIC Room M-9	AS Class 2602 CHORUS SH B Room M-9	AS Class 2603 KEYBOARD 1B Room M-9	AS Class 2604 KEYBOARD 1B Room M-9	AS Class 2605 WLD OF MUSIC Room M-9	AS Class 9211 CONF/PREP PER Room CONF
ANDREWS, R.J. (cont'd)	AS Class 3600 HARMONY 2B Room M-9						
ANDREWS, R.J. (cont'd)	AS Class 5600 KEYBOARD 2B Room M-9						
BAMBRICK, W.		AS Class 9211 ENGLISH 9B Room 108	AS Class 9212 CONF/PREP PER Room CONF	AS Class 2213 ENGLISH 9B Room 108	AS Class 2214 ENGLISH 9B Room 108	AS Class 2215 ENGLISH 9B Room 108	AS Class 2216 AM LIT COMP Room 108
BARTLETT, J.		AS Class 2201 AM LIT COMPISH Room 115	AS Class 2202 AM LIT COMPISH Room 115	AS Class 2203 AM LIT COMP Room 115	AS Class 2204 CONTEMP COMP Room 115 15H	AS Class 2205 CONTEMP COMP Room 115	AS Class 9213 CONF/PREP PER Room CONF
BENJAMIN, KG		AS Class 2101 SAMPLE MAKER Room 231	AS Class 2102 SAMPLE MAKER Room 231	AS Class 2103 SAMPLE MAKER Room 231	AS Class 2104 SAMPLE MAKER Room 231	AS Class 2105 SAMPLE MAKER Room 231	AS Class 2106 SAMPLE MAKER Room 231
BROADOUS, G.		AS Class 2611 BEG BAND B Room M-8	AS Class 2612 BEG BAND B Room M-8	AS Class 8901 CONF/PREP PER Room CONF	AS Class 2614 INSTR ENG B Room M-8	AS Class 2615 ADV BAND B Room M-8	AS Class 2616 INSTR ENG B Room M-8
BROADOUS, G. (cont'd)					AS Class 4614 BEG BAND B Room M-8		
BROWN, J.		AS Class 2181 SPANISH 1B Room 219	AS Class 9277 CONF/PREP PER Room CONF	AS Class 2183 SPANISH 1B Room 219	AS Class 2184 SPANISH 1B Room 219	AS Class 2185 SPANISH 2B Room 219	AS Class 2186 SPANISH 1B Room 219
BURNS-SYKES, E.		AS Class 2311 HEALTH SH 15H Room 302	AS Class 2312 HEALTH SH 15H Room 302	AS Class 2313 HEALTH SH 15H Room 302	AS Class 2944 LEADER SH B Room 302	AS Class 9283 CONF/PREP PER Room CONF	AS Class 2316 DENTAL ASSIST Room CDC
CAREY, M.		AS Class 2261 ENGLISH 9B 15H Room 117	AS Class 2262 ENGLISH 9B 15H Room 117	AS Class 2263 EXPOS COMP Room 117	AS Class 9260 CONF/PREP PER Room CONF	AS Class 2265 ENGL 9B 15H Room 117	AS Class 2266 ENGLISH 9B 15H Room 117
CARVAJAL, B.		AS Class 2061 LAPL 3 1BS Room 239	AS Class 9320 CONF/PREP PER Room CONF	AS Class 3493 ED C PLAN 11BS Room 239	AS Class 2014 WORLD HIST B Room 239 1BS	AS Class 2015 WORLD HIST B Room 239 1BS	AS Class 2016 WORLD HIST B Room 239 1BS
CARVAJALES, B. (cont'd)		AS Class 3061 LAPL 4 1BS Room 239					
CHAIT, S.		AS Class 2631 MOD DANCE Room G-SC	AS Class 2632 MOD DANCE Room G-SC	AS Class 2633 MOD DANCE Room G-SC	AS Class 2634 ADV PE 1B Room G-SC	AS Class 2635 ADV PE 1B Room G-SC	AS Class 3496 ED C PLAN 1 Room 226
COPIUS, WE.		AS Class 3611 JROTC NAV 3/4 Room B14A	AS Class 3612 JROTC NAV 3/4 Room B14A	AS Class 9218 CONF/PREP PER Room CONF	AS Class 3614 JROTC NAV 3/4 Room B14A	AS Class 3615 JROTC NAV 3/4 Room B14A	AS Class 3616 JROTC NAV 3/4 Room B14A
CORNFIELD, R.		AS Class 7101 AP SEC STU SER Room OF-5					
COX, S.		AS Class 2811 S MATH 9B Room 241	AS Class 2812 S MATH 9B Room 241	AS Class 2813 S MATH 9B Room 241	AS Class 2814 S MATH 9B Room 241	AS Class 5952 CONF/PREP PER Room CONF	AS Class 2646 TEAM SPORTS Room G-SC

