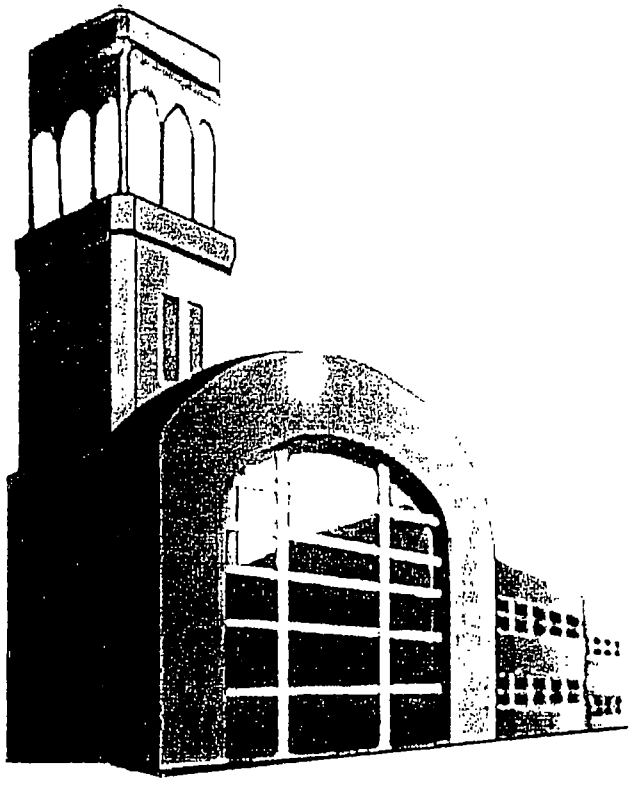
Belmont High School



Accreditation 1997

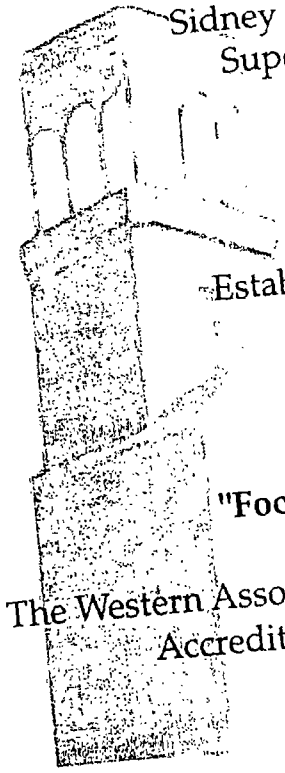
WASC 19229

Belmont High School

1575 West Second Street
Los Angeles, CA 90026

Los Angeles Unified School District

Sidney A. Thompson,
Superintendent



Established in 1923

"Focus on Learning"

The Western Association of Schools and Colleges
Accreditation Committee Visit
April 1997

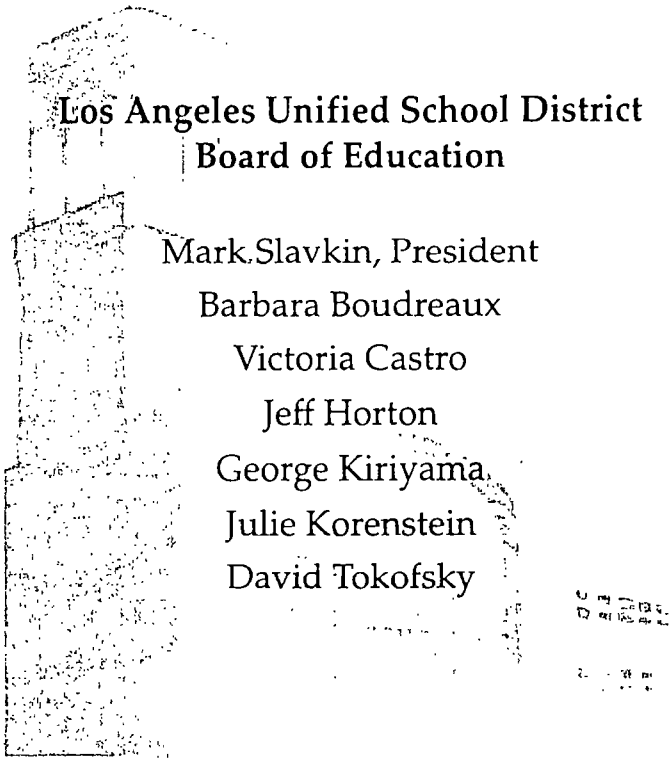
Year of last WASC accreditation
1989-1990

Grade levels: 9-12
Multi-Track Year-Round School

WASC 19230

Belmont High School

"Enter to learn, go forth to serve."



Los Angeles Unified School District
Board of Education

Mark Slavkin, President
Barbara Boudreaux
Victoria Castro
Jeff Horton
George Kiriyama
Julie Korenstein
David Tokofsky

District Staff

Sidney A. Thompson, Superintendent
Ruben Zacarias, Deputy Superintendent

Belmont Cluster

Dr. Marta Bin, Cluster Leader

WASC 19231

Belmont High School Accreditation Acknowledgments

Last April when we began our accreditation journey, we were told that this was a collaborative process that could not be completed by two people sitting in a corner writing for a few months. Now, as we look back on all of the meetings (focus, home, leadership ...), data collection, and observations, we realize how true those words were. Because so many people were actively involved, it's difficult to acknowledge and give thanks to all deserving parties, but we're going to try!

First, we'd like to thank all members of all of our stakeholder groups for their input and cooperation. Without their full participation, collaboration would have been an empty word.

Next, we'd like to thank some individuals for pitching in to support us in certain areas.

- Angeles De La Rosa, Diane Tydeman, and Agnes Duarte for work with our parent groups
- Betty Yoshimura and Carl Haught for work on cover design
- Juan Perez for computer graphics and support with layout and design
- Steve McFadden and Frank Ramirez for extra support with home group meetings
- Carl Haught and Rochelle Labowitz for work on the Student Accountability Action Plan
- Leticia Alatorre and Christine Wilson for support with the T.A. Shadowing Project
- Gerry Coulter for support with proofreading
- our Leadership classes and our Jr. and Sr. Cabinets for giving us student perspectives and insights

Our sincere thanks and gratitude must go to Faith Sakamoto, Title I Sr. Clerk. She stuck with us every step of the way. If we were to dust for fingerprints, hers would be on every memo, every piece of evidence, and every page of this self study!

Belmont High School Accreditation Acknowledgments

And now thanks must go to the heart and soul of this process - our Leadership Team. They led focus and home group meetings, spearheaded the collection of data, supervised the formation of surveys, helped to organize observation schedules, helped group members evaluate evidence, and they wrote, wrote, wrote! The five self-studies and 3 of the 5 action plans were sculpted into words by members of this team. Thanks to:

Dalton Cole	Jackie Lang	Ursula Rosin
Esther Bates	Roger Peterson	Trish Roughan
Lynn Browers	Joe Reilly	Michael Summe
Dentler Erdmann	Mary Ellen Rivera	Tony Venegoni
Doris Hirosawa	Ella Roberts	Betty Yoshimura

Additional thanks should go to Leadership Team members who wrote action plans and worked with student leadership.

Ursula Rosin and Tony Venegoni	*Instructional Delivery*
Esther Bates, Dalton Cole, and Trish Roughan	*Curriculum Reform*
Jackie Lang and Mary Ellen Rivera	*School Safety and Environment*
Mary Ellen Rivera and Joe Reilly	*Jr. and Sr. Cabinet and Leadership*
Ursula Rosin and Michael Summe	*Writing Support*

Finally, we'd like to thank Tonya Cameron, Administrator in Charge, and Augustine Herrera, Principal, for their expertise, guidance, and support. It was greatly appreciated.

Our sincere thanks to all.

Barbara Ann Baker

Carol Wilmington

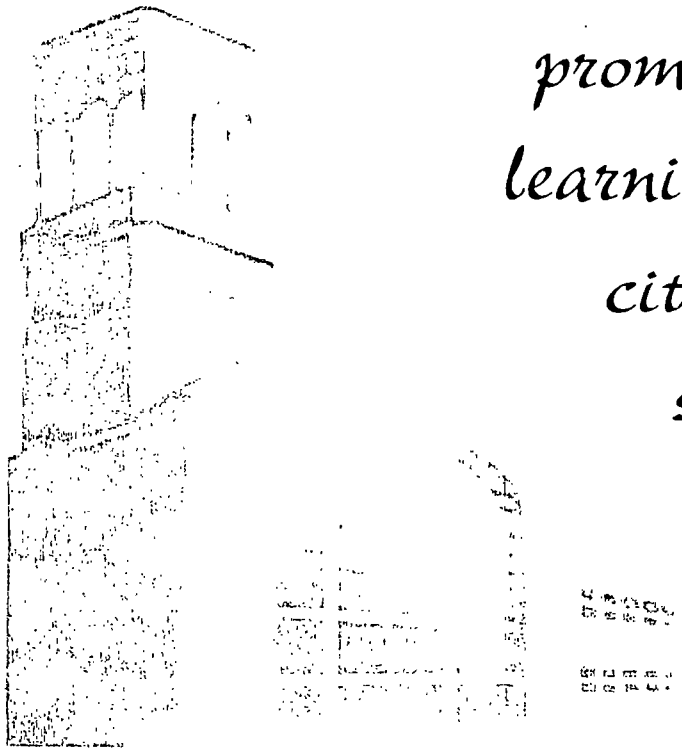
Barbara Baker and Carol Wilmington
Accreditation Co-Coordinators

Introduction

WASC 19234

Belmont High School Vision Statement

The mission of Belmont High School is to educate our diverse student body in a safe, nurturing environment and to promote life-long learning, responsible citizenship and success in a rapidly changing world.



WASC 19235

Belmont High School Belief Statements:

We believe Belmont must promote **understanding and respect for the diversity** of cultures.

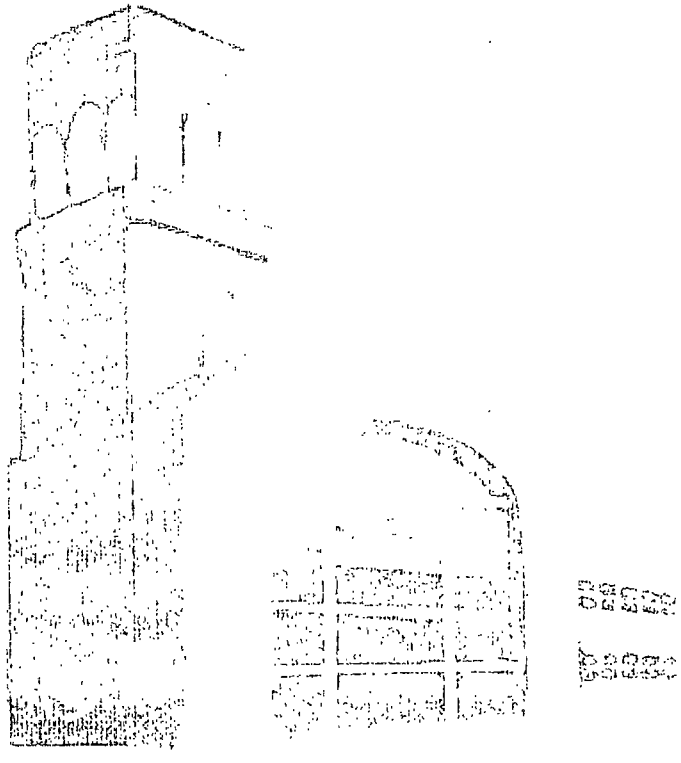
We believe that all members of the school **community—students, parents, teachers, administrators, and support staff—should collaborate** in order to ensure the highest quality of education possible and to provide an environment that fosters intellectual creativity, academic excellence, recognition of achievement, and self-discipline.

We believe that the Belmont community at-large must cooperate in providing a school **environment which is clean, safe, and nurturing.**

We believe that students, parents, teachers, support staff, and administrators must be committed, self-disciplined, and **accountable for achieving educational goals.**

We believe **quality education** encourages the pursuit of academic excellence, creative exploration, lifelong learning, and responsible citizenship.

We believe that high **self-esteem** and personal integrity are vital to the achievement of one's full potential.



WASC 19236

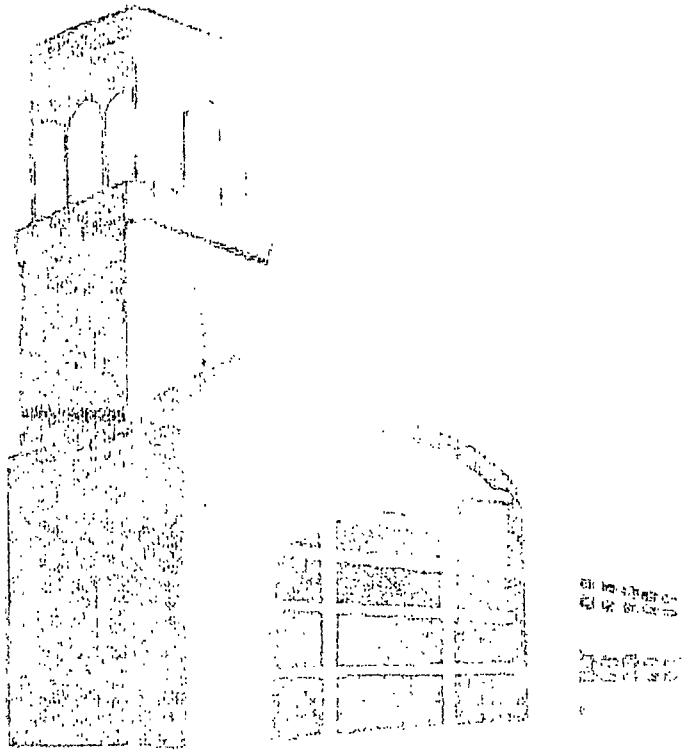
La Escuela Secundaria Belmont
Credos:

Creemos que Belmont debe fomentar el entendimiento y el respeto entre la **diversidad** de culturas.

Creemos que todos los miembros de la comunidad escolar-estudiantes, padres, maestros, administradores y empleados en general-deben **colaborar** asegurando así la más alta calidad de educación y proveyendo un ambiente que contribuya a la creatividad intelectual, a la excelencia académica, al reconocimiento del éxito y la autodisciplina.

Creemos que la comunidad de Belmont en general debe cooperar en proveer un **medio ambiente** que sea limpio, seguro y conducivo a la educación.

Creemos que los estudiantes, los padres, los maestros, los empleados y los administradores deben comprometerse, autodisciplinarse y **responsabilizarse** en obtener las metas educacionales.



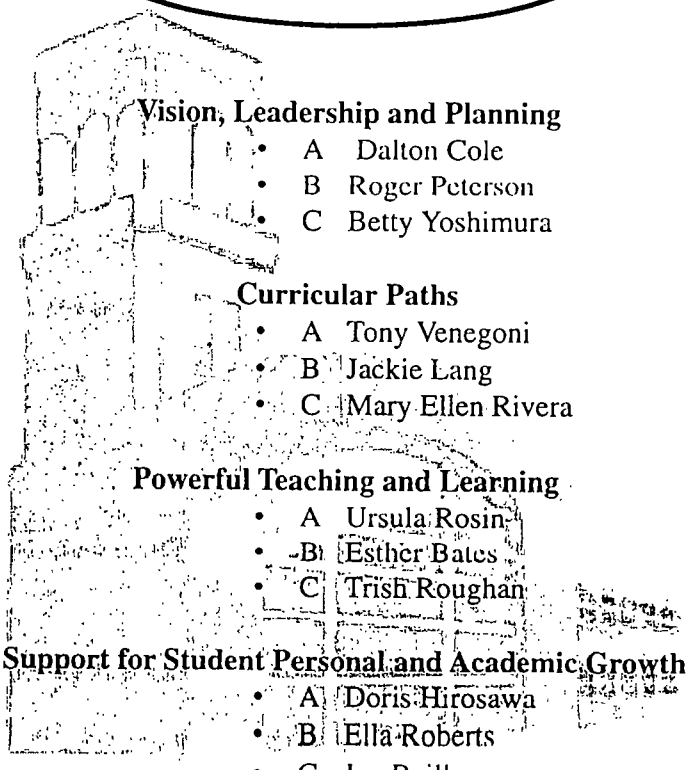
Creemos que una **educación de calidad** anima a perseguir la excelencia académica, la exploración creativa, el aprendizaje a largo plazo y una ciudadanía responsable.

Creemos que **la autoestima y la integridad personal** son vitales para lograr todo el potencial personal.

Belmont High School
Accreditation Leadership Team

Principal	Augustine Herrera, Jr.
Administrator in Charge	Tonya Cameron
Coordinator	Barbara Baker
Coordinator	Carol Wilmington

Focus Group Leaders



Vision, Leadership and Planning

- A Dalton Cole
- B Roger Peterson
- C Betty Yoshimura

Curricular Paths

- A Tony Venegoni
- B Jackie Lang
- C Mary Ellen Rivera

Powerful Teaching and Learning

- A Ursula Rosin
- B Esther Bates
- C Trish Roughan

Support for Student Personal and Academic Growth

- A Doris Hirosawa
- B Ella Roberts
- C Joe Reilly

Assessment and Accountability

- A Lynn Browers
- B Michael Summé
- C Dentler Erdmann

A Brief History of Belmont High School

The Hotel Belmont was the first noteworthy building to stand atop *Crown Hill.* Eventually, the hotel was abandoned, and later it was transformed into the private Belmont School for Girls. After the school was destroyed by fire, the grounds were left vacant, except for five oil wells and a pumping plant.

On February 28, 1921, the Los Angeles Board of Education purchased the site for $100,000.00 for the purpose of constructing Belmont High School.

Belmont opened its doors on September 11, 1923, to about 500 students, all sophomores, and 28 faculty members. Most of the school's traditions were created by those pioneer students during the first months of the school's existence. The school newspaper conducted an election to select its name, with Sentinel easily winning over Progress. To this day, Belmont's students are known as Sentinels. In another election, the school's colors, green and black, were selected over brown and white.

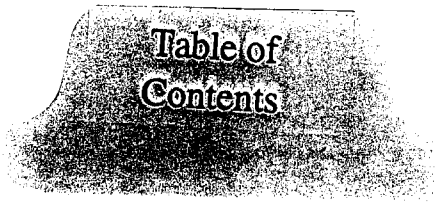
When the original Belmont campus was built, a new type of brick was designed especially for the buildings, and the world over, wherever it is used, this brick is still referred to as "Belmont Brick". Locally, the most famous building using Belmont brick was the school's Campanile (kam-pa-nee-lee), a beautiful bell tower that became a city landmark.

In 1967, the Campanile and main building were torn down to make way for a new structure. Before demolition was to begin, the student council sought ways to incorporate some of the original Belmont bricks into the new campus. Mrs. Iona Lord, the principal at the time, presented the request to the Board of Education. As luck would have it, the supervisor in charge of architectural plans was receptive to the idea because he was a graduate of Belmont, and he came up with the idea to construct the school's rotunda from bricks that were salvaged from the Campanile.

Another building, the north wing, was completed in 1972 as a replacement for Kercy Hall. This structure is noteworthy for its giant, 200 square foot mosaic of over 500,000 pieces, set by hand in Italy.

In 1988, land was cleared along Loma Drive for a major addition to the school which would include 20 classrooms, six shops and a softball field. Construction began late in 1990, and the building opened in July 1994.

At present Belmont is still the smallest high school in the city in land size, but it ranks number one in total population. Many would claim it also ranks number one in other aspects — its spirit, its scholarship, its achievement, and in the ability of its students, who come from over 50 nations, to work together in harmony and respect.



WASC 19240

Focus on Learning

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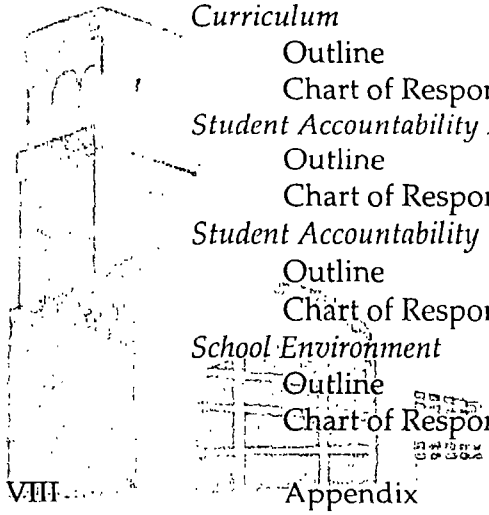
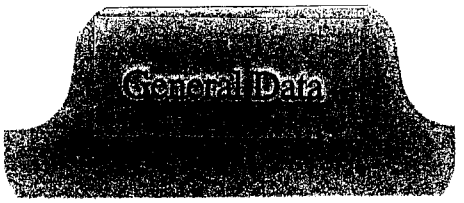
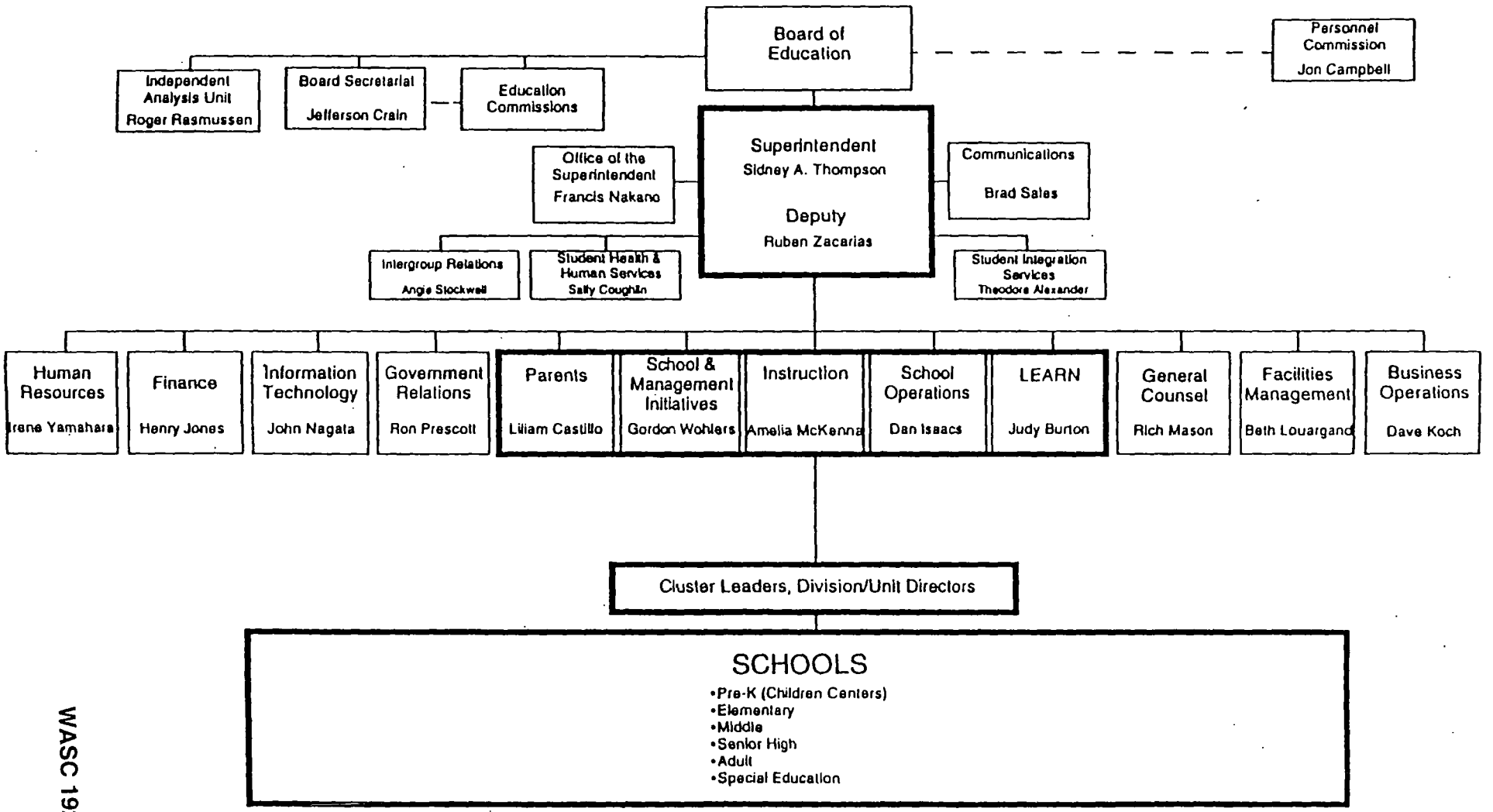


WASC 19242


General Data

THE LOS ANGELES UNIFIED SCHOOL DISTRICT
ORGANIZATION CHART
1995-96



Office of the Superintendent

11/29/95

WASC 19244

Belmont High School
Certificated Staff 1996-1997

Administrators
Mr. Herrera
Mrs. Buckner
Mrs. Cameron
Mr. Garcia
Mr. McCammon
Mr. Newton

Out Of Classroom
Mrs. Baker
Ms. Bowman
Ms. Barrows
Sgtm. Bodisch
Dr. Cannon
Mr. Castaneda
Sgtm. Corriea
Ms. Crumrine
Ms. Duarte
Sgt. Gordon
Mrs. Gonzalez
Mr. Hebron
Mr. Hodson
Mr. Hughes
Mrs. Hylton, M.
Mr. Leonard
Ms. Lind
Mrs. Macgregor
Mrs. Montes
Ms. Raffaelli
Ms. Riemer
Ms. Robinson
Ms. Rosin
Mrs. Sanchez-Brown
Ms. Shiff
Mr. Summe
Mr. Suto
Mr. Thorpe
Mrs. Turek
Mrs. Tydeman
Ms. Wilmington

Newcomer Center
Ms. Olmos, Adm.
Mr. Murillo, Couns.
Mrs. De Leon, Nurse
Mr. Pilon
Mr. Rosal
Mrs. Bassler
Mr. Brantley
Mr. Chang
Mrs. Carrizo
Ms. Fernandez
Mr. Gonzalez
Mrs. Goshorn
Mr. Johnson
Mr. Mc Clish
Mr. Mei
Mr. Menjivar
Ms. Paalman
Mr. Rodriguez
Ms. Ruiz
Ms. Solway
Ms. Walley

"A" Track
Mr. Lackner, Dean
Mr. Pardillo, Couns.
Ms. Shieh, Couns.
Mrs. Roche-Blair, Couns.
Mr. Abayachi
Mr. Arima
Mrs. Balandran
Mr. Bond
Mrs. Browers
Mrs. Buckley
Ms. Burgato
Mr. Cabunoc
Mrs. Campos
Mr. Castro
Mrs Chew
Ms. Coffee
Mr. Cole
Mr. Conroy
Mr. Coulter
Mrs. De La Cruz
Mr. Dipuccio
Mr. Dobson
Mr. Feliz
Mr. Galan
Mr. Gaudielle
Mrs. Guo
Mr. Hansen
Ms. Haueter
Mr. Haught
Mrs. Hirosawa
Mr. Iberman
Ms. Johnson
Mr. Kelly
Mr. Kim
Mr. Koo
Mrs. Labowitz
Ms. Leonido
Mr. Levy
Mrs. E. Mc Cammon
Mrs. Mc Cullough
Mr. Mc Felea
Mr. Melin
Mrs. Miyano
Ms. Moliterno
Mrs. Montante
Mr. Montgomery
Mr. Okelberry
Ms. Osumi
Mr. Rico
Mr. Robinson
Mrs. Refoua
Ms. Salazar
Mrs. Sandouk
Ms. Song
Mrs. Stazer
Mr. Stosic
Mrs. Tomono-Lee
Mr. Venegoni
Mr. Wakeling
Mr. Warwick
Mr. Yetter

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Ms. Preston, Couns.
Ms. Roberts, Couns.
Ms. Slaughter, Couns.
Mr. Sullivan, Couns.
Mr. Barden
Mrs. Bates
Mr. Barembaum
Mr. R. Bautista
Mr. Bonner
Mr. Bunnell
Mrs. Carr-Swaim
Mr. Robert Chavez
Ms. Cracchiolo
Ms. Eden
Mr. Escobar
Mr. Gomez
Mrs. Granados
Ms. Haggstrom
Ms. Harvey
Mr. B. Higa
Mr. Husing
Mr. Iezza
Mrs. Kanomata
Ms Kawaye
Mr. Lasala
Mrs. Lang
Ms. Leung
Mr. Li
Mr. Linares
Ms. Little
Mr. Mandin
Mr. Mc Fadden
Mr. Mc Nicholas
Mrs. Mizrahi
Ms. Munoz
Mr. Myung
Ms. O'dell
Mr. Oregel
Mr. Oviatt
Mr. Palomares
Mr. Pisano
Ms. Polk
Ms. Salguero
Mr. Sanusi
Mr. Sison
Mr. Spitser
Mr. Velie
Mr. Visotsky
Mr. Walker
Mr. Wallace
Mr. Walker
Mrs. Wesche-Manwell
Mr. West
Mrs. Whittemore
Ms. Yamashiro

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Mrs. Barillas, Couns.
Mr. Carmona, Couns.
Mr. Miller, Couns.
Mrs. De La Rosa, Couns.
Ms. Sims, Couns.
Mr. Acosta
Mr. Anderson
Mr. N. Bautista
Mrs. Bhimaya
Ms. Brattan
Ms. Chao
Mr. Rudy Chavez
Mrs. Coleman
Ms. Croft
Ms. D'Elia
Mr. James Depew
Ms. Joan Depew
Ms. Durrah
Ms. Elicker
Mr. Erdmann
Mr. Estrella
Mrs. Fields
Mr Gravino
Mr. Herrmann
Mr. R. Higa
Mr. D. Hylton
Mr. Klar
Mr. Lum
Ms. Maadaas
Mr. Ming
Mr. Morden
Mrs. Nakamoto
Mr. Oviedo
Ms. Panganiban
Ms. Perez
Mr. Ramirez
Mr. Reilly
Mr. Ricoy
Ms. Rivera
Mrs. Roughan
Mrs. Rutherford
Ms. Sanchez
Mrs. Sawyer
Ms. Serrano
Mr. Silva
Mr. Sorensen
Mr. Spera
Mr. Stewart
Mr. Valenzuela
Mr. Villalon
Mr. Villella
Ms. L. Wallis
Mr. Watney
Mr Whelan
Mr. Williamson
Mr. Wong
Ms. Yoshimura
Mr. Zunino

BELMONT HIGH SCHOOL
CLASSIFIED STAFF 1996-1997

Assistant Coaches
1. Mr. Gomez
2. Ms. Mayorga

Cafeteria Staff
1. Ms. Ward, (Cafeteria Manager)

1. Ms. Acuna
2. Ms. Arriaga
3. Mr. Brooks
4. Ms. Buenrostro
5. Ms. Callado
6. Ms. Cantu
7. Ms. Carter
8. Ms. Carranza
9. Mr. Carrasco
10. Ms. Chow
11. Ms. A. Diaz
12. Ms. H. Diaz
13. Ms. Flores
14. Ms. Gonzalez
15. Mr. Guarjado
16. Mr. Hardin
17. Ms. Huesca
18. Ms. Lopez
19. Mrs. Lucas
20. Ms. Mancilla
21. Ms. Manzo
22. Ms. Marin
23. Ms. Medina
24. Ms. Melendez
25. Ms. Melgar
26. Ms. Palma
27. Ms. Portillo
28. Mr. Ramirez
29. Ms. Ruiz
30. Ms. Tan
31. Ms. Zetino

Campus Aides
1. Ms. Carias
2. Mr. Carvajal
3. Mr. Dominguez
4. Ms. Dominguez
5. Mr. Harbin
6. Ms. Lopez
7. Ms. Mayorga
8. Mr. Navas
9. Mrs. Torres
10. Ms. Torres

Clerical
1. Mrs. Peoples, (Administrative Asst.)

1. Ms. Aldrete
2. Ms. Bolden
3. Mr. Delgado
4. Ms. Donley
5. Ms. Esquivel
6. Mrs. Garcia
7. Mrs. Gutierrez
8. Mr. H. Gutierrez
9. Mrs. Hagopian
10. Mr. Harris
11. Ms. Lima
12. Mrs. Marroquin
13. Mrs. Nagafuchi
14. Mrs. Nunez
15. Mrs. Ramirez
16. Mrs. Sakamoto
17. Ms. Velasquez
18. Mr. Waters

Community Representatives
1. Ms. Garcia
2. Mrs. Olivas
3. Ms. Zavala

Custodial Staff
1. Mr. Cardenas, (Plant Manager)

1. Ms. Arnold
2. Mr. Brown
3. Ms. Carr
4. Ms. Duncan
5. Mr. Fox
6. Mrs. Greenwood
7. Mr. Harris
8. Mr. Jackson
9. Mr. Johnson
10. Mr. Kennedy
11. Mr. Lewis
12. Mr. Marshall
13. Mr. Munoz
14. Mr. Phillips
15. Mr. Ramos
16. Mr. Tam
17. Mr. Walton

Ed. Aide III
1. Ms. Juarez
2. Mrs. Mena
3. Mrs. Wong

Ed. Aide II
1. Ms. Aguilar
2. Mr. Baker
3. Ms. Barillas
4. Ms. Beltran
5. Ms. Fajardo
6. Ms. Flores
7. Ms. Garcia
8. Mr. Gualpa
9. Ms. Juarez
10. Ms. Lanuza
11. Ms. Maycotte
12. Mrs. Olivas
13. Ms. Viramontes

School Police
1. Officer Darden
2. Officer Espinoza

Special Ed. Assistants
1. Ms. Alford
2. Ms. Bey
3. Ms. Boulet
4. Ms. Ginn
5. Ms. Henry
6. Mrs. Higa
7. Mr. Icaza
8. Ms. Jones
9. Ms. Levy
10. Ms. Lumas
11. Ms. Mc Cord
12. Mr. Mendoza
13. Mrs. Otero
14. Ms. Romero
15. Mr. Tzoc

Newcomer Clerical Staff
1. Mrs. Huezo, (Administrative Asst.)