WASC 29240

CL17

## Staff Assignment Report by Teacher - Locke Senior Hi

2/01/96

STAFF NAME	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
COX, S (cont'd)		AS Class 3811 S BASIC MATH B Room 241	AS Class 3812 S BASIC MATH B Room 241	AS Class 3813 S BASIC MATH B Room 241	AS Class 3814 S BASIC MATH B Room 241		
COX, S (cont'd)		AS Class 5811 S H S MATH B Room 241					
CRAWFORD, W		AS Class 3801 S ENGLISH 9B Room 218	AS Class 5802 S ENGLISH 9B Room 218	AS Class 4803 S PHYS SCI B Room 218	AS Class 2804 S ENGLISH 9B Room 218	AS Class 2665 ADV PE 1B Room G-WC	AS Class 5987 CONF/PREP PER Room CONF
CRAWFORD, W (cont'd)		AS Class 4801 S ENGLISH 10B Room 218	AS Class 6802 S ENGLISH 10B Room 218		AS Class 3804 S ENGLISH 10B Room 218		
CRAWFORD, W (cont'd)		AS Class 7801 BOOK PLEAS 11H Room 218	AS Class 7802 S CONTEMP COM Room 218		AS Class 6804 BOOK PLEAS 11H Room 218		
CRAWFORD, W (cont'd)					AS Class 7804 S CONTEMP COM Room 218		
CRAWFORD, W (cont'd)					AS Class 8904 S PRACT WRIT Room 218		
CRUMBINE, M		AS Class 9292 DEAN Room DEAN	AS Class 9293 DEAN Room DEAN	AS Class 9294 DEAN Room DEAN	AS Class 9295 DEAN Room DEAN	AS Class 9296 DEAN Room DEAN	AS Class 5997 DEAN Room DEAN
DAVENPORT, D		AS Class 7140 SEC COUNSELOR Room OF-3	AS Class 7141 SEC COUNSELOR Room OF-3	AS Class 7142 SEC COUNSELOR Room OF-3	AS Class 7143 SEC COUNSELOR Room OF-3	AS Class 7144 SEC COUNSELOR Room OF-3	AS Class 7145 SEC COUNSELOR Room OF-3
DAVIS, C	AS Class 4600 JROTC NAV 1B Room B14C	AS Class 3671 JROTC NAV 3/4 Room B14C	AS Class 3672 JROTC NAV 1B Room B14C	AS Class 3673 JROTC NAV 3/4 Room B14C	AS Class 9208 CONF/PREP PER Room CONF	AS Class 3675 JROTC NAV 2B Room B14C	
DAVIS, C (cont'd)	AS Class 6600 JROTC NAV 2B Room B14C						
DAVIS, C (cont'd)	AS Class 7600 JROTC NAV 3/4 Room B14C						
DAVIS, T	AS Class 2400 DRIVER ED Room 100	AS Class 7146 DROPOUT CORD Room 113	AS Class 7147 DROPOUT CORD Room 113	AS Class 7148 DROPOUT CORD Room 113	AS Class 7149 DROPOUT CORD Room 113	AS Class 7150 DROPOUT CORD Room 113	AS Class 7151 DROPOUT CORD Room 113
DAVIS, T (cont'd)	AS Class 3400 DRIVER ED Room 100						
DE LEON, M		AS Class 2131 WORD PROCESS Room 106	AS Class 2132 WORD PROCESS Room 106	AS Class 2133 WORD PROCESS Room 106	AS Class 2134 WORD PROCESS Room 106	AS Class 2135 WORD PROCESS Room 106	AS Class 2136 WORD PROCESS Room 106
DE LEON, M (cont'd)				AS Class 3133 OFF CAR BANKIN Room 106	AS Class 3134 OFF CAR BANKIN Room 106		
DE SHAY, SG		AS Class 2221 EXPOS COMP Room 119	AS Class 2222 EXPOS COMP Room 119	AS Class 2223 JOURNALISM 1B Room 119	AS Class 9221 CONF/PREP PER Room CONF	AS Class 2225 AM LIT COMP Room 119	AS Class 2226 AM LIT COMP Room 119
DE SHAY, SG (cont'd)				AS Class 3223 MODERN LIT ISH Room 119			WASC 29241
DRENCKHANN, JK		AS Class 7131 COMPUTER LAB Room 203	AS Class 7133 COMPUTER LAB Room 203	AS Class 7125 COMPUTER LAB Room 203	AS Class 7128 COMPUTER LAB Room 203	AS Class 7129 COMPUTER LAB Room 203	AS Class 7130 COMPUTER LAB Room 203
DUNCAN, D		AS Class 2701 CHEMISTRY BISH Room 303	AS Class 2702 CHEMISTRY B Room 303	AS Class 9223 CONF/PREP PER Room CONF	AS Class 2704 PHYSICS B Room 303	AS Class 3135 COMP PROG 1B Room 303	AS Class 2706 CHEMISTRY BISH Room 303

CL17

## Staff Assignment Report by Teacher - Locke Senior Hi

2/01/96

STAFF NAME	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
JOHNSON, R.J.		AS Class 2751 BIOLOGY B Room 310	AS Class 2752 BIOLOGY B Room 310	AS Class 2753 BIOLOGY B Room 310	AS Class 2754 BIOLOGY B Room 310	AS Class 9240 CONF/PREP PER Room CONF	AS Class 2656 VOLLEYBALL Room G-RJ
JOHNSON, T					AS Class 2954 GEN WRK EXP Room B-6		
JOHNSON, T (cont'd)					AS Class 3954 GEN WRK EXP Room B-6		
JOHNSON, TH		AS Class 7158 CAREER ADVISOR Room B-6	AS Class 7159 CAREER ADVISOR Room B-6	AS Class 7160 CAREER ADVISOR Room B-6	AS Class 7161 CAREER ADVISOR Room B-6	AS Class 2955 GEN WRK EXP Room B-6	AS Class 2956 GEN WRK EXP Room B-6
JOHNSON, TH (cont'd)						AS Class 3955 *ROP Offsite Room B-6	AS Class 3956 *ROP Offsite Room B-6
JOHNSON, TH (cont'd)						AS Class 7162 CAREER ADVISOR Room B-6	AS Class 7163 CAREER ADVISOR Room B-6
JONES, W		AS Class 3841 FUNCT MATH Room 212	AS Class 3842 SAFFTY COMM Room 212	AS Class 3843 SELF-CARE Room 212	AS Class 3844 CON AWARE Room 212	AS Class 3845 HOBBIFFS Room 212	AS Class 9243 CONF/PREP PER Room CONF
KAPANY, GS		AS Class 2564 CONF/PREP PER Room CONF	AS Class 2562 MATH 9B Room 318	AS Class 2563 MATH 9B ISH Room 318	AS Class 2564 MATH 9B Room 318	AS Class 2565 MATH 9B Room 318	AS Class 2566 MATH 9B Room 318
KAPANY, GS (cont'd)			AS Class 3562 BASIC MATH B Room 318	AS Class 3563 BASIC MATH B Room 318 ISH	AS Class 3564 BASIC MATH B Room 318	AS Class 3565 BASIC MATH B Room 318	AS Class 3566 BASIC MATH B Room 318
KFENE, I		AS Class 2021 BIOLOGY B ISB Room 312	AS Class 9246 CONF/PREP PER Room CONF	AS Class 2023 HEALTH SH ISB Room 312	AS Class 2754 BIOLOGY B ISH Room 312	AS Class 2025 BIOLOGY B ISB Room 312	AS Class 2756 BIOLOGY B ISH Room 312
KEITH, J		AS Class 2911 SERVICE SH B Room H08S	AS Class 2912 SERVICE SH B Room H08S	AS Class 2913 SERVICE SH B Room H08S	AS Class 2914 SERVICE SH B Room H08S	AS Class 2915 SERVICE SH B Room H08S	AS Class 2916 SERVICE SH B Room H08S
KEITH, J (cont'd)		AS Class 7188 COORD ST DATA Room COMP	AS Class 7187 COORD ST DATA Room COMP	AS Class 7190 COORD ST DATA Room COMP	AS Class 7191 COORD ST DATA Room COMP	AS Class 7192 COORD ST DATA Room COMP	AS Class 7193 COORD ST DATA Room COMP
KIMBLE, GS		AS Class 9318 CONF/PREP PER Room CONF	AS Class 2882 S AMER LIT COM Room 102	AS Class 2863 S ENGLISH 9B Room 102	AS Class 2924 YEARBOOK SH B Room 102	AS Class 2875 S ENGLISH 10B Room 102	AS Class 2876 S AMER LIT COM Room 102
KIMBLE, GS (cont'd)			AS Class 3862 S CONTEMP COM Room 102	AS Class 2873 S ENGLISH 10B Room 102		AS Class 2885 S ENGLISH 9B Room 102	AS Class 2886 S ENGLISH 9B Room 102
KIMBLE, GS (cont'd)			AS Class 3872 S ENGLISH 9B Room 102			AS Class 2895 S CONTEMP COM Room 102	AS Class 2896 S ENGLISH 10B Room 102
KIMBLE, GS (cont'd)			AS Class 3892 S ENGLISH 10B Room 102			AS Class 3865 S AMER LIT COM Room 102	AS Class 3866 S BOOK PLEAS Room 102
KIMBLE, GS (cont'd)						AS Class 3885 BOOK PLEAS ILL Room 102	AS Class 3886 S CONTEMP COM Room 102
KLAPP, ML		AS Class 2731 ADV PH SCI B Room 309	AS Class 2732 ADV PH SCI B Room 309 ISH	AS Class 9242 CONF/PREP PER Room CONF	AS Class 2734 ADV PH SCI B Room 309	AS Class 2375 HEALTH SH ISH Room 309	AS Class 2736 ADV PH SCI B Room 309 ISH
KRAYCHAK, J		AS Class 3701 WORLD HIST B Room 208 ISH	AS Class 3702 US HISTORY B Room 208 ISH	AS Class 3703 US HISTORY B Room 208 ISH	AS Class 3704 WORLD HIST B Room 208 ISH	AS Class 9248 CONF/PREP PER Room CONF	AS Class 3706 WORLD HIST B Room 208 ISH
LFE, J		AS Class 2661 ADV PE 1B Room G-A	AS Class 2662 ADV PE 1B Room G-A	AS Class 2663 ADV PE 1B Room G-A	AS Class 2664 ADV PE 1B Room G-A	AS Class 5989 CONF/PREP PER Room CONF	AS Class 2666 TRACK FIELD Room G-A