1. Mrs. Delgado
2. Ms. Villanueva

Belmont High School
Support Staff

Health Office

Mrs. Montes, Belmont
Mrs. De Leon, Newcomer

School Psychologists

Dr. Cannon, Belmont
Dr. Pilon, Newcomer Center

PSA Counselors

Ms. Lind, Belmont
Mr. Rosal, Newcomer

Belmont High School
Paraprofessionals

Mr. Abea
Ms. Alatorre
Mr. Cano
Mr. Celis
Ms. Favela
Ms. Garcia
Mr. Imbert
Mr. Ladimir
Ms. Lanuza
Mr. Lemus
Ms. Mayorga
Mr. Moreno
Ms. Navas
Mr. Nguyen
Mr. Parades
Mr. Perez
Mr. Rios
Mr. Rueda
Ms. Salazar
Ms. Salcedo
Mr. Salinas
Mr. W. Stosic
Mr. To
Ms. Wilson
Mr. Zelaya

Newcomer Center TA's

Ms. Barajas
Ms. Henriquez
Mr. Hernandez
Ms. Ramos
Ms. Tellez
Mr. To
Mr. Trujillo
Ms. Turcios

School Profile

WASC 19248

Belmont High School
Community-School Profile

Belmont High School is located a half-mile west of the City Hall and Civic Center of Los Angeles and a mile south of Dodger Stadium. Founded in 1923, its urban locality is comprised of apartments, small shops and businesses, enclaves of Victorian houses, vacant lots, oil wells, schools, and stalled urban renewal projects.

The community population is ethnically diverse, with Hispanics in the great majority. Spanish is spoken everywhere on the streets and is reflected in Belmont's student population. The area has traditionally been a "first stop" for many immigrants. This accounts for the wide age variations in the student population, the 58% Limited English Proficient (LEP) student population, and the high degree of transiency (over 1700 checkouts per year and 1250 walk-in enrollees [students who have not matriculated from feeder middle schools]). The *Belmont Newcomer Center* functions as a "school within a school" for many of these students. The Center accommodates approximately 450 students who are newly arrived in this country. Mostly Hispanic and Central American, the student population also includes students from Africa, Asia and Europe. The Newcomer program is tailor-made to ease immigrant students into this new and very different environment. After one year at the Center, students are assigned to classes in the larger Belmont program.

The socioeconomic level of the Belmont community is extremely low. Ninety percent of Belmont students participate in the federally-subsidized reduced price/free lunch program.

Student performance on standardized tests has traditionally been low, a fact which connects to the high dropout rate (about 550 annually). A high percentage of Belmont students are former ESL students (non English speakers) and come from family backgrounds where little formal education is the rule. The 1996 count of students eligible for Title I services (students scoring below the 50th percentile on norm-referenced national tests, in-house assessments and/or other at risk factors such as poor attendance or low grades) exceeded past years' numbers at nearly 4,600 students (these numbers include students who have

checked out during the year). Efforts to improve performance and student retention are working, but are blunted by the high levels of transiency, an influx of students without sufficient educational background, and the loss of high-potential students to magnet programs and other campuses through the District's open enrollment policy.

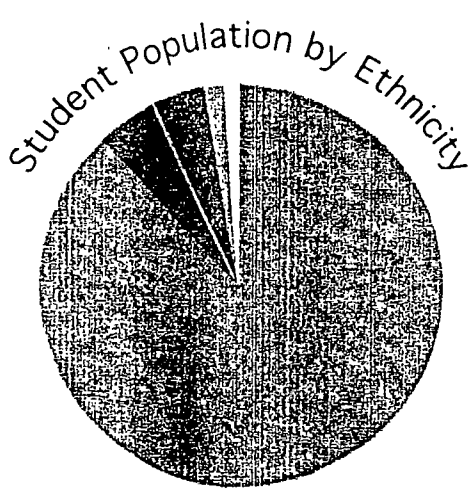
On the other hand, student behavior is far better than the District average, with low rates of suspensions and expulsions. High levels of student energy and commitment have produced key programs centered on art, music, drill team, flag team, and JROTC. Just this year Belmont's California Academic Decathlon Team ranked sixth out of 59 teams in our district. In sports, Belmont fields a highly competitive football team every year, and we have consistently garnered city championships in track and field, cross country, and soccer. For these and many other reasons, Belmont is recognized as "a great place to teach."

Due to the crowded urban environment, Belmont became a year-round school in 1981. Currently, we serve approximately 5000 students on three (3) tracks. At any given time one track or one third of the student population and staff are "off track" or on vacation. Even so, more than one thousand potential students are bused to other schools in the District as part of a directive that identifies certain areas within the geographical "neighborhood," and assigns students who live in them to outlying schools. The area's population continues to grow. This school year was the first in which Belmont "capped" (filled to capacity before norm date) and sent students normally designated as Belmont students to another high school. A new, larger school is scheduled for construction and will open in the 1999/2000 school year. With space on the main campus for approximately 5500 students, it will accommodate all the local population and end the need to send students out of the community. The new *Belmont Learning Center* will maintain the three-track year-round schedule, but will reorganize into career oriented *academies* of set size with their own teaching/counseling staffs. With 400 or so students in each academy, staff can monitor student progress and provide individual help more efficiently and effectively.

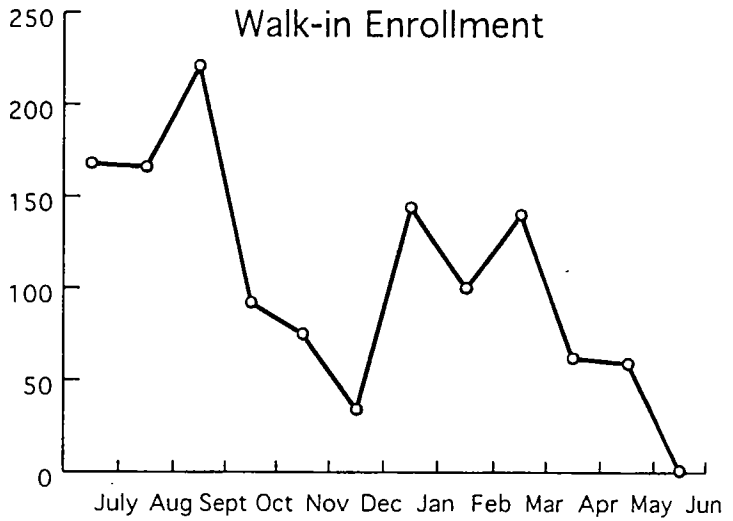
Belmont's staff is diverse and large (150+ teachers plus other staff). The average tenure at the school is eight years. Twenty Belmont graduates are staff members including one about to retire after some thirty years of service, and several who are recently graduated and in their first teaching assignment. Virtually all staff are certified to teach the classes assigned to them. Fifty percent of the staff is bilingual with individuals fluent in two (sometimes three) of at least a dozen different languages as befits the population taught. State guidelines, which dictate that all teachers of LEP students must have either CLAD, BCLAD, or SB 1969 certification, are either met or in the process of being satisfied. Class sizes are average for the District, though District norms are high. Many classes, especially those in lower level math, science and social studies are provided with bilingual paraprofessionals funded through special programs such as EIA (Bilingual and State Compensatory Education) and IASA (the reauthorization of Chapter I, now Title I), and this lower ratio of adult to student translates into more individual help for students.

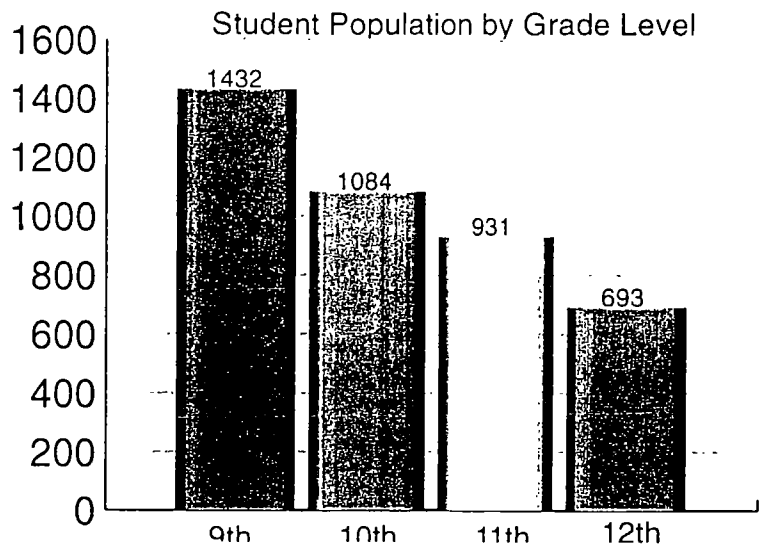
In an era of diminishing dollars from state and district sources, Belmont is still turning out college-qualified students. Sixty percent of our graduates enroll in a 2 or 4 year college, and 85% of these survive their first year of higher education. A significant number of Belmont graduates are accepted to the University of California and several students from each graduating class attend prestigious eastern colleges such as Harvard, MIT and Georgetown. The Claremont Colleges, USC, Stanford and the University of San Francisco are other destinations. Still, the bulk of our students enroll at California State University campuses and the community colleges. In spite of the relatively low SAT/CTBS scores, Belmont's students are determined to succeed at all costs.

Student Demographics

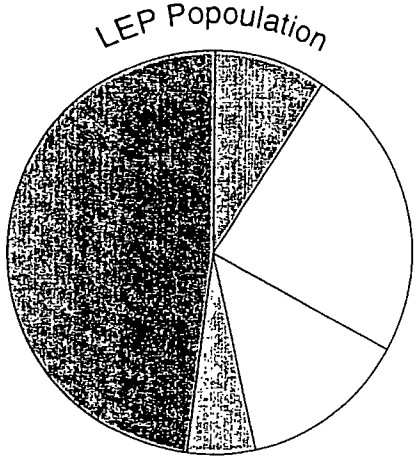


88% Latino
5% Asian
4.4% Filipino
1.7% African American
.6% Caucasian
.3% Pacific Islander
.1% Native American