WASC 29242

CL17

## Staff Assignment Report by Teacher - Locke Senior Hi

2/01/96

STAFF NAME	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
DURKAN, D (cont'd)						AS Class 4135 COMP PROC 2R Room 303	
EJIOFOR, GN		AS Class 9308 HEALTH OFFICE Room OF-8	AS Class 9309 HEALTH OFFICE Room OF-8	AS Class 9310 HEALTH OFFICE Room OF-8	AS Class 9311 HEALTH OFFICE Room OF-8	AS Class 9312 HEALTH OFFICE Room OF-8	AS Class 9313 HEALTH OFFICE Room OF-8
FAMELI, JC		AS Class 2511 MATH 9B 1BS Room 311	AS Class 2512 MATH 9B 1BS Room 311	AS Class 2513 MATH 9B 1SH Room 311	AS Class 9321 CONF/PREP PER Room CONF	AS Class 2505 MATH 9B 1BS Room 311	AS Class 2516 MATH 9B 1BS Room 311
FAMELI, JC (cont'd)		AS Class 3511 BASIC MATH B Room 311 1BS	AS Class 4562 INTRO MATH B Room 311 1BS	AS Class 3513 BASIC MATH B Room 311 1SH		AS Class 3545 BASIC MATH B Room 311 1BS	AS Class 3516 BASIC MATH B Room 311 1BS
FUKUDA, D		AS Class 2451 GRAPH ART 2B Room S-5	AS Class 2452 GRAPH ART 2B Room S-5	AS Class 2453 GRAPH ART 1B Room S-5	AS Class 2454 GRAPH ART 1B Room S-5	AS Class 9319 CONF/PREP PER Room CONF	AS Class 7132 ATHLETIC DIR Room OF-6
GALLAHER, DM		AS Class 2501 MATH ANAL Y A Room 304 1SH	AS Class 2532 ALGEBRA 2R 1SH Room 304	AS Class 2533 ALGEBRA 2R 1SH Room 304	AS Class 9228 CONF/PREP PER Room CONF	AS Class 2535 GEOMETRY B 1SH Room 304	AS Class 2536 GEOMETRY B 1SH Room 304
GARDINER, WC		AS Class 9229 CONF/PREP PER Room CONF	AS Class 3852 SAFETY COMM Room 212	AS Class 3853 SELF-CARE Room 212	AS Class 3854 CON AWARE Room 212	AS Class 3855 MEAL PREP Room 214	AS Class 3856 LETS GAMES Room 212
GARRETT-TAYLOR, I.		AS Class 2541 ALGEBRA 1R 1SH Room 316	AS Class 2542 ALGEBRA 1R Room 316	AS Class 2543 ALGEBRA 1R Room 316	AS Class 5988 CONF/PREP PER Room 316	AS Class 9231 OTHER: COORD Room 316	AS Class 2926 OTHER: COORD Room 316
GRIFFIN, S		AS Class 2791 WORLD HIST B Room 202	AS Class 2792 WORLD HIST B Room 202	AS Class 2793 WORLD HIST B Room 202	AS Class 9314 CONF/PREP PER Room CONF	AS Class 2795 WORLD HIST B Room 202	AS Class 2796 MEDIA 5H B Room 202
GROSS, G		AS Class 8902 RES SPECIALIST Room 216	AS Class 8903 RES SPECIALIST Room 216	AS Class 8904 RES SPECIALIST Room 216	AS Class 8905 RES SPECIALIST Room 216	AS Class 8906 RES SPECIALIST Room 216	AS Class 8907 RES SPECIALIST Room 216
GULDSETH, JN		AS Class 2721 BIOLOGY B Room 325	AS Class 9232 CONF/PREP PER Room CONF	AS Class 2723 BIOLOGY B Room 325	AS Class 2724 BIOLOGY B Room 325	AS Class 2725 BIOLOGY B Room 325	AS Class 2726 BIOLOGY B Room 325
HAWKINS, M		AS Class 2941 S HEALTH Room 222	AS Class 5991 CONF/PREP PER Room CONF	AS Class 2943 S LIFE SCI B Room 222	AS Class 2844 S LIFE SCI B Room 222	AS Class 2945 S LIFE SCI B Room 222	AS Class 2806 S HEALTH Room 222
HAWKINS, M (cont'd)					AS Class 5844 S HEALTH Room 222	AS Class 2865 S PHYS SCI B Room 222	AS Class 2866 S LIFE SCI B Room 222
HIGGINS, G		AS Class 2711 ADV PH SCI B Room 306 1SH	AS Class 2712 ADV PH SCI B Room 306 1SH	AS Class 2713 ADV PH SCI B Room 306	AS Class 2714 ADV PH SCI B Room 306 1SH	AS Class 2715 ADV PH SCI B Room 306	AS Class 2716 ADV PH SCI B Room 306
HILBURN, OR		AS Class 2231 H CONTEMP COMP Room 205 1H	AS Class 2232 H CONTEMP COMP Room 205 1H	AS Class 2233 ENGLISH 10B 1SH Room 205	AS Class 9323 CONF/PREP PER Room CONF	AS Class 2235 ENGLISH 10B Room 205	AS Class 2236 DRAMA B Room 205
HILBURN, OR (cont'd)							AS Class 4235 PLAY PROD B Room 205
HOPWOOD, M		AS Class 7107 ASSIS PRINC Room OF-6					
HORNE, BR		AS Class 8207 DEAN Room DEAN	AS Class 8208 DEAN Room DEAN	AS Class 8209 DEAN Room DEAN	AS Class 9235 DEAN Room DEAN	AS Class 9236 DEAN Room DEAN	AS Class 9237 DEAN Room DEAN
JACKSON, M		AS Class 2651 ADV PE 1R Room G-MJ	AS Class 2652 ADV PE 1R Room G-MJ	AS Class 2653 ADV PE 1R Room G-MJ	AS Class 2654 BASKETBALL Room G-MJ	AS Class 2655 ADV PE 1B Room G-MJ	AS Class 9315 CONF/PREP PER Room CONF
JACKSON-GEE, B		AS Class 7152 PERKINS COUNS Room 102A	AS Class 7153 PERKINS COUNS Room 102A	AS Class 7154 PERKINS COUNS Room 102A	AS Class 7155 PERKINS COUNS Room 102A	AS Class 7156 PERKINS COUNS Room 102A	AS Class 7157 PERKINS COUNS Room 102A

WASC 29243

CL17

## Staff Assignment Report by Teacher - Locke Senior Hi

2/01/96

STAFF NAME	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
LEW, AM		AS Class 2381 HEALTH SH Room 301	AS Class 3492 FD C PLAW 11SH Room 301	AS Class 2383 HEALTH SH Room 301	AS Class 2384 HEALTH SH 1SH Room 301	AS Class 5990 CONF/PREP PER Room CONF	AS Class 2636 BASEBALL 11J Room G-AL
LOCKREM, M		AS Class 2581 MATH 9B Room 320	AS Class 9250 CONF/PREP PER Room CONF	AS Class 2583 MATH 9B Room 320	AS Class 2584 MATH 9B Room 320	AS Class 2585 MATH 9B Room 320	AS Class 2586 MATH 9B 1SH Room 320
LOCKREM, M (cont'd)		AS Class 3581 BASIC MATH B Room 320		AS Class 3583 BASIC MATH B Room 320	AS Class 3584 BASIC MATH B Room 320	AS Class 3585 BASIC MATH B Room 320	AS Class 3586 BASIC MATH B Room 320 1SH
LOSHIN, GS		AS Class 3711 GOVT Room 215	AS Class 9316 CONF/PREP PER Room CONF	AS Class 3713 WORLD HIST B Room 215	AS Class 3714 GOVT Room 215	AS Class 3715 GOVT Room 215	AS Class 9317 PUBLIC RELATIO Room 215
LYONS, LI		AS Class 2041 ESL 2 Room 224	AS Class 2042 ESL 2 Room 224	AS Class 9251 CONF/PREP PER Room CONF	AS Class 2164 SPANISH 1B Room 224	AS Class 2165 SPANISH 2B Room 224	AS Class 2166 SPANISH 1B Room 224
LYONS, LI (cont'd)		AS Class 3041 ESL 2B Room 224	AS Class 3042 ESL 2B Room 224				
LYONS, LI (cont'd)		AS Class 4041 ESL 2A Room 224	AS Class 4042 ESL 2A Room 224				
MANDELL, JA		AS Class 7182 SEC COUNSELOR Room B-6	AS Class 7183 SFC COUNSELOR Room B-6	AS Class 7184 SFC COUNSELOR Room B-6	AS Class 7185 COUNSELOR, COL Room B-6	AS Class 7186 COUNSELOR, COL Room B-6	AS Class 7187 COUNSELOR, COL Room B-6
MANDELL, JA (cont'd)		AS Class 9003 COL COUNSELOR Room B-6	AS Class 9005 COL COUNSELOR Room B-6	AS Class 9006 COL COUNSELOR Room B-6	AS Class 9000 SEC COUNSELOR Room B-6	AS Class 9001 SFC COUNSELOR Room B-6	AS Class 9002 SEC COUNSELOR Room B-6
MC CONNELL, L		AS Class 2051 ESL 4 Room 206	AS Class 2052 ESL COMP 4 Room 206	AS Class 2053 ESL 3 Room 206	AS Class 2054 ESL PREP 3 Room 206	AS Class 2055 ESL 1 Room 206	AS Class 2056 ESL 1 Room 206
MC CONNELL, L (cont'd)						AS Class 4055 ESL 1A Room 206	AS Class 4056 ESL 1A Room 206
MC CONNELL, L (cont'd)						AS Class 5055 ESL 1B Room 206	AS Class 5056 ESL 1B Room 206
MC CONNELL, L (cont'd)						AS Class 6055 INTRO ESL B Room 206	AS Class 6056 INTRO ESL B Room 206
MC CONNELL, L (cont'd)						AS Class 7055 INTRO ESL C Room 206	AS Class 7056 INTRO ESL C Room 206
MC GEEH, E		AS Class 7113 ASSIS PRINC Room OF-6					
MC GRAY, GR		AS Class 3721 WORLD HIST B Room 210	AS Class 3722 US HISTORY B Room 210	AS Class 9252 CONF/PREP PER Room CONF	AS Class 3724 WORLD HIST B Room 210	AS Class 3725 WORLD HIST B Room 210 1SH	AS Class 3726 US HISTORY B Room 210
MORONEY, CA		AS Class 3751 US HISTORY B Room 225	AS Class 2252 CONTEMP COMP Room 225 1SH	AS Class 9258 CONF/PREP PER Room CONF	AS Class 2254 WORLD HIST B Room 225 1SH	AS Class 2255 ENGLISH 9B Room 225	AS Class 2256 ENGLISH 9B Room 225
MORRIS							AS Class 3666 TRACK FIELD Room G-AM
MOSS, IV		AS Class 2821 S MATH 9B Room 101	AS Class 2822 S LIFE SCI B Room 101 10H	AS Class 2823 S WLD HIST B Room 101	AS Class 2824 S ENGLISH 10B Room 101 10H	AS Class 2825 S AM LIT COMP Room 101 10H	AS Class 9259 CONF/PREP PER Room CONF
MOSS, IV (cont'd)		AS Class 3821 S BASIC MATH B Room 101	AS Class 3822 PHYS SCI B 10H Room 101	AS Class 3823 S BASIC MATH B Room 101	AS Class 3824 S ENGLISH 9B Room 101	AS Class 3825 S ENGLISH 9B Room 101	