Student Demographics



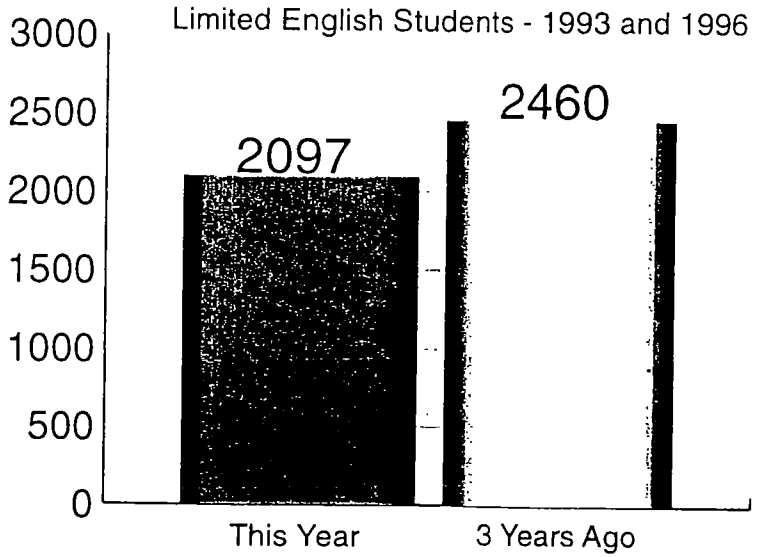
1127 Students Awating Redesignation

139 English Language Development

347 Accelerated Bilingual

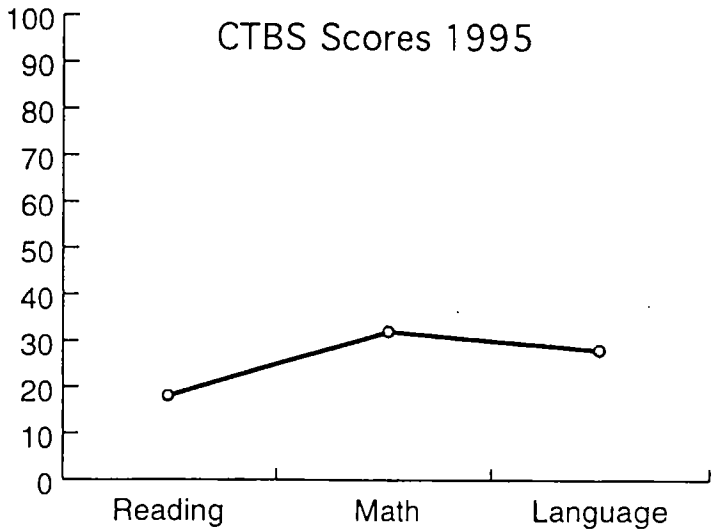
608 Modified Bilingual

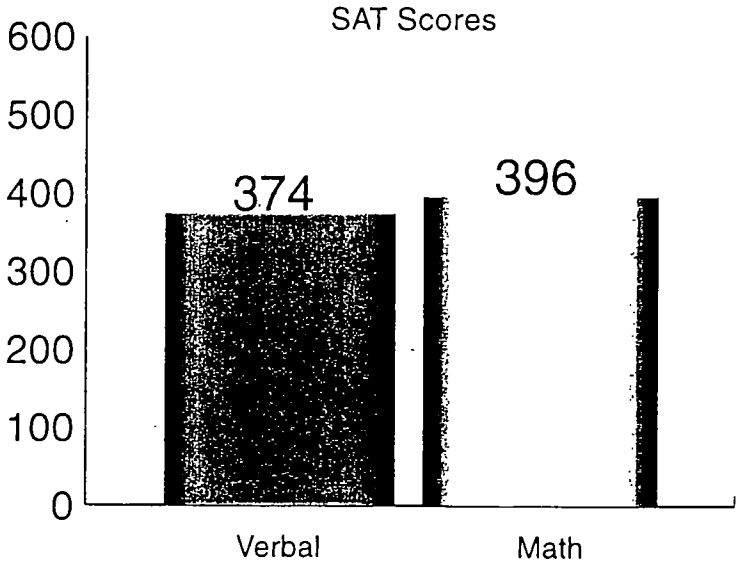
235 Full Bilingual

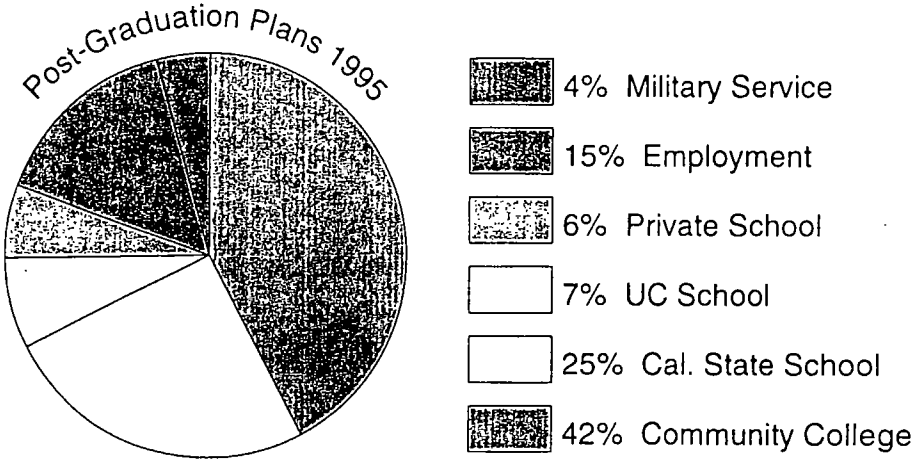


WASC 19253

Student Achievement

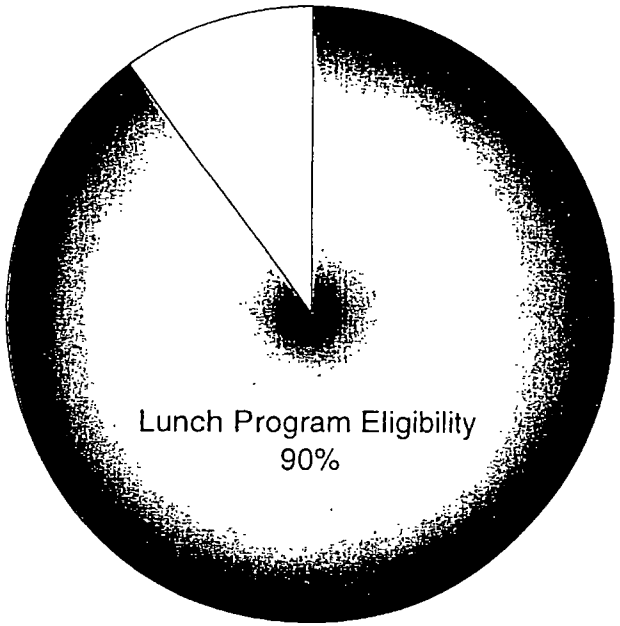


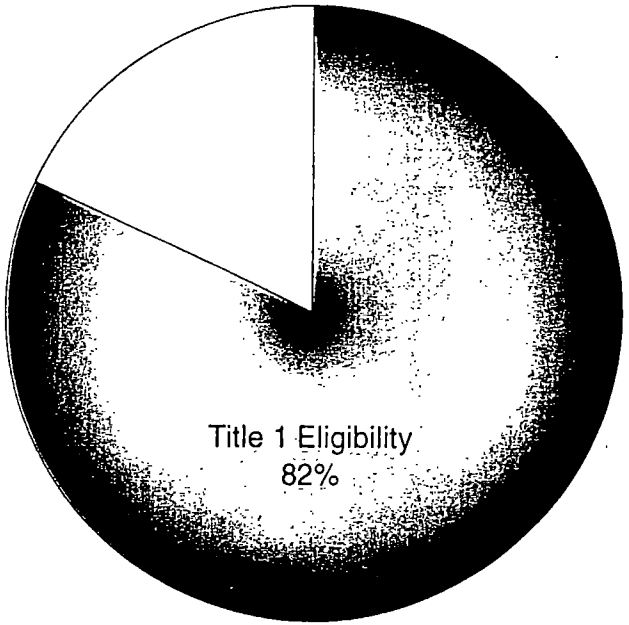




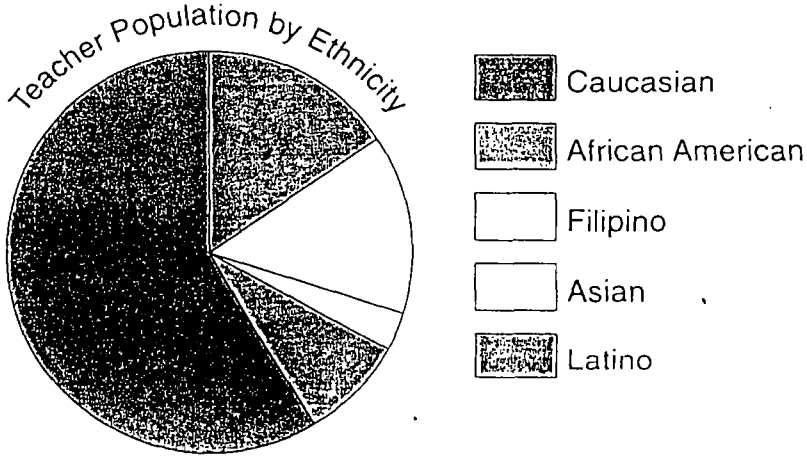
WASC 19254

Federal Program Eligibility

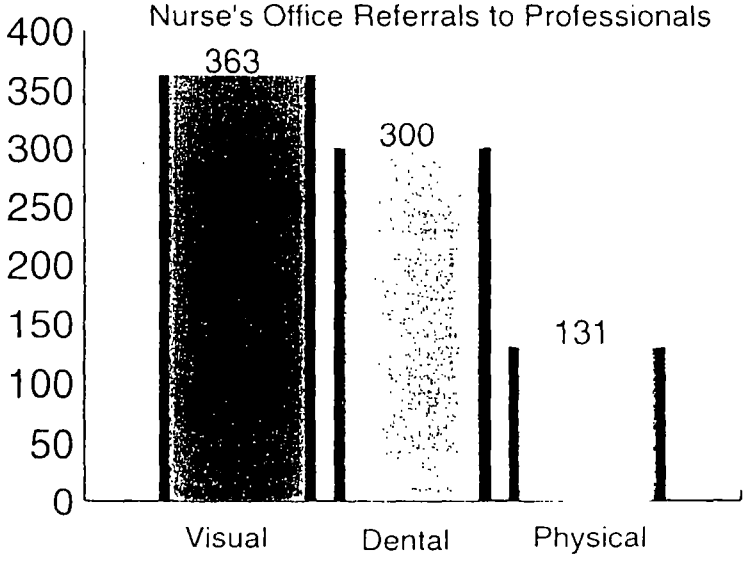




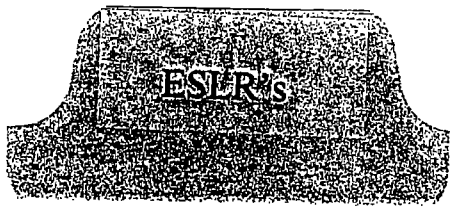
Faculty Demographics



Referrals to Community Health Resources



WASC 19256



WASC 19257

Belmont High School
Expected Schoolwide Learning Results

Communication Skills:

Belmont High School will prepare its graduates to:

- read and listen reflectively and critically
- write coherently and with proper grammar
- speak with poise and command of the language
- work collaboratively with others and use effective communication skills to develop and maintain relationships within diverse settings

Community Involvement:

Belmont High School will prepare its graduates to:

- have an understanding of democratic processes, the United States Constitution and the principles of civil liberties
- become community participants who contribute time, energy and talents to improve the quality of life in their neighborhood, state, nation and world
- present knowledge of diverse cultures, practice tolerance for individual differences and be willing to adapt to change.

Academic Achievers and Life-long Learners:

Belmont High School will prepare its graduates to:

- maximize their academic potential
- be self-directed learners who create a positive vision for themselves and their future
- be able to utilize appropriate strategies to achieve personal goals
- display basic technological literacy
- understand the impact of technology on society and the need to adapt to a changing workplace

Analytical Skills

Belmont High School will prepare its graduates to:

- establish and demonstrate the higher order thinking skills of application, analysis, synthesis, and evaluation

Living Skills:

Belmont High School will prepare its graduates to:

- use consumer and life skills in order to live independently
- develop a positive ethical outlook and a commitment to basic family responsibilities
- exhibit dependable attendance and work habits in their careers
- develop life-long practices of appropriate hygiene, proper nutrition and physical fitness

Escuela Secundaria Belmont
Resultados Esperados en el Aprendizaje a Nivel de Toda la Escuela

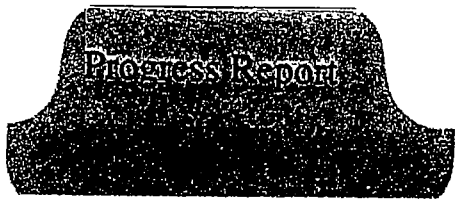
Habilidades en comunicarse:
La escuela secundaria Belmont preparará a sus graduados para:
- leer y escuchar de manera reflexiva y crítica
- escribir coherentemente usando apropiadamente la gramática
- hablar con propiedad en el lenguaje
- trabajar en colaboración con los demás usando habilidades efectivas en el desarrollo y mantenimiento de las relaciones en circunstancias diversas

Integración en la comunidad:
La escuela secundaria Belmont preparará a sus graduados para:
- comprender el proceso democrático, la Constitución de los Estados Unidos y los principios de la libertad civil
- convertirse en participantes de la comunidad contribuyendo tiempo, energía y talentos para mejorar la calidad de la vida en su vecindario, estado, nación y mundo
- presentar conocimiento sobre las diversas culturas, practicar la tolerancia con relación a las diferencias individuales y adaptarse a posibles cambios

Conocedores académicos y estudiantes de por vida:
La escuela secundaria Belmont preparará a sus graduados para:
- llevar al máximo su potencial académico
- convertirse en conocedores autodirigidos que puedan crear una visión positiva de sí mismos y su futuro
- ser capaces de utilizar estratégias apropiadas para conseguir sus metas
- mostrar conocimiento tecnológico básico
- entender el impacto que la tecnología crea en la sociedad y la necesidad de adaptación que se necesita en un trabajo

Capacidad de análisis:
La escuela secundaria Belmont preparará a sus graduados para:
- establecer y demostrar la habilidad de pensar en orden de aplicación, análisis, síntesis y evaluación

Destrezas para vivir:
La escuela secundaria Belmont preparará a sus graduados para:
- usar los conocimientos del consumidor a fin de vivir independientemente
- desarrollar una ética en la vida que lo lleve a asumir las responsabilidades familiares en pleno
- ser puntuales y tener buenos hábitos de trabajo en sus respectivas carreras y puestos de empleo
- desarrolar prácticas apropiadas de higiene, buena nutrición y forma física que perduren toda la vida



WASC 19260

Summary of Progress Since Last Full WASC Visit
Major Recommendations

1. The Visiting Committee recommended that the administration and the staff implement an expanded plan to address the problems of drop outs and absenteeism.

The administration and staff have expanded efforts to address the problems and challenges of student attendance. Our efforts have focused on improvements in two areas:

I. Review and refinement of procedures
II. Student recognition and awards

I. Review and refinement of procedures:

During the 1991/92 school year, regular discussions with Mr. Hughes, the Computer Coordinator, and the Track Deans, Mr. Redifer, Ms. Kalinski, and Mr. Hodson, were held to review the existing procedures. The counselors and assistant principals working with programming and admissions worked to develop improved procedures based on those reviews.

As a result of that review, the following refinements were implemented.

a) Weekly Attendance Profile: A weekly attendance profile has been developed which succinctly summarizes weekly attendance. The profile provides a clear picture for all staff on current attendance data and attendance news.

b) Letters to parents on students' uncleared absences: Students who fail to properly clear their absences create an enormous problem. In addition to our on-going procedures, we have developed a special letter to parents informing them of their legal responsibility to account for students' absences, showing them the exact dates their students were absent and providing a form to complete and sign. These letters are distributed through homeroom. As a result of this refinement, we have been able to account for the majority of our uncleared absences.

c) Coordination of counselor programming and attendance activities: In order to ensure that constant attention is given to students' attendance, the assistant principals for counseling services and for admissions/attendance and the counselors have agreed to work on attendance each day from 7:30-8:30 a.m.

d) The school's PSA Counselor is an integral part of the focus on improving attendance. When telephone calls, notes or letters have failed to involve or interest the parent or guardian, a home call is made. Often the PSA Counselor is able to identify a problem that keeps the student from attending school and can recommend a solution that works to the student's benefit.

WASC 19261

II. Student Recognition and Awards

We have taken the following steps to promote improved student esteem for exemplary attendance:

a) Certificates and pins have been designed and prepared as awards for attendance.

b) Awards assembly and PA announcements: Students with perfect attendance receive an invitation to a special assembly. Honorees are allowed to invite a guest and also receive prizes as an extrinsic reward.

c) Monthly display of names and pictures of students with perfect attendance: Each week the names and pictures of students with perfect attendance are displayed in the main hallway.

2. The Visiting Committee recommended that the administration expand the "Writing Across the Curriculum" staff development program.

School-wide, the emphasis is on writing at all levels and in all disciplines. The Reading Lab has been converted to a Language Arts Lab that incorporates both reading and composition development. The ESL Lab has been upgraded. New computer equipment has been purchased, and the focus is on the improvement of writing skills. Staff Development in "Writing Across the Curriculum," department meetings and workshops where strategies are exchanged, the SB1882 program, the UCLA Writing Project, and teacher workshops in computer literacy have focused the attention of the teaching staff on the centrality of writing in the educational program. Finally, the availability of the computer labs (ESL and Language Arts) before and after school and during lunch and nutrition, maximize the use of those facilities and provide "drop-in" opportunities to students whose classes may not be scheduled for a visit on any given day. Many students are regular visitors, seizing every available opportunity to use the writing lab facilities.

In 1990 Belmont High School received SB1882 funds for teacher training/staff development. These moneys have been used over the last two and one half years to pay for credentialed staff training through off-site conference attendance, on-site school-wide training within departments/subject areas, on-site school-wide training in Writing Across the Curriculum, CAP Formats for Assessment, Overall Classroom Management Techniques, Socratic Questioning, and Reading and Writing to Learn.

A series of training sessions is currently being developed which will be led by teachers who have attended any of the training opportunities so far and have successfully used these techniques in their own classrooms. Since this is the third year of the SB1882 grant, we feel that having our own staff conduct training in these areas maximizes the benefits for all and stretches the remaining moneys.

Between 1990 and 1993, one hundred and twenty-nine teachers from all departments have taken "Writing Across the Curriculum" training, much of which was based on the new frameworks. Forty-one ESL teachers have taken both that class and additional classes specifically geared to teaching ESL/LEP students to speak, listen, think, read and write in English. During this period, sixty-three teachers have been trained in computer use in the classroom, and eighteen math teachers have been trained to use the new TI-12 and TI-81 calculators. The Science Department has had thirteen teachers trained in new framework-based teaching methods, and the History/Social Science Department has had five teachers trained in teaching the new frameworks, as well. Math, science and history/social science teachers also participated in one of the two "Writing Across the Curriculum" classes which met for nine weeks.

Two hundred twenty teachers rotated through the ten to twenty workshops (each year) in Literature, Technology, Reading, Writing and Teaching/Class management Strategies from 1993 through 1996. Four annual staff development days (begun in the 1992/93 school year) have covered a range of subjects from interdisciplinary sheltered teaching to using technology in the classroom, as well. Three departments—Foreign Language, ESL and Math—held Saturday workshops (three to four hours each) to help members learn "Second to None" techniques applicable to their disciplines. Finally, from six to fifteen teachers have been to Humanitas, AP, or Social Studies institutes each of the last three years. Sessions ranged from four hours to one full school week.

Staff members returning from conferences are required to share whatever they have learned, first within their respective departments, and then with the general staff so that every teacher knows what areas of expertise each person on staff has or is currently developing.

3. The Visiting Committee recommended that the administration and the staff implement a plan to increase the involvement of parents in the educational process in order to improve attendance, impact campus order and cleanliness, encourage better study habits, supervise events, and in general, positively affect student progress.

Parents are informed via a Chapter 1 (now Title 1) Newsletter each month of current events, some aspect of the school's educational focus and the Advisory Council meeting date. A "telephone" committee has been organized to make calls to students' homes in the belief that personal contact may result in better attendance and parent participation in school activities. Special presentations involving the student's welfare and development are offered at the meetings. Representatives attend community meetings to stimulate the exchange of information between the community and the school.

Efforts are on-going to include parents in other activities and campus events and to invite parents with special interests to participate in the school family. The administration is likewise reaching out to the local business community to invite its participation in an advisory and support capacity. Efforts to involve the community in activities that promote individual involvement such as a "Graffiti Clean-up Party" have been marginally successful. We have, for example, facilitated City Councilman Hernandez' organization of a neighborhood clean-up day, and a subsequent replanting of the parkways for the neighbors across the street from the school.

Parents have an open invitation to tour the site. The Title 1 and Bilingual Offices facilitate these outings. Rather than have our program be a "well-kept secret," a monthly calendar is included in the newsletter announcing the Community Advisory/Bilingual Advisory Councils' meeting dates and bringing the parents up to date on what's happening at Belmont. A calendar is included in the packet given to new enrollees.

Title 1 funds are used to underwrite parent education workshops in parenting skills, gang prevention and graffiti eradication. Efforts to expand those offerings are in progress now.

4. The Visiting Committee recommended that the District and school administration allocate time and resources to provide in-services with a focus on the use of a variety of instructional strategies including cooperative learning techniques, critical thinking, and interactive student participation.

The moneys received from the State of California under SB1882 went to fund workshops and seminars and to underwrite the attendance of site teachers at various seminars on the improvement of writing, problem solving and critical thinking skills for our student population. Those teachers unable to attend will benefit from the experience of their peers who did, as they (those who attended) present staff development in various teaching strategies on site.

Between 1990 and 1993, the District has provided $103,000 through SB1882 funds for training/in-services for credentialed staff. These moneys have been used primarily for workshops in Writing Across the Curriculum, teaching the new frameworks in math, language arts, history/social science, foreign language, art and science, collaborative and cooperative learning, improving reading and writing in LEP students, bilingual and sheltered English instruction in math, critical thinking (Socratic Seminars), and portfolio assessment. Staff in-services have also been provided in teaching to the new CAP formats and structuring classroom instruction to reinforce these skills in our students, particularly in the four major areas of language arts, math, history/social science, and science.

Between 1990 and 1993, more than half ($56,412) of Belmont's allotted SB1882 moneys was disbursed for conference attendance and substitute coverage for teachers attending off-site training. Most of the remaining SB1882 funds are being used for on-site training, professional library resources, clerical support, and equipment purchases to provide technological training to teachers for use in the classrooms.

In-service on the new CAP test (no longer in use) and in-services in cooperative learning techniques through SB1882 have and will continue to keep the focus on improving the writing, problem solving and critical thinking skills of our students.

After school classes and in-services during the school day dealt with all the topics mentioned.

5. The Visiting Committee recommended that the District administration, school administration and staff expand the opportunities for limited English proficient students' access to and participation in the academic core curriculum, particularly for the beginning ESL students, who are presently precluded from these opportunities due to the four hour prescribed block of ESL.

LEP students' access to and participation in the academic core curriculum and literature has been expanded with the inclusion in the master program of bilingual and/or sheltered classes in biology, math, typing, and English. In July 1993 a new Bilingual Master Plan was implemented District-wide which included core classes in the primary language in ECP, health, biology, math, and world history.

With the implementation of the revised Master Plan for English Learners effective July 1, 1997, all LEP students (from beginning level ESL students to those awaiting redesignation) will have access to the full range of courses in both the core curriculum and the electives. In order to ensure that all LEP students meet both high school requirements and college A—F requirements, Belmont offers core classes in the primary language, SDAIE, or mainstream English based on the accurate assessment of the student's needs. The revised Master Plan for English Learners allows flexibility which is needed to accommodate individual student needs. The Master Plan reflects a student centered plan. Currently at Belmont, all levels of math, science, health, social Studies, and language arts are offered in the primary language, SDAIE, or Mainstream English based upon the assessed needs of the student.

6. The Visiting Committee recommended that the administration, counselors, and staff continue efforts to increase enrollment of underrepresented students in college preparatory classes to ensure each student develops to his/her optimal potential.

Preparing students for college is as much mindset as academics. At Belmont the expectation is that students will go to college. Many of them do; a high percentage enroll in the university, community colleges, or the state college system. A college orientation for juniors is an annual event. Not every parent is aware of the opportunities for college or that college provides; even if aware, the parent may not favor the child's attending. So it becomes the job of the college counselor, grade counselors, administration and classroom teachers to encourage students in that direction.

In the main, counselors urge students to take as many college preparatory courses as are appropriate for their abilities. The college counselor and the classroom teacher, particularly the homeroom teacher, take on the responsibility for making the student aware of the possibilities college affords and the requirements for admission. The college counselor publishes two bulletins which list college admission requirements each year. Teachers are asked to review the requirements with their homeroom students. The college counselor visits each senior homeroom four times a year to update seniors on college information. College peer counselors from local universities also visit the classes. A monthly College and Scholarship Bulletin is also distributed to senior homerooms, and several workshops on college applications and financial aid forms are presented throughout the year.

The Educational and Career Planning course, required for graduation and taken by all ninth grade students, is another means by which the school encourages all students to take college preparatory courses. Part of the curriculum is the review of graduation requirements and the explanation of

admission requirements for the various universities. A computer database of careers and colleges was purchased and installed in each of the school's computer labs. Students learn how to use the database in ECP classes, but can later drop in to the labs to browse through its many possibilities. The program assesses their interests and aptitudes and gives students an individual career profile.

There is a college orientation for juniors each year and parents are encouraged to attend workshops presented at the annual College Night or monthly advisory council meetings. All of these workshops outline the requirements for admission and how to seek financial aid. Parents and students are encouraged to think about college early in the student's high school career.

The chart below indicates results of annual surveys conducted for the California State Department of Education. This chart shows that underrepresented minorities have made steady progress in taking college preparatory courses, especially in the most recent graduating class. In 1992, a total of 131 underrepresented minority seniors met A-F subject requirements. (This is the last year for which we have data.)

Belmont High School
Seniors Who Met University of California A-F Course Requirements

	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996
Am/Indian	1	0	0	0	0	0	0	0	0	0
Asian	50	61	66	75	64	71	77	46	50	44
Afr/American	1	3	1	2	2	1	0	2	4	0
Filipino	17	18	30	28	21	26	41	19	26	19
Hispanic	51	56	101	81	80	104	123	108	128	121
Other White	3	2	0	3	4	3	1	1	0	2
Total	123	140	198	189	171	205	242	176	208	186

A review of transcripts for the 1992 (the last year for which we have data) senior class shows that, in addition to the 205 seniors who met University of California subject requirements, another 280 students took a core of college preparatory subjects. This core consists of the courses needed to qualify a student for admission to the California State University, either through regular or special admission programs. These courses include College Preparatory English, Social Studies, Algebra 1AB, Geometry AB, laboratory science, and at least two years of foreign language. Among these 280 students, 253 came from underrepresented minority populations. When these 253 are added to the 131 who met A-F subject requirements, the total of underrepresented minority students who took a core of college preparatory subjects is 384. The grand total of college prep seniors in 1992 is 485, in a senior class of 781 students.

7. The Visiting Committee recommended that the District administration, school administration, and departments continue to improve articulation between the four feeder middle schools.

Since the last accreditation visit the faculties of Virgil Middle School and Berendo Middle School have been invited to our staff development meetings. Both faculties had the opportunity to visit our campus and meet by departments with our teachers to discuss issues of common interest and to explore ways in which student transitions from middle school to high school may be facilitated.

In the 1994-95 school year, the District reorganized itself into 27 distinct clusters. Each cluster is composed of one or two high schools and its (their) feeder middle schools and elementary schools. Belmont's cluster, for example, contains over twenty separate schools. Each fall, Belmont is the host site for a Cluster wide colloquium at which faculty and other teaching staff have an opportunity to attend workshops on methodology, technology and items of general interest. Part of the day is spent hearing the annual update of Cluster activities. Teachers give the colloquium high marks not only for timely and informative workshops, but for the opportunity to interact with teachers from the other cluster schools. Meetings here at Belmont have considerably lessened the negative perceptions of Belmont one once heard from feeder school faculty.

Summary of Progress Since Last Full WASC Visit
Parent/Community Committee

1. The Visiting Committee recommended that the administration explore ways to increase communication with parents to involve more parents in the advisory process.

Parents are called each month to advise and remind them of the month's Advisory Council meetings. We encourage their attendance by offering items of special interest such as presentations relating to students' welfare and development. School representatives attend community meetings to stimulate the exchange of information between the two.

Title I and Bilingual funds are used to underwrite parent education workshops. Parents are encouraged to suggest the focus for workshops and seminars.

Parents are invited to tour the site. The Title 1 and Bilingual Offices facilitate these outings. A monthly newsletter is sent to the home of every Belmont student announcing the Community Advisory/Bilingual Advisory Councils meeting dates and activities. Regular updates of the school calendar are included. Information about school activities, student achievement, graduation requirements, financial aid, and many other items of interest to parents is included. In the past year a Parent Center has opened. Parents may visit to find information about programs or to talk about concerns.

New ways of conducting "Back to School" night and the monthly advisory council meetings are being reviewed with an eye to more extensive parent involvement. Parents are encouraged to identify areas of concern. Issues of safety and academic progress still predominate.

The administration is likewise reaching out to the local business community to invite its participation in an advisory and support capacity. Efforts to involve the community in activities that promote individual involvement such as a "Graffiti Clean-up Party" and parkway planting events have been successful.

2. The Visiting Committee recommended that the District administration and the school administration consider a redefinition of its priorities regarding the Bilingual Advisory Council to facilitate more parental involvement in program issues and academic awareness.

By instituting a separate ESL Component within the Counseling Program, special bilingual ESL Counselors have opened and enhanced communication between students, parents and the school.

Information is presented at monthly meetings of the Bilingual Advisory Council with an eye to advising parents about the school program. The focus is on the Bilingual/ESL program; however, information on academics, testing, special programs and enrichment opportunities is also provided. (A monthly calendar is included with the letter to parents advising them of the monthly meeting date and place. By keeping parents advised of important events, especially test dates, we hope to facilitate their interest in their children's progress toward graduation and beyond.) Programs concerning college requirements, financial aid, study requirements and attendance priorities are likewise included so that parents may have an idea of what future opportunities await their children.

WASC 19268

1. The Visiting Committee recommended that the administration and the staff continue to address the problems of drop-outs and absenteeism.

Belmont's staff and administration are painfully aware of the dangers of high absenteeism and the resulting high drop-out rate. We are addressing these two serious problems in several different ways as follows:

Through the Shared Decision Making Council and the Strategic Planning Process (implemented two years ago), faculty, parents, and students have had a forum for their concerns regarding the goals and vision of the school. Through the process of consensus building, they have developed several goals which have become integrated into the goals of each and every department. These goals are: improvement of attendance, effective communication skills, cooperative learning, problem solving and the improvement of academic skills.

Student Achievement is acknowledged in the following ways:

- Student of the Month - Students are chosen by their counselors on the basis of academic achievement, personal integrity, substantial improvement in deportment or other scholastic or athletic achievement.
- Attendance Awards - pins and certificates are presented to students with exemplary attendance.
- Academic Achievement - the *Principal's List* of students whose GPAs meet certain levels is posted in the school's main corridor display case.

Restructuring of the school's program in an attempt to make small out of large is in progress and will continue. By the time Belmont High transfers to its new site at Temple and Beaudry, the transition to a school of academies will have been made. Currently, we have the International Studies Academy with its emphasis on foreign markets and cultures, Travel and Tourism exploring the enormous opportunities for expansion there, Humanitas (an integrated curriculum which provides a holistic look at the study of history, art, music and literature), Graphic Arts (exploration and utilization of computer assisted graphics as it relates to advertising, film technology, etc.). The Carl Perkins grant supports the Graphic Arts Academy and the last on our list (so far), the Banking and Finance Academy. We expect to add a Fine Arts/Multi-Media program, Law Careers, and others in the near future.

The school community is working closely with the District as the new school is being developed to plan for a facility that will easily and efficiently house this restructured program. Each of the academies will have its own counselor(s), teaching staff and administrator. In that way, students will have the benefit of a smaller, more personalized program.

Finally, classes such as IMPACT, Teen Moms, and other special programs to prevent the movement of at-risk students into gangs are in operation here. Many have the special endorsement of local government and/or social services. Others were begun as a response to our local needs and are operated with money won in grants.

WASC 19269

2. The Visiting Committee recommended that the administration and the staff implement a plan to increase the involvement of parents in the educational process in order to improve attendance, impact campus order and cleanliness, encourage better study habits, supervise events, and, in general, affect student progress.

Through the Title I Community Advisory Council and the Bilingual Bicultural Advisory Committee, we have continued to increase parent involvement in the educational process here at Belmont. It is a slow process, however. A recently opened Belmont Parent Center is intended to address the reluctance of parents who may feel intimidated by the size of the Belmont facility. Spanish speaking community representatives provide information about the program to parents who call or come in. They also provide needed communication between the school and home, calling on parents to come in for special programs or to give them information about upcoming events. Parent Education classes will be implemented through the parent center, as well.

A hoped-for core of parents who will volunteer their time still has not materialized. This is a major problem in our community which is one of transiency and underemployment. Parents work when they can. While their interest in their children is never in doubt, they are limited in the time and resources they can devote to us and our program. We do our best to accommodate them but more is required in terms of scheduling and offerings.

3. The Visiting Committee recommended that the District administration and the school administration address the concerns regarding staff development in order to positively impact school improvement issues such as climate, instruction, and curriculum.

Funding provided by SB1882 has allowed for increased staff development to advance improvements in student writing skills across the curriculum, comprehension skills, critical thinking skills and articulation skills. (The primary focus of staff development funded by SB1882 is to transform the teacher from lecturer to facilitator using a Socratic, discovery teaching method [Constructivist Theory]. This is based on about five or six strategies outlined in *Second to None* for reforming curriculum, and teaching methods and techniques provided by California Projects in Literature, Social Studies, Science and Math and/or UCLA Literature and Writing Project.)

4. The Visiting Committee recommended that the administration and staff seek additional methods to provide for communication and continuity in the year-round schedule in order to build upon the school's goal of unity with diversity.

The administration makes a concerted effort to provide continuity in the school's calendar by carefully scheduling important events such as school assemblies, Hepatitis B vaccinations, elections, pictures, and so forth twice each year thus ensuring that all tracks receive the same opportunities and information. Leadership classes and Senior Cabinet are made up of students from all tracks establishing equal participation in all student activities among all tracks. Staff development is scheduled on pupil-free days when all three tracks meet whenever possible.

5. The Visiting Committee recommended that the administration and the staff use the School Based Management Committee to implement a process whereby the entire staff has a voice in decision making and policy implementation.

A collaborative effort between teachers, administrators, parents and students has been generated in the form of the Shared Decision Making Council and the Strategic Planning Process (implemented at Belmont two years ago). A mission statement and a set of goals were developed. These activities, this practice in collegiality, facilitated the development of our schoolwide ESLRs in this year's accreditation process.

6. The Visiting Committee recommended that the administration initiate a system that will allow for additional classroom observations of the staff in order to positively affect school climate, recognize classroom successes, improve instructional practices, and ensure continuity and consistency in observing school policies.

Belmont administrators continue to make every effort to allow as much time as possible for classroom observation of the staff. The principal makes a special effort to support and mentor new teachers many of whom are in the classroom for the first time.

Peer observation for the accreditation process has netted some positive feedback. Many staff members confide it may be a vehicle for improved communication between teachers with respect to what is done and what may be done in the classroom.

Integrated Skills

1. The Visiting Committee recommended that the administration and staff continue to expand a comprehensive data system which allows the school to monitor information about students' individual needs in a short time span.

Since the last accreditation, Belmont has added eleven on-line computer work stations as well as two stand-alone, one in the Belmont Newcomer School and one in the Text Book room. Each track center and the Bilingual Office now have two computers for their use which has widely enhanced their ability to clear attendance and update students' schedules. Stations were added to the Admissions Office, Health Office, Main Office, Textbook Room, Testing Office, School-to-Work Office and the Title 1 Office. Each office has been provided with new printers. In addition, almost all of the old IBM model 30 computers have been replaced with District PC's having 486 chips with 66 megahertz speed or faster. In addition, a Gateway server has been installed by the District which will allow modem access to the District's Main Frame computer. This will allow the school to receive student data and other information directly from other schools as well as allow the school to access budget information, order supplies and access bulletins and other District information. Thus the school now has 18 work stations which are on-line with the SIS system. It is anticipated that within the next few weeks, two more computers will be installed to allow utilization of the Gateway system.

Recently, a Phone Master Automatic Dialer system was installed, replacing the antiquated Sprintel Dialer. Two additional phone lines were installed which gives the new phone dialer system a total of 6 phone lines. The SIS programs were updated to allow easy use of the Phone Master. It now takes less than 10 minutes to load the Phone Master with the necessary student information to allow the system to call parents in the appropriate language regarding student absenteeism. It provides a detailed report indicating student names, phone numbers, successful calls and which phone numbers are invalid or disconnected. In addition, the system provides each teacher with a voice mail box that can be accessed by parents and students to either receive homework information and/or leave messages.

The SIS system has had many program upgrades allowing for efficiency of operation and providing many detailed reports. As an example, programs that report student schedules for counselor use now include phone numbers, bilingual placement data and other special program assignments. The Columbia Student Scheduler system has been installed on three stations and Word Perfect has been added to a number of stations which allows the creation of customized letters to parents regarding student graduation standing.

Admissions: With the availability of a computer work station, admissions' personnel are able to answer many questions regarding a student's status in a timely manner and receive the latest information instead of relying on out-dated printouts. They also have the ability to print reports as they are needed, such as enrollment data to aid in the placement of students on various tracks.

WASC 19272

Attendance: With the addition of more printers, teachers now receive their individual absence report daily. Students who "lose" their absence slips need not miss class to obtain a duplicate as their absence information is contained in the absence report. Also, teachers can now use the report to easily determine if students are cutting their classes. Students absent from their classes usually will not appear on the absence report (if the student reported to homeroom, his name will not appear).

Periodically, reports of students with uncleared attendance are now printed by homeroom, making homeroom teachers aware of the students who need to bring absence notes form home.