WASC 29244

STAFF NAME	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
MOSS, DV (cont'd)		AS Class 5821 PHYS SCI B 10H Room 101	AS Class 5822 S HEALTH Room 101	AS Class 5823 S US HIST 10H Room 101	AS Class 5824 S CONTEMP COM Room 101 10H	AS Class 5825 S ENGLISH 10B Room 101 10H	
MOSS, DV (cont'd)		AS Class 6821 S BOOK PLEASE Room 101 10H		AS Class 5833 S GOVT ECON B Room 101 10H	AS Class 7824 S BOOK PLEASE Room 101 10H		
MUND, PA		AS Class 8701 SEC COUNSELOR Room OFF3	AS Class 8702 SEC COUNSELOR Room OFF3	AS Class 8703 SEC COUNSELOR Room OFF3	AS Class 8704 SEC COUNSELOR Room OFF3	AS Class 8705 SEC COUNSELOR Room OFF3	AS Class 8706 SEC COUNSELOR Room OFF3
MUND, PA (cont'd)		AS Class 8711 PEER COUNSEL Room B-6	AS Class 8712 PEER COUNSEL Room B-6	AS Class 8713 PEER COUNSEL Room B-6	AS Class 8714 PEER COUNSEL Room B-6	AS Class 8715 PEER COUNSEL Room B-6	AS Class 8716 PEER COUNSEL Room B-6
MURPHY, PA		AS Class 2271 ENGLISH 9B Room 123	AS Class 2272 ENGLISH 9B Room 123	AS Class 2273 ENGLISH 9B Room 123	AS Class 2274 ENGLISH 9B Room 123	AS Class 9253 CONF/PREP PER Room CONF	AS Class 2276 ENGLISH 9B Room 123
HAUGHTON, J		AS Class 2281 ENGLISH 9B Room 223	AS Class 2282 ENGLISH 10B/ISH Room 223	AS Class 9263 CONF/PREP PER Room CONF	AS Class 2284 ENGLISH 9B 1SH Room 223	AS Class 2285 ENGLISH 10B/ISH Room 223	AS Class 2286 ENGLISH 10B/ISH Room 223
NAHMAN, T		AS Class 2291 AP ENG LIT B Room 121 1SH	AS Class 2292 AP ENG LIT B Room 121 1SH	AS Class 2293 B COMM SK SH Room 121	AS Class 9264 CONF/PREP PER Room CONF	AS Class 9306 TESTING COORD Room 121	AS Class 9307 TESTING COORD Room 121
NEAL, S		AS Class 9265 COORD BIL/ESL Room 111	AS Class 9266 COORD BIL/ESL Room 111	AS Class 9267 COORD BIL/ESL Room 111	AS Class 9241 COORD BIL/ESL Room 111	AS Class 7961 COORD BIL/ESL Room 111	AS Class 9245 COORD BIL/ESL Room 111
NEWBY, LA		AS Class 3628 CONF/PREP PER Room CONF	AS Class 3622 JROTC NAV 1B Room B14B	AS Class 3623 JROTC NAV 1B Room B14B	AS Class 3624 JROTC NAV 1B Room B14B	AS Class 3625 JROTC NAV 1B Room B14B	AS Class 3626 JROTC NAV 1B Room B14B
MCWY, LA (cont'd)			AS Class 4622 JROTC NAV 2B Room B14B	AS Class 4623 JROTC NAV 2B Room B14B	AS Class 4624 JROTC NAV 2B Room B14B	AS Class 4625 JROTC NAV 2B Room B14B	AS Class 3626 JROTC NAV 2B Room B14B
ORTON, GE		AS Class 2591 ALGEBRA 2B 1SH Room 331	AS Class 2592 ALGEBRA 1B Room 331	AS Class 2593 ALGEBRA 1B Room 331	AS Class 2594 ALGEBRA 2A 1SH Room 331	AS Class 2595 ALGEBRA 1B Room 331	AS Class 9269 CONF/PREP PER Room CONF
OXLEY, R		AS Class 2491 ED C PLAN 11SH Room B-2	AS Class 2492 ED C PLAN 11SH Room B-2	AS Class 2493 ED C PLAN 11SH Room B-2	AS Class 2744 BIOLOGY B 1SH Room 308	AS Class 9270 CONF/PREP PER Room CONF	AS Class 2676 BASEBALL 1V Room G-RO
PALMER, B		AS Class 2241 ENGLISH 10B Room 213	AS Class 2242 ENGLISH 10B Room 213	AS Class 2243 EXPOS COMP Room 213	AS Class 2244 EXPOS COMP Room 213	AS Class 2245 EXPOS COMP Room 213	AS Class 9206 CONF/PREP PER Room CONF
PERRY, G		AS Class 7164 CHAP I COUNS Room 111 1SP	AS Class 7165 CHAP I COUNS Room 111 1SP	AS Class 7166 CHAP I COUNS Room 111 1SP	AS Class 7167 CHAP I COUNS Room 111 1SP	AS Class 7168 CHAP I COUNS Room 111 1SP	AS Class 7169 CHAP I COUNS Room 111 1SP
PETERS, EH		AS Class 2761 BIOLOGY B 1SH Room 307	AS Class 2762 BIOLOGY B Room 307	AS Class 5994 CONF/PREP PER Room CONF	AS Class 2764 BIOLOGY B Room 307	AS Class 2765 BIOLOGY B 1SH Room 307	AS Class 2766 BIOLOGY B 1SH Room 307
POYDRAS, BJ		AS Class 3201 ENGLISH 9B 1SH Room 217	AS Class 3202 CONTEMP COMP Room 217 1SH	AS Class 3203 RADIO TV B Room 217	AS Class 9305 CONF/PREP PER Room CONF	AS Class 3205 SPEECH B Room 217	AS Class 3206 PERS AN MOD Room 217
POYDRAS, BJ (cont'd)						AS Class 4205 THEA ART HK Room 217	AS Class 4206 SPEECH B Room 217
PURSLEY, CV		AS Class 2171 SPAN SP 1B Room 235	AS Class 2172 SPAN SP 1B Room 235	AS Class 2173 SPAN SP 2B Room 235	AS Class 9272 CONF/PREP PER Room CONF	AS Class 2175 AP SPAN LANG B Room 235	AS Class 2176 AP SPAN LANG B Room 235
RAMBO, N		AS Class 3211 CONTEMP COMP Room 110	AS Class 3212 ENGLISH 10B/ISH Room 110	AS Class 3213 ENGLISH 10B Room 110	AS Class 9273 CONF/PREP PER Room CONF	AS Class 3215 ENGLISH 10B Room 110	AS Class 3216 CONTEMP COMP Room 110 1SH
ROBINSON, EC		AS Class 9286 DEAN Room DEAN	AS Class 9287 DEAN Room DEAN	AS Class 9288 DEAN Room DEAN	AS Class 9290 DEAN Room DEAN	AS Class 9291 DEAN Room DEAN	AS Class 3606 BOR DYN Room G-ER