To clear students' attendance as soon as possible, weekly reports are printed for each counselor listing students with uncleared absences.

Finally, with the increased speed of the IBM computers, the computer room personnel spend at least an additional hour each day checking attendance to discover processing errors, to clarify attendance data received for inputting, and to cross check discrepancies.

Health: The Health Office now makes use of the additional computer stations to locate student schedules and to check vaccination information, parental disposition regarding condom distribution, student enrollment status, home contact information, and individual health cards on medical histories.

Academic Records: Proficiency test results and CTBS information are still entered into the student information file by down-loading from a computer disk. The SHARP, WRITE and TOPICS, however, must be entered by hand, a very time consuming process. In addition, we continue to use a special utility program to customize the data to Belmont's specifications. The LAS and BEST data, as well as data for transfer and new students, are still entered by hand.

Guidance: Each center now has two computers and printers. Deans, counselors, and clerks have been in-serviced and given appropriate level passcodes to access the computer. In addition, each student is identified as to which specific program and counselor he is assigned. Thus reports can be tailor-made for each counselor or office.

SAAS: SAAS counselors and student aides also have been in-serviced on the computer and provide additional assistance in clearing attendance and reducing student absence rates.

Textbooks: The Textbook Room has been equipped with two IBM computers. One is used to maintain all records of textbooks issued, returned, damaged, lost, paid for and owed. Teachers and counselors receive periodic reports which allow them to keep track of textbooks and students who have lost them. By counseling students about being responsible with textbooks,

they can be sure that all students have the instructional materials necessary for academic success.

The second IBM computer is used to make barcodes for new books, and to print bills to send to the parents of the students who have lost books. More shelves are being installed to accommodate the ESL and Newcomer Center's books that are being added in a consolidation effort. The Textbook Room will now service the entire school and the *schools* within the school.

2. The Visiting Committee recommended that the District administration allocate time and resources for staff development activities to assist staff to better implement critical thinking activities and the State Department of Education frameworks.

The moneys received from the State of California under SB1882 went to fund workshops and seminars and to underwrite the attendance of site teachers at various seminars on the improvement of writing, problem solving and critical thinking skills for our student population. Those teachers unable to attend benefit from the experience of their peers who attended when they present staff development in various teaching strategies on site. This program has been funded for a fourth year.

In-service classes and workshops, funded by SB1882 continue on such topics as *Second to None*, the new state frameworks, strategic planning and accreditation procedures. We continue to focus on improving the writing, problem solving and critical thinking skills of our students.

After school classes and in-services during the school day have dealt with all the topics mentioned.

3. The Visiting Committee recommended that the District administration , school administration and staff explore ways to meet the instructional needs of LEP/Chapter 1 students without isolating them from native English speaking students.

Student aides, ESL counselors and the Carl Perkins Vocational Education Counselor continue to reinforce and improve the instruction of our LEP students. There is an emphasis on teacher training in sheltered techniques. Also, there are increased opportunities for our students to work on writing skills in our expanded labs. There is an annual College Awareness Program which students and parents attend. The presentations, made bilingually, help all present to realize what opportunities exist for them. The entire faculty will soon possess CLAD, BCLAD or SB1969 certification which will enable every teacher to better serve our LEP population.

WASC 19274

4. The Visiting Committee recommended that the administration and staff emphasize the stages of the writing process and all learning levels.

School-wide, the emphasis is on writing at all levels and in all disciplines. The former Reading Lab has been converted to a Reading Language Arts Lab. The ESL Lab has been upgraded through the purchase of new computer equipment, and is likewise focused on the improvement of writing skills. In addition, information from staff development in "Writing Across the Curriculum," department meetings and workshops is exchanged. The SB1882 program, the UCLA Writing Project, and teacher workshops in computer literacy have focused the attention of the teaching staff on the

centrality of writing in the educational program. Finally, the availability of the computer labs (ESL and Language Arts) before and after school and during lunch and nutrition, maximizes the use of those facilities and provides "drop-in" opportunities to students whose classes may not be scheduled for a visit on any given day. Many students are regular visitors seizing any opportunity to use the writing lab facilities. We have recently opened a Social Studies and Math Lab and a Science Lab which is research/project oriented.

Special Needs

5. The Visiting Committee recommended that the Program Specialists and staff development activity calendars incorporate in-service training for ESL, Special Education, GATE and Title 1 teachers to create an awareness of the basic needs of each group.

The improvement of the database input and retrieval system has improved the speed and accuracy with which students with special needs may be identified.

Workshops though SB1882 for teachers in the Humanitas and AP programs have been in progress which foster interdisciplinary team teaching.

Articulation between the middle schools whose students matriculate to Belmont has improved and with it the information available to our counselors before programming time.

The entire faculty is either certified or working toward certification in the CLAD/BCLAD, or SB1969 designations.

More articulation between counselors specifically assigned to Special Education and teachers of that student population has occurred.

6. The Visiting Committee recommended that the staff provide a stronger emphasis on writing as a process at all levels within ESL program.

With the expansion and upgrading of the ESL lab and the establishment of typing classes for ESL 1 students, an increase and improvement in the focus on writing as a process has been made within the ESL program. A further expansion of the program is the recent use of the Writing Lab By ESL 2B, 3, and 4 students on a weekly basis.

7. The Visiting Committee recommended that the District administration and school administration give increased focus and leadership in the area of curriculum development in order to encourage teachers to use more teaching strategies for critical thinking, writing across the

The moneys received from the State of California under SB1882 went to fund workshops and seminars and to underwrite the attendance of teachers at various seminars on the improvement of writing, problem solving and critical thinking, and also various seminars on the improvement of writing, problem solving and critical thinking skills for our student population. Most of our teachers had the opportunity to attend one or more of the following: Holistic Approaches to Reading and Writing, Teaching Analytical Writing to Language Minority Students, Writing Across the Curriculum, Humanitas, Literacy in Urban Schools, Writing, Reading and Talking to Learn, UCLA Assessment in Math, Introducing Technology to the Language Arts, and Implementing the Language Arts Framework.

Student Paths

8. The Visiting Committee recommended that the counselors conduct a more extensive follow-up to monitor the path of students who do not pursue higher education.

Following the paths of students who are not college bound presents some difficulty. There is no officially established way of collecting data. It is often "catch as catch-can." Some data is received through Youth Employment records. The Carl Perkins program requires that data be kept about students who pass through the program into an apprenticeship or internship program, so we expect some future feedback there. Data is currently kept in students' cums and students are identified in the computer. Counselors have been reminded to share their informal information on the whereabouts and "whatabouts" of graduates with one person on site (at present it is the college counselor) to try to build a general profile. A survey of graduates attending the homecoming activities may produce additional data. Exit cards for graduates promising a free first year's membership in the alumni organization upon return of a data card should provide some additional information as well. The difficulty stems from the lack of an official organization which makes data collection sporadic and incomplete. The School-to-Work program may enable us to monitor the progress of our students in this program. Not only will they be part of our computer data base, but they will also be included in the computer record of the associated building at 404 S. Bixel.

9. The visiting Committee recommended that the administration, counselors and staff continue efforts to increase enrollment of underrepresented students in college preparatory classes to ensure each student develop to his/her optimal potential.

Efforts to personalize and tailor instruction for our student population have been made through the establishment of the ISA and Humanitas programs. Each attempts to focus on the special needs of its population, to ensure through "smallness" a more intimate knowledge of the student's progress and problems. Recently the Humanitas program has been expanded to include three tracks.

The ISA (International Studies Academy) under the direction of Ms. Roberts continues to recruit students from our feeder middle schools. She encourages students to take college prep courses,and apply to colleges. Extra curricular activities are promoted and she emphasizes community service.

10. The visiting Committee recommended that the administration, staff and counselors continue efforts to ensure that all students, no matter what path they choose, have access to the core curriculum.

Cross tracking and intersessions, as well as concurrent enrollment in adult school and /or skills centers, widen the students academic opportunities.

11. The visiting Committee recommended that the District administration and school administration make attempts to maintain the Concepts 6 Calendar, as opposed to the 90-30 calendar, to better serve more students in all elective areas.

Through the combined efforts of the school administration and the faculty, who lobbied vigorously, the concept 6 Calendar has been maintained and there is no threat of it being discontinued in the foreseeable future.

WASC 19277

Summary of Progress Since Last Full WASC Visit
Resource Committee

1. The Visiting Committee recommended that the administration identify ways to expand the current library facility.

The following improvements were made in response to the Visiting Committee's recommendations: they include Electra, the District approved library management system, *Compton's* and *Grolier* Encyclopedias on CD ROM, the *Social Issues Resource Series* and *Facts on File*. In addition, on-line search services, such as Pro Quest and News Bank, are available and include their own hardware giving the library eight computers for research. (*News Bank* articles are also available in Spanish.)

The library maintains a strong, central reference collection and provides support for current instructional developments. Moneys continue to be spent to keep the collection current and relevant. The security system has been upgraded. Personal computers, printers and copiers are available for student and teacher use.

Space constraints continue to plague the library, however. Some relief is offered by the English Language Arts Lab which is open to students during lunch and after school and which offers limited resource materials. In the near future the lab, the library, and other sites in the school will be interconnected and connected to the Internet and all its resources, as well.

When it is completed, the planned Belmont Learning Complex (a new comprehensive high school to be constructed at Temple and Beaudry Streets) will provide a state-of-the-art multimedia resource center accessible from each academy's computer labs and classrooms. While students may wish to visit in person, they may do their research from remote locations.

2. The Visiting Committee recommended that the student leaders and the student government sponsor host a leadership workshop and invite students to brainstorm strategies which will encourage more participation in student government and the leadership class.

The leadership students and their sponsor have the Homeroom Tribune program. Representatives of every homeroom meet once a month with the leadership sponsor and officers 1) to learn of upcoming student events, 2) to offer suggestions to student government, 3) to dialogue about concerns of mutual importance, and 4) to share with their respective homerooms the issues and events impacting their school experience.

In addition, weekly open meetings are sponsored by the leadership class where students are invited and encouraged to air their views on any and all matters of concern.

3. The Visiting Committee recommended that the administration, counselors and student government sponsor examine current scheduling practices to reduce scheduling conflicts which limit the enrollment in student government.

Changes in the master schedule have improved the situation. We currently enjoy a wider participation in leadership with three classes scheduled throughout the day. Senior Cabinet homeroom and Leadership homeroom are also available to students whose schedules prevent them from enrolling in other leadership classes.

4. The Visiting Committee recommended that the District administration review the staffing formula for maintenance personnel to ensure resources are allocated equitably.

Budget constraints always seem to impact maintenance. Over the past several years, the maintenance budget has been cut drastically.

The District allocates custodial time based on a District formula of acreage v. use. As such we are restricted to the same support for maintenance as other schools. We do allocate overtime and extra supply money out of the various discretionary and special budgets to their legal limit. But we still fall short of what is really needed here.

A safe, clean school environment is and has been a focus of our stakeholder discussions. You can see the result of those discussions translated into the ESLR for student living skills and the ESLR pertaining specifically to teaching students appropriate hygiene. Obviously one must practice what one teaches.

Summary of Progress Since Last Full WASC Visit
Student Committee

INSTRUCTION

1. The Visiting Committee recommended that the administration and staff utilize an increased variety of instructional strategies and approaches which will increase student interest.

According to student reports, teachers are using a variety of strategies, including:

- comparisons and analyses that relate to personal experience and current events
- current affairs in government classes
- debates presenting both sides of current issues
- writing and performing students' (ESL) own creative works: biographies, poetry and short works that are representative of their experience
- student centered instruction and collaborative work where the teacher functions as a coach and/or facilitator
- technology

Between the 1993 Progress Report and the 1996-97 School Year, six additional computer labs were opened: Science, History/Mathematics, Tech-Core, a second ESL Writing Lab, and two labs which focus on computer instruction and programming. Subject-appropriate software that simulates real-world activities and situations, and research programs that support the various subjects are available.

Computers removed from the older labs as they were upgraded have been installed in several classrooms and provide an opportunity for writing and editing without leaving the classroom.

2. The Visiting Committee recommended that the administration and staff continue to develop and present writing as a process through practice in composition across the curriculum.

Using the funds from a state grant, SB 1882, Belmont teachers have attended a variety of workshops and seminars aimed at updating and enhancing their teaching skills. Central among these have been the writing workshops under the California Writing Project. Those who attended have returned to in-service other teachers on site in methodology that facilitates writing in all aspects of the school curriculum. The administration views writing across the curriculum as germane to the school program. Currently there are three computer labs devoted to the writing process. Tenth grade English students and ESL students enjoy weekly visits; other English classes may sign up. The English/Language Arts Lab contains 65 computers. One-half is reserved for the tenth grade program; the other half is available for other classes. Wiring to provide internet access and in-school networking between classes, the library, and labs is anticipated by June 1997.

INTEGRATED SKILLS

3. The Visiting Committee recommended that the administration and staff more fully integrate skills and content development and instruction across the curriculum, encouraging critical thinking and thus preparing students for lifelong learning.

The expansion of the Humanitas program and the formation of vocational clusters through the Carl Perkins Vocational Arts Grant and the School to Work Grant have all contributed to the expansion of thematic teaching and the integration of academic skills in all subjects. The first Belmont academy, the International Studies Academy, stresses critical thinking and the integration of all academic skills in their program. Other academies include Travel and Tourism, Graphic Arts Technology and the soon-to-be-implemented Telecommunications/Multimedia Lab. Business and Finance, Law Careers and others are projected to be open and operating by the time the Belmont Learning Complex (a new high school on a nearby neighborhood site) opens for the 1999/2000 school year.

All departments have incorporated integration of skills as one of the goals of their instructional plan.

LIBRARY AND CO-CURRICULUM

4. The Visiting Committee recommended that the administration explore ways to expand the library to the extent possible, and to purchase new, additional, and updated books, equipment, and materials which will enhance the facility for continued student utilization.

The Library has expanded its service to include Electra, the District approved library management system. This includes an online catalog and a fully computerized circulation system of six networked IBM computers. The *Compton's* and *Grolier Encyclopedias* are available on CD ROM, as are *National Geographic's Mammals*, the *Social Issues Resource Series* and *Facts on File*. The system has online search capability. Subscriptions to *Info Track* and *News Bank* include their own hardware, so that the Library now has eight computers available for research. Some *News Bank* articles are available in Spanish also.

The Library has always tried to maintain a strong, current reference collection and provide support for current instructional developments. Funds are spent on supplemental reading material, and on books in Spanish. The security system has been upgraded.
The greatest need is still physical space. Additionally, library resources still need to be improved and services expanded.

5. The Visiting Committee recommended that the administration increase security for students in the immediate area surrounding the school as students arrive and leave school, especially for those students involved in extra-curricular activities.

A poll of students involved in after school extra-curricular activities indicates that students feel secure while on campus, but still feel it necessary to avoid certain neighborhood areas where gang members congregate. Use of telephones facilitates calls home for pick-up. The sponsors report they have successfully discouraged potential troublemakers by recording them with a video camera. They are also in touch with adult school security via walkie talkie.

During the school day and at the end of the day, traditionally a time when neighborhood troublemakers may be found in the vicinity, increased police presence enhances the already careful provision by school personnel and security for the students' safe departure. The administration is in close contact with school police and the LAPD to insure as best we can the safety of our students.

By involving the community (parents and businesses) in the family of the school, it is hoped we can make some additional impact on the security of the neighborhood. The closure of Loma Drive between Second Street and Beverly Boulevard has lessened the threat of drive-by activity.

The administration attempted to secure the rerouting of the Public Bus our students use to go home. Rerouting the bus to the front of the school would have avoided the most troublesome neighborhood location. Some progress has been made in that direction. One morning bus each day leaves students off in front of the school. More dialogue is anticipated. A small DASH route is anticipated. It will supplement the regular bus system and provide short distance local bus service for students and parents coming to Belmont.

Additional officers and staff are secured for activities that take place after school hours (e.g. dances and football games). The use of a video camera at football games has already curtailed some activities that were considered provocative. Surveying the stands where there is a potential for trouble reduces unruly behavior.

A dress code prohibiting gang attire of any kind on campus is strictly enforced. All students seem willing to comply; in general, a mild reminder is all that is required to keep students aware of the ban. Careful monitoring of known gang members by school security, deans and counseling staff keeps the gang presence on campus to an absolute minimum.

6. The Visiting Committee recommended that the District administration and school administration address with students the overall discontent they have expressed regarding the quality and variety of food served in the school cafeteria.