WASC 29245

CL17

## Staff Assignment Report by Teacher - Locke Senior Hi

2/01/96

STAFF NAME	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
ROCHA, JA		AS Class 3221 MODERN LIT ISH Room 237	AS Class 3222 MODERN LIT ISH Room 237	AS Class 4493 ED C PLAN I ISH Room 237	AS Class 3224 ENGLISH 10B Room 237	AS Class 9274 CONF/PREP PER Room CONF	AS Class 3226 ENGLISH 10B Room 237
ROONEY-CARTER, J		AS Class 9276 CONF/PREP PER Room CONF	AS Class 3242 ENGLISH 10B Room B-1	AS Class 3243 CONTEMP COMP Room B-1	AS Class 3244 ENGLISH 10B Room B-1	AS Class 3245 ENGLISH 10B Room B-1	AS Class 3246 ENGLISH 10B Room B-1
SMILEY, J		AS Class 3501 MATH 9B Room 315	AS Class 3502 MATH 9B Room 315	AS Class 3503 MATH 9B Room 315	AS Class 3504 MATH 9B Room 315	AS Class 3505 MATH 9B ISH Room 315	AS Class 5995 CONF/PREP PER Room CONF
SMILEY, J (cont'd)		AS Class 3521 BASIC MATH B Room 315	AS Class 3522 BASIC MATH B Room 315	AS Class 3523 BASIC MATH B Room 315	AS Class 3524 BASIC MATH B Room 315	AS Class 3525 BASIC MATH B Room 315 ISH	
SMITH, BP		AS Class 9205 CONF/PREP PER Room CONF	AS Class 2142 TYPING B Room 104	AS Class 2143 ACCOUNTING B Room 104	AS Class 2144 OFC TECH B Room 104	AS Class 2145 TYPING A Room 104	AS Class 2146 TYPING B Room 104
SPARKS, R		AS Class 9281 CONF/PREP PER Room 314	AS Class 9271 OTHER: COORD Room 314	AS Class 9275 OTHER: COORD Room 314	AS Class 4534 ALGEBRA 1B Room 314	AS Class 3535 ALGEBRA 1A ISH Room 314	AS Class 3536 ALGEBRA 1B Room 314
ST. CYR, SA		AS Class 2641 ADAP PHYS ED Room G-55	AS Class 2642 ADAP PHYS ED Room G-55				
STARKEY, N		AS Class 2121 PHOTO 2B Room 319	AS Class 2122 PHOTO 2B Room 319	AS Class 2123 PHOTO 2B Room 319	AS Class 2124 PHOTO 2B Room 319	AS Class 2125 PHOTO 2B Room 319	AS Class 2126 PHOTO 2B Room 319
STARKEY, N (cont'd)		AS Class 3121 PHOTO 1B Room 319	AS Class 3122 PHOTO 1B Room 319	AS Class 3123 PHOTO 1B Room 319	AS Class 3124 PHOTO 1B Room 319	AS Class 3125 PHOTO 1B Room 319	AS Class 3126 PHOTO 1B Room 319
STROUD, C		AS Class 2421 INF STU LAB B Room CDC1	AS Class 2422 INF STU LAB B Room CDC1	AS Class 2423 FOODS NUTR Room 214	AS Class 2424 INTL FOODS Room 214	AS Class 2425 INF STU B Room CDC1	AS Class 9282 CONF/PREP PER Room CONF
SWEATT, WA		AS Class 3734 CONF/PREP PER Room CONF	AS Class 3732 ECONOMICS Room 209	AS Class 3733 AP ECONOMICS Room 209	AS Class 3734 ECONOMICS Room 209	AS Class 3735 ECONOMICS Room 209	AS Class 3736 WORLD HIST B Room 209
SWEATT, WA (cont'd)					AS Class 5734 AP ECONOMICS Room 209		
TALLEY, I		AS Class 3741 US HISTORY B Room 211 ISH	AS Class 3742 US HISTORY B Room 211	AS Class 3743 AP AM HIST B Room 211	AS Class 3744 US HISTORY B Room 211	AS Class 3745 US HISTORY B Room 211	AS Class 9299 CONF/PREP PER Room CONF
VACHET, HM		AS Class 7963 ASSIS PRIN SCS Room OF-3					
VACHET, HM (cont'd)		AS Class 7960 SERVICE SH B Room OF-3					
VERCHER-BLACKMAN,		AS Class 2901 LIB PRAC SH B Room LIB	AS Class 2902 LIB PRAC SH B Room LIB	AS Class 2903 CONF/PREP PER Room LIB	AS Class 3424 ED C PLAN I Room LIB	AS Class 2905 LIB PRAC SH B Room LIB	AS Class 2906 LIB PRAC SH B Room LIB
VERCHER-BLACKMAN, (cont'd)		AS Class 7134 LIBRARIAN Room LIB	AS Class 7135 LIBRARIAN Room LIB	AS Class 7136 LIBRARIAN Room LIB	AS Class 7137 LIBRARIAN Room LIB	AS Class 7138 LIBRARIAN Room LIB	AS Class 7139 LIBRARIAN Room LIB
VHERU, MC		AS Class 3551 AP CALCULUS B Room 327 ISH	AS Class 3552 GEOMETRY B ISH Room 327	AS Class 3553 GEOMETRY B ISH Room 327	AS Class 3554 GEOMETRY A ISH Room 327	AS Class 3555 GEOMETRY B ISH Room 327	AS Class 9004 CONF/PREP PER Room CONF
WEBB, AC		AS Class 2151 INTRO COMP Room 105	AS Class 2152 INTRO COMP Room 105	AS Class 5996 CONF/PREP PER Room CONF	AS Class 2524 ALGEBRA 1B ISH Room 221	AS Class 2525 INTED TECH B Room 221	AS Class 2526 ALGEBRA 1B Room 221
WELBORN, G		AS Class 2111 DESIGN Room 313	AS Class 2112 CINEMA B Room 313	AS Class 2113 CINEMA B Room 313	AS Class 2114 DESIGN Room 313	AS Class 2115 DESIGN Room 313	AS Class 2116 DESIGN Room 313