The Cafeteria Manager meets with the leadership class bi-monthly to educate students re: the process of menu selection. Students are allowed to select the menu for the following two weeks from the allowed choices. Their choices are restricted to items authorized by the Food Services Branch. In any two-week cycle, one menu item may not be repeated more than once unless the students demand it. A la Carte items can be sold any time. Students appreciate the effort to improve. More variety may be had as students become sophisticated as to the selection. Many are reluctant to try new foods at first. When students can compare Belmont food with the food in other school cafeterias, they say they appreciate what we serve. The other complaint was that the food was not served hot. Efforts have been made to improve this and seem to be succeeding. During the 1995-96 school year, Cafeteria Services contracted with Domino's Pizza and Subway to provide limited service on a rotating basis. This has met with success.

1. The Visiting Committee recommended that the administration, the department, and the ESL Department work cooperatively to provide the materials and texts which are appropriate and current for all levels of abilities so that each student has equal access to the curriculum.

Driver Education is being phased out as a classroom subject all over the city. There are no sheltered materials. There is a driver education course being offered on LAUSD closed circuit television. At Belmont there are driver education classes taught on A track only.

2. The Visiting Committee recommended that the department and the ESL Department work cooperatively to provide Department of Motor vehicles information that is in a variety of languages so that all students have equal access to the DMV codes.

DMV codes are available in various languages so that all students have access to the information necessary to obtain a driver's permit. These materials are free at the local DMV office.

3. The Visiting Committee recommended that the administration and the department develop a plan to purchase needed textbooks.

Driver Education is being phased out as a classroom subject.

Summary of Progress Since Last Full WASC Visit
Education and Career Planning

1. The Visiting Committee recommended that the administration and the department improve the Career Center usage by scheduling students appropriately as space permits in order to experience a rewarding supplement to the learning environment which is characterized by a balanced curriculum.

In December 1996 the career center acquired ten computers and two printers. Each computer has the GIS (Guidance Information System) and special software for writing resumés. Career teachers are invited to bring their classes to the center for a "hands-on" orientation/introduction to the center. In addition, the center is open after school 3:30 to 5:00 p.m. every day except Friday. There are plans to connect two computers to the internet by June 1997 when the rest of the school goes online. The *Job Board*, which is sponsored by the District, and provides information on current job availability on a city-wide basis goes on the internet this July.

2. The Visiting Committee recommended that the administration and department work cooperatively to purchase the supplies, audio-visual materials, and technology in order to meet the instructional goals of the department.

Copies of the Occupational Handbook on CD-ROM have been ordered for the center, and we have purchased an additional 105 new textbooks and 225 workbooks for the Education and Career Planning Classes. We also have an active list of guest speakers that visit these classes on a regular basis. Finally, we have developed ten ECP Teacher Resource Kits which include a variety of texts, lesson plans, and instructional materials applicable to our ECP classes.

Summary of Progress Since Last Full WASC Visit
English/Language Arts

1. The Visiting Committee recommended that the department continue to focus on writing both in providing in-service for the faculty and in assigning a variety of writing genres so that students receive reinforcement of skills.

There has been a continued focus on writing across the curriculum. Most departments now have computer labs which provide additional opportunities for the students to practice their writing skills. The English department continues to send its 10th grade classes to the English Language Arts Lab on a regularly scheduled basis. The center has added many computers so that, additionally, other English classes can request blocks of time.

AP teachers continue to meet regularly to discuss writing assignments and to ascertain that their classes are meeting AP standards. Each spring a mock AP exam is given to all students preparing for the test. These exams are scored by past AP teachers who meet both with the current teachers and the students to evaluate and explicate the results. Also, AP teachers coordinate with others who are interested in having AP classes attend College Board seminars and other seminars offered by the District.

The Humanitas program has expanded to include more grade levels and an additional track. These teachers, of all disciplines, attend frequent seminars and workshops as well as the summer academy. In this way there is increased focus on and opportunity for writing across the curriculum.

2. The Visiting Committee recommended that the administration provide time and resources to the department in order to air concerns, observe one another, participate in necessary in-services, plan curriculum, and develop teaching strategies which will enhance the instructional practices of the staff and assist teachers to implement the new English framework.

During the past three years the English department has been focusing on the cohesiveness of curriculum. More detailed curricular plans were developed for all grades of English and more resources were committed to obtaining materials.

The administration has instituted an extended lunch period once a month in order that departments have time to meet to air concerns and discuss plans. In addition members of the English department have been meeting on weekends and after school to develop comprehensive examinations to be given in each class at the end of the year. This will tell us how successful we have been at teaching the curriculum.

WASC 19286

3. The visiting Committee recommended that the English Department, the Special Education Department, the ESL Department, and the guidance staff work cooperatively to understand and address the special needs of all students.

The resource specialists identify those special education students who have been mainstreamed into English classes and provide support when necessary. Special counselors for ESL and special education students provide additional support.

The chairpersons from the ESL and English departments have met extensively to correlate curricula. As it now stands, ESL 3 uses English 9A curriculum. ESL 4 uses English 9B curriculum. 10th grade A and B classes are sheltered. In this way the students are given as much opportunity as possible to become comfortable with the language before moving on to upper grades.

4. The Visiting Committee recommended that administration, department, and the counselors, continue to work on implementing a plan to increase the involvement of parents in order to achieve the instructional goals.

Department members continue to call home when possible to alert parents to potential problems. However, many of our students move frequently or have no phones, so this presents problems. Teachers are available to meet with parents in conference. Notes and progress reports are sent home, and teachers meet with parents on Parent Conference Night.

Summary of Progress Since Last Full WASC Visit
English as a Second Language (ESL)

1. The visiting Committee recommended that the department utilize a variety of instructional strategies which include cooperative learning techniques and more interactive student strategies in developing the processes of reading, writing, listening and speaking and promoting higher level critical thinking skills.	With the help of SB1882 staff development funds, department teachers have been in-serviced in cooperative learning strategies including: read-around and write-around activities, brain-storming, mapping, jigsaw, and peer conferencing.
2. The Visiting Committee recommended that the District administration, school administration and department continue to explore and expand the opportunities for limited English proficient students' access to and participation in the academic core curriculum and literature, particularly for the beginning ESL students, who are presently precluded from these opportunities due to the four hour prescribed block of ESL.	LEP students' access to and participation in the academic core curriculum and literature have been expanded with the inclusion in the Master Program of bilingual and/or sheltered classes in Biology, Math, Typing, and English. In July of 1993 a new Bilingual Master Plan was implemented District-wide which includes core classes in the primary language in ECP, Health, Biology, Math, and World History.

3. The Visiting Committee recommended that the administration continue to add bilingual and sheltered content classes to provide improved core curriculum access to LEP students.

In July 1993, a new Bilingual Master Plan was implemented District-wide which includes core classes in the primary language in ECP, Health, Biology, Math, and World History.

4. The Visiting Committee recommended that the District administration, school administration and department continue to review the ESL curriculum for the purpose of updating it and bringing it into alignment with the Model Curriculum Standards and the State Framework.

The District is in the process of revising its ESL course of study and creating, along with it, a new series of proficiency tests.

Members of the department have attended workshops where the curriculum has been studied and strategies developed to bring the curriculum into alignment with the Model Curriculum Standards and the State Framework including: The UCLA Writing Workshop, Writing Across the Curriculum, ESL Department Writing as a Process, Portfolio Writing, and Microsoft Works Word Processing. Individual teachers have also attended various workshops and conventions given at local, state and national levels by CATESOL and TESOL. The ESL curriculum is currently in alignment with the State Framework.

5. The Visiting Committee recommended that the department incorporate more of a communicative based approach to the acquisition of language, utilizing natural language strategies and techniques as opposed to the traditional emphasis on a grammar based approach with exercise books.

The ESL computer lab, with the purchase of thirty Macintosh computers, has changed its focus from a grammar centered workshop to a composition lab where students use the computer for composition writing. All students from ESL levels 2B, 3 and 4 attend the lab once or twice a week. Writing as a process is stressed, and with the computers, the students are taught to revise and edit their compositions as many times as needed. After student work is printed, it is put on classroom display or published in newsletter or booklet form. Portfolios of students' writings are kept.

A second computer lab was opened in 1995/96. It provides additional opportunities for students and classes to use the lab facilities.

To develop fluency in writing, students are encouraged to keep writing journals at all levels, even ESL 1.

The department will continue to encourage these strategies and work for more coordination between levels and among teachers in teaching writing.

WASC 19289

New textbooks and teaching aids have been purchased which focus on a content based curriculum and communicative based instruction. Teachers in the department are currently attending District workshops on the implementation of a new advanced ESL curriculum. The new ESL 3 and 4 curriculum is currently being field tested. When it becomes available, it will be implemented at Belmont.

6. The Visiting Committee recommended that the administration provide an in-service program for all staff in the basic principles of language and content acquisition for language minority students.

Through SB1882, most teachers have attended a variety of workshops and in-services including: Holistic Approaches to Reading and Writing, Implementing the Language Arts Framework, CATESOL Conferences, Teaching Analytical Writing to Language Minority Students, Writing Across the Curriculum, Writing Project Seminars, and Writing, Reading and Talking to Learn. The ESL department initially conducted its own in-service to update teachers on the principles of language acquisition and the use of sheltered English techniques. These in-service workshops were subsequently mandated by the state and the entire faculty received instruction in these areas.

7. The Visiting Committee recommended that the administration and department begin to integrate ESL across the curriculum, incorporating language acquisition into content areas.

Many sheltered English classes have already been incorporated into the master program, and the new Bilingual Master Plan, which the District implemented in July 1993, mandated that academic classes be taught in the primary language of the students needing such instructional support.

8. The Visiting Committee recommended that the administration and department select, secure and utilize primary language and modified English instruction materials in language, academic, and literature instruction, incorporating into the core and supplementing it with great works of literature which are reflective of the cultural heritages represented at the school and within the community, and which address students' needs and interests.

New primary language reading materials that include great works of literature reflective of the cultural heritages represented at our school have been purchased by the ESL department for use in the classroom. These are supplemented by works of literature in the primary language available in the school library and some primary language *reading for pleasure* books in the English Language Arts Lab which is open to all students during lunch, nutrition, and after school.

9. The Visiting Committee recommended that the department refine the criteria required for students to move from one level to the next.

The course of studies for ESL 1 and 2 has been refined by the District. Although the District has some general guidelines for assessment, the Belmont High School ESL Department and the Newcomer Center are presently working on creating some specific assessment tools to standardize articulation between the two schools.

Summary of Progress Since Last Full WASC Visit
Foreign Language

1. The Visiting Committee recommended that the department utilize a variety of instructional strategies which include cooperative learning techniques and more interactive student strategies in developing the process of reading, writing, listening, and speaking and in promoting higher critical thinking skills.

The department has adopted a three-phase cooperative learning program in which students participate in groups of three or four. In the first phase, students assign questions to each other, and that evening, they research their own question. In phase two, which occurs the next day in class, students read, discuss and critique each other's work. In phase three, students compile their group refined collective work, and one copy is submitted to the teacher.

The department has always and will always utilize the interactive technique of student conversations and skits in the target language.

2. The Visiting Committee recommended that the department incorporate more of a communicative-based approach to language acquisition, utilizing natural language strategies and techniques as opposed to the traditional grammar based approach.

The department does use a communicative-based approach to language acquisition. At any given time, however, a grammatical concept that is either new, complicated or nebulous must be explicated in more traditional terms. It is lamentable that the committee observed our "A" and "C" track classes as they were preparing and reviewing for semester examinations. The committee missed the countless class hours that had been devoted to interactive oral communication in the target language.

3. The Visiting Committee recommended that the District administration, the school administration, and the department develop a plan for the purchase of textbooks to include Chinese language books and other instruction materials to update current needs.

To date, the District has been unable to facilitate the purchase of Chinese language books that teach in Romanized form Chinese vocabulary and characters.

WASC 19292

Summary of Progress Since Last Full WASC Visit
Health

1. The Visiting Committee recommended that the department meet with the science department and other related subject areas to plan an integrated approach in addressing health goals and objectives.

The Health and Science Departments have worked at building consensus on common goals and objectives. A list of common goals and objectives for both departments was put together in spring 1994. To date, all health teachers follow the state mandated curriculum on health as well as working together with science peers on common vocabulary terms.

WASC 19293

Summary of Progress Since Last Full WASC Visit
History/Social Science

1. The Visiting Committee recommended that the District administration, school administration, and department restructure the remedial classes in favor of a basic program which offers core curriculum and literature to all students.

All students, including those requiring remediation or special help, have equal access to the core curriculum in all subjects.

The District has mandated the restructuring of classes and has phased out the designation "remedial" classes. Students requiring remediation are, with few exceptions, mainstreamed into traditional classes in all subjects. The exceptions are LEP/Bilingual, and students in special day classes. As an example, the Social Studies Department has implemented sheltering techniques in all subject matter on all levels to meet the needs of our LEP population. Bilingual support (English-Spanish) is provided for ESL-1 and ESL-2 level students in World History. Special education students obtain the curriculum in special day classes. Resource students are generally mainstreamed into the traditional class setting with support provided from our resource professionals. Classes tend to be homogeneous.

For motivated and gifted Belmont students, Advanced Placement programs are offered in U.S. History and U.S. Government. Honors programs are available in all Social Studies content areas and the International Studies Academy offers a comprehensive, college preparatory curriculum on all grade levels. Our Humanitas curriculum has been expanded to include grades 9, 10 and 11 on A-Track and grades 10 and 11 on C-Track. Finally, the Travel and Tourism Academy has integraded its curriculum in all Social Studies content areas.

2. The Visiting Committee recommended that the administration, the counseling staff, and the department work cooperatively to resolve the problem of inappropriate student placement so that students may experience the benefits of continuity of instruction.

The Social Studies department, the administration, and the counseling staff continue to maintain open lines of communication in order to facilitate program changes and appropriate placement of students. Our biggest challenge lies in placing LEP and RFEP students in an environment where learning will be at an optimum level. The department goal is to insure a homogeneous grouping in sheltered classes in order to create an atmosphere of learning, improvement and success for the LEP student.

The department supports and willingly participates in school wide attendance strategies. Our concentration has been "on-time" classroom attendance with the implementation of a "Tardy Sweep" policy. Essentially, students must be in class on time or face a series of consequences for tardiness. Faculty and staff participate in the success of this program by supervising the hallways between classes and during the first several minutes of conference periods plus donating four conference periods per semester to various "tardy sweep" duties. A similar program is in place to address first period tardiness.

3. The Visiting Committee recommended that the administration, counseling staff and department work cooperatively to develop a plan to improve attendance.

Special programs in terms of overall school-wide attendance have yet to be established; however, programs already in place are executed with efficiency. Our PSA coordinator, Janice Lind, is the best example of a commitment to excellence. Ms. Lind has approached the challenge of school attendance with energy, integrity and perseverance. Teachers, counselors and track centers routinely make calls to the homes of our students in order to follow up on absenteeism. Finally, newsletters from Belmont High School to parents and guardians are mailed to homes with information regarding attendance and tardy policies.

Recent installation of a "Phone Master" communication system permits immediate communication to a parent of any incidence of absenteeism related to his/her child.

Summary of Progress Since Last Full WASC Visit
International Studies Academy

1. The Visiting Committee recommended that the administration, counselors, and Academy Coordinator expand recruitment efforts in order to meet their goal of 240 participants for the program.

Over the past seven years, recruitment efforts have continued and the enrollment has doubled.

2. The Visiting Committee recommended that the department and students develop a peer tutoring component to lend additional support to Academy students.

The establishment of special International Studies Academy homerooms has facilitated this peer tutoring effort. Students may be matched with tutors in a timely and efficient manner. Students work cooperatively with one another and pool their strengths. Also, the ISA coordinator has become the counselor for all ISA students which lessens the number of hands through which grade and class progress reports must be processed and makes it much easier to adjust course schedules where needed.

3. The Visiting Committee recommended that the District administration and the school administration publicize the International Studies Academy within the Belmont High School attendance area for the purpose of recruiting top students for the program.

Representatives from ISA call parents of incoming 9th grade students to explain the program. Also representatives attend articulation assemblies at the feeder middle schools.

WASC 19296

Summary of Progress Since Last Full WASC Visit
Junior Reserve Officers Training Corps (JROTC)

1. The Visiting Committee recommended that the administration and the department work together to discover ways of providing adequate time and space for the drill movement during the school day.	Time and space continue to be a problem due to the size of the campus and the large enrollment. JROTC must compete with the Physical Education department for space to drill during the day. The department chairs cooperate to the advantage of each department.
2. The Visiting Committee recommended that the administration and counseling department continue to find ways to involve more students.	The Department Chair has met with the feeder schools and the counseling department to find ways to involve more students such as recruiting through PE demonstrations. Increased articulation will continue between our school and the feeder middle schools to encourage more student participation.
3. The Visiting Committee recommended that the District administration, school administration, and department identify additional instructional space to accommodate the recommended enrollment.	Due to the overcrowding at the school, no additional space has been found.