WASC 29246



CL17

## Staff Assignment Report by Teacher - Locke Senior Hi

2/01/96

STAFF NAME	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
WELBORN, G (cont'd)		AS Class 3111 DRAWING B Room 313			AS Class 3114 DRAWING B Room 313	AS Class 3115 DRAWING B Room 313	AS Class 3116 DRAWING Room 313
WICKHORST, K		AS Class 2191 FRENCH 1B Room 233	AS Class 2034 CONF/PREP PER Room CONF	AS Class 2033 ESL 2 Room 233	AS Class 2034 ESL 2 Room 233	AS Class 2195 FRENCH 2B Room 233	AS Class 3196 FRENCH 1B Room 233
WICKHORST, K (cont'd)				AS Class 3033 ESL 2A Room 233	AS Class 3034 ESL 2A Room 233	AS Class 3195 FRNCH 3A Room 233	
WICKHORST, K (cont'd)				AS Class 4033 ESL 2B Room 233	AS Class 4034 ESL 2B Room 233		
WILLIAMS, C		AS Class 2771 APW PH SCI B Room 305	AS Class 2772 BIOLOGY B Room 305	AS Class 9219 CONF/PREP PER Room CONF	AS Class 2774 BIOLOGY B 1SH Room 305	AS Class 2775 BIOLOGY B Room 305	AS Class 2776 BIOLOGY B Room 305
WOODSON, EA		AS Class 2831 S WLD HIST B Room 220	AS Class 2832 S GOVT ECON B Room 220	AS Class 2833 S ED PLAN 11SP Room 220	AS Class 2494 ED C-PLAN I Room B-2	AS Class 2835 ED C PLAN I Room B-2	AS Class 2836 S WLD HIST B Room 220
WOODSON, EA (cont'd)		AS Class 3831 S US HIST B Room 220	AS Class 3832 S WLD HIST B Room 220				AS Class 3836 S US HIST B Room 220
WOODSON, EA (cont'd)			AS Class 5832 S US HIST B Room 220				AS Class 5836 S GOVT ECON B Room 220
WRIGHT, TL				AS Class 2153 CAD Room 229	AS Class 2154 CAD Room 229	AS Class 2155 CAD Room 229	AS Class 2156 CAD Room 229
ZENON-SMITH, J		AS Class 7170 SEC COUNSELOR Room OF-3	AS Class 7171 SEC COUNSELOR Room OF-3	AS Class 7172 SEC COUNSELOR Room OF-3	AS Class 7173 SFC COUNSELOR Room OF-3	AS Class 7174 SEC COUNSELOR Room OF-3	AS Class 7175 SEC COUNSELOR Room OF-3
ZZHOME,						AS Class 5955 #Home Room HOME	AS Class 5956 #Home Room HOME

WASC 29247