Summary of Progress Since Last Full WASC Visit
Mathematics

1. The Visiting Committee recommended that the administration and department continue to provide in-service opportunities with a focus on the use of a variety of instructional strategies including cooperative learning techniques, interactive student participation, and the use of diverse instructional materials to accommodate the various learning styles of the students.

Several members of the Belmont Math Department have attended workshops provided by LA-SI, +PLUS+, and McDougal Littell on the use of calculators, computers, cooperative learning, and implementing the Integrated Mathematics program. Within the last year and a half, the teachers on A-Track, who have been teaching Integrated Mathematics, have been meeting on a regular basis to coordinate homework assignments, tests, and strategies for implementing the program. The Integrated Mathematics program encourages the use of manipulatives, calculators, computers, projects, critical thinking skills, and cooperative learning groups. This school year, the Integrated Mathematics teachers on B-Track and C-Track are meeting, but less frequently. We have sent a few teachers to national, regional, and local math conferences to learn and share new ideas.

The department would like to use more staff development days for department in-services, in addition to the extended lunch period. It is difficult to find a common time for meetings before, after, and during school time.

2. The Visiting Committee recommended that the department, counselors, and other departments increase their communication level to achieve a fuller articulation that will allow students with special needs to be identified to staff, and to improve student placement procedures, services delivered, and needed parental contacts.

We have some articulation with the counselors in the form of teacher recommendations for student placement, and identification of students in special education, gifted, and ESL from the various offices.

There is still a need for increased articulation between the mathematics department and the Belmont counselors for placement purposes. There is virtually no articulation between the mathematics department and our feeder middle schools. This is creating a programming problem for in-coming 9th graders.

WASC 19298

3. The Visiting Committee recommended that the department expand the integration of technology and teaching aids into their classroom instruction to include items such as computers, software, TV, VCR, and calculators as appropriate.

The mathematics department has incorporated the use of the TI-81 calculators into the Integrated Mathematics program, and the TI-82 into the Calculus program. The use of the calculator is encouraged in most classes. The math/social science computer lab is being utilized by a small number of classes on a regular basis. We are trying to get some donated PC's up and running in several classrooms. The use of videos has gone down, since there are so few videos that have topics of mathematical relevance and interest.

4. The Visiting Committee recommended that the department incorporate additional bilingual and sheltered English Classes and staff, and designated honors classes in Algebra and Geometry, in order to better address the education of the special needs populations at the school.

The counselors have identified the language needs of the Belmont population and classes on all tracks have been designated as regular, sheltered, or bilingual. Efforts have been made to increase the number of bilingual teachers. At this time, the only honors classes are in Trigonometry and Math Analysis. We are following LA-SI's standards of equity in the other mathematics courses by not designating any classes as honors, regular, nor remedial.

Summary of Progress Since Last Full WASC Visit
Physical Education

1. The Visiting Committee recommended that the administration and department work together to obtain a classroom facility to support instructional needs.

As of May, 1996, the current Belmont High School facility could not provide the department with space for a classroom. However, the Belmont Learning Complex (new school facility to be built beginning in 1997/98) will, upon completion, contain a classroom and multi-purpose room for the Physical Education Department to meet its instructional needs.

2. The Visiting Committee recommended that the administration and department evaluate the elective offerings for the 11th and 12th grade students and develop a program and courses commensurate with its findings.

The department and administration have concluded that Physical Education elective offerings are thwarted by stringent graduation requirements in academic subject areas established by the state and school district. Room in the 11th and 12th grade schedule for Physical Education requirements is virtually nonexistent. Students participating in sports are, or course, the exception to this situation.

3. The Visiting Committee recommended that the District administration, school administration and the department implement a schedule of general maintenance and long range improvements necessary to upgrade the existing physical facilities.

The addition of the softball field has relieved some of the impact of overcrowding persistent at Belmont High School. General repairs to existing structures and facilities are still inadequate; however, the department expects the outside court area to be repaired in the near future.

WASC 19300

Summary of Progress Since Last Full WASC Visit
Science

1. *The Visiting Committee recommended that the District administration continue to improve the facilities to accommodate the full-size science classrooms and extend opportunities for all students to participate in hands-on activities.*

Two more classrooms have been added to the science department but are not fully equipped due to budget constraints.

The department has been able to establish a computer room, furnished with twenty Macintosh computers and a variety of applicable science software. The use of technology in the classroom has allowed more students to become involved in the science curriculum.

The plans for the future Belmont site call for state-of-the-art, fully equipped science rooms that will enable students to be better prepared for the challenges of the 21st Century.

2. *The Visiting Committee recommended that the department strengthen the lines of communication between the four feeder junior highs' science departments to seek better ways to meet students' needs.*

As a member of "Target Science," our Science Department representative has met with the Cluster's middle schools to discuss current issues and curriculum continuity.

WASC 19301

3. *The Visiting Committee recommended that the District administration and school administration support the department's efforts to attend national and local science conferences aimed at personal renewal and improved competence in science education and to further ensure consistency and alignment with new research and programmatic changes.*

Science teachers are able to attend a variety of science workshops. Teachers can be funded by the school with a written request to the Shared Decision-Making Council.

The Eisenhower Science Foundation conducts a diverse array of workshops throughout the year and attending educators have been able to take a lot of knowledge and practical application back to their students. Administrators encourage the staff to attend conferences.

4. *The Visiting Committee recommended that the department meet periodically with other disciplines to collaboratively plan and implement activities that strengthen the delivery of the core curriculum.*

The Humanitas program has incorporated the subjects of creative writing and literature with biology in the 10th grade, allowing students to understand the relationship between strong writing skills and their importance to science research. Other programs that were initially designed to provide interdisciplinary teaching are no longer available (MAPS, ACT).

Other than teachers participating in the above mentioned programs, the majority of science teachers have little contact with other departments. Department chairs need to include interdepartmental communication in their staff development plans.

5. *The Visiting Committee recommended that the administration and the department find ways to combat overcrowding in labs to provide an environment that promotes learning and safety.*

Teachers are developing skills and techniques needed to implement the positive learning environment that must be encouraged for students to comprehend and enjoy science. Cooperative learning is an integral method that is commonly utilized to alleviate the large class size, averaging 35-40 students.

WASC 19302

6. The Visiting Committee recommended that the department find ways to use community resources to further enrich the program.

The crime research lab of Los Angeles County has welcomed students to visit its facility. Local universities, such as California State University, Los Angeles, have provided campus programs for our students, and several professors has come to Belmont to serve as guest speakers.

7. The Visiting Committee recommended that the administration and the department expand the use of teachers' aides to include more personnel from varied language groups.

Title I teaching assistants have been assigned to the department. Such aides are predominately Spanish speakers, reflective of our student demographics. Additionally, teachers' assistants funded through the Bilingual program are assigned to classes taught in Spanish as per the State and District guidelines.

8. The Visiting Committee recommended that the District administration find better means to maintain the ventilation and other environmental systems in the department.

Due to severe financial cutbacks in the District, response to cooling and heating system maintenance problems has been slow. Systems continue to blow debris and dust.

WASC 19303

Summary of Progress Since Last Full WASC Visit
Special Education

1. The Visiting Committee recommended that the administration consider assigning a counselor per track to work with all special education students within the track to improve communication between the counselor and the special education program.

Each track has a counselor designated to assist Special Education students. The Special Education teacher meets with the counselor when programming special education students each semester to help ensure students receive appropriate classes to meet graduation requirements. Both the counselor and special education teacher maintain, semester by semester, a graduation checklist beginning with the 9th grade year.

2. The Visiting Committee recommended that the District administration and school administration employ an additional bilingual subject area aide to assist LEP students in the SDC program.

Belmont High School must choose its special education assistants from the LAUSD "pool" of existing assistants, many of whom are not bilingual. Despite these constraints, the number of bilingual assistants in Belmont's Special Education Department has risen from 20 to 60 percent in the SDC program.

3. The Visiting Committee recommended that the school administration regularly schedule information items within the framework of staff meetings to afford Special Education teachers the opportunity to communicate with regular teachers, counselors, vocational education colleagues, and other co-workers.

The Special Education Department has had opportunities to meet with their own department members and other faculty members during staff developments and department meetings, and recently, during preparation for the special education audit performed by the State. Special Education teachers communicate primarily through the Special Education counselors in each track. Most teachers regularly consult with Special Education teachers regarding teaching strategies most effective with Special Education students.

Any additional information that needs to be disseminated to the entire faculty is published though the *Daily Bulletin*.

4. The Visiting Committee recommended that the department in-service the regular school personnel so that they are aware of the service Special Education provides.

Regular education faculty and staff have been in-serviced on the modifications to the regular educational program prior to referral, the special education referral process, and the types and locations of Special Education services offered at Belmont and throughout the District. In addition, Special Education teachers consult informally with regular classroom teachers and counselors on a daily basis about Special Education services and students. The Resource Specialists provide continuous in-service to teachers who have a high percentage of Special Education students in their classes, and walk-in consultations are available to all regular classroom teachers.

1. The Visiting committee recommended that the administration and department identify the means by which the performing arts course offerings may be expanded in order to provide for the depth and breadth of students' interests and talents.	At the present time Belmont has two drama classes on C track and one on B track.. The Music Department has a choir which presents concerts at school and participates in festivals and competitions. The fall semester offers Marching Band and Orchestra with auxiliary classes in Dance and Flag Team. In the spring there is Jazz Band. Winterguard, Drumline, and Orchestra participate regularly in competitions.
2. The Visiting Committee recommended that the administration and department work cooperatively to address the concerns regarding supplies, storage, and rooms so that all teachers have access to supplies.	All of the above concerns continue to be met. All art teachers have their own supply storage areas (and each his own key). The department has an art office where visual aids and other instructional materials are stored for general department access.
3. The Visiting Committee recommended that the department implement methods of instruction in order to meet the special needs of all students.	The department continues to individualize instruction to meet the needs of diverse students who are mainstreamed. The following techniques are employed: cooperative learning, audio-visual aids, sheltered English, bulletin boards with step by step procedures, oral presentation, daily review, and individual explanations in the student's primary language.

Summary of Progress Since Last Full WASC Visit
Vocational/Technical Education

1. The Visiting Committee recommended that the administration and department consider offering a full schedule of classes to all tracks.

Due to a District budget crisis, staffing for the Business Education Department had been reduced. However, with funding from the Carl Perkins Vocational Education Act, additional business classes have been opened and aligned with academic classes to offer students an opportunity to prepare for a skilled position when exiting high school and to provide a means of livelihood should they choose to go on with their schooling. These "academy" classes cover career areas of travel and tourism, banking, and will soon expand to include a graphic arts academy.

With money from the School to Work federal grant, a Tech-core laboratory was opened which provides all ninth grade students an opportunity to become acquainted with various technical careers.

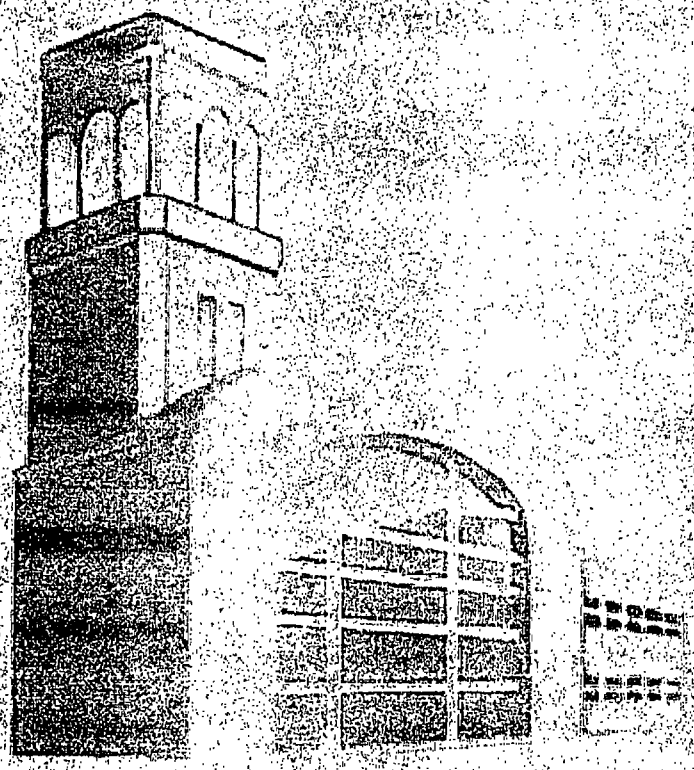
2. The Visiting Committee recommended that the department explore ways of recruiting more students from both the school and the feeder junior high schools.

Since the last accreditation visit, the department has invited the feeder junior high schools to staff development meetings to discuss strategies for recruiting more students. Also, business teachers have visited feeder schools.

Vocational clusters have been developed with the Carl Perkins Grant. Students are informed of the programs and letters are sent to parents that indicate that students who complete the program will have the opportunity to develop a career portfolio including employment, education or further job training.

Self-Study

Vision, Leadership and Culture



WASC 19309

Category A
Vision, Leadership, and Culture

The Process

The Vision, Leadership and Culture focus groups initially met by tracks. A-track had 23 teachers and TA's, B-track had 13, and C-track 20. As one track went off, the work it had done was passed on to the incoming track.

In meetings in August the entire faculty studied the process in detail. Meetings in September and October alternated between Focus and Home Groups as data and evidence were collected. Each group broke into four sub-groups, one for each criterion question. In November and December the A and B-track focus groups began meeting together, combining the respective sub-groups in preparation to answer the questions. Sub-groups wrote preliminary responses, which were then revised by the A and B-track group leaders in December.

The Evidence

Copies of the Belmont Mission Statement and Belief System, school parent survey, LAUSD Student Rights and Responsibilities, Spotlight with District's Mission Statement, LAUSD Employee Assistance Program, Parent Newsletter, Cluster Newsletter, Cluster Vision Statement, Faculty Handbook, Belmont Agenda Planner, bulletins, newsletters, announcements, Shared Decision Making Council Minutes, Cluster Resource Handbook, Humanitas information, UTLA bargaining agreement, Newcomer Center Purpose Statement, student dress code, tardy sweep policy, basic school rules.

Ethnic breakdown of student population, evidence of teacher training in current methods and philosophies (CLAD, BCLAD, SB1969, Colloquium), Mentor teacher program information, statistics on crime, and suspensions.

Interviews with Head Counselor, Assistant Principals, Principal, Title One Coordinator, ROTC leaders, Band and Drill team leaders, coaches, SB1882 Coordinator, school nurse, school police, plant manager, mentors and mentees.

Surveys of teachers discussing ESLR's with students, of rooms displaying the ESLR's, of parent knowledge of ESLR's, of teachers' opinions of staff support for the ESLR's, of stakeholder satisfaction (one each for parents, teachers, students), teacher evaluation.

Category A
Vision, Leadership, and Culture

The Criteria

A1: Does the school have a clearly stated vision or purpose based on its beliefs, students' needs, and current educational research?

Belmont High School developed its Mission and Belief Statements during the Fall of 1994 and Spring of 1995. These statements were developed with the participation of all stakeholder groups: teachers, support personnel, administration, parents and students. The school has not significantly changed in character in the following two years and the statements remain relevant.

Is the vision supported by the governing authority and central administration? Is the school's purpose defined by schoolwide expected learning results: what all students should know and be able to do?

In early 1996, a schoolwide effort formalized a set of Expected Schoolwide Learning Results. This culminated with the production of nine comprehensive statements, later synthesized into five, which the school will emphasize in its future teaching. To produce the ESLR's, the staff met in groups headed by facilitators and broke into smaller subgroups to brainstorm for quality statements that fit the school's structure, its students and staff.

In March, 1996 the preliminary ESLR's were gathered by Focus Group facilitators and screened by the school's Accreditation Leadership Committee, comprised of department chairs and accreditation facilitators. The students and parents did not have input into the original ESLR statements, but representative parents and students have been given stakeholder survey sheets to add insight to the ESLR's, and to fairly judge the statements' impact upon the school community.

The Statements and ESLR's are supported by the school board and central administration. The Mission Statement and Belief System are similar in tone to vision statements developed by the Belmont Cluster. The ESLR's correlate with the Superintendent's Goals announced in 1996.

More importantly, and more concretely, the District has undertaken two significant projects that boost the school's ability to deliver on the ESLR's. First, completion of the Vocational Education Complex during the 1995 school year eased the overcrowding of the main campus buildings and opened a modern technical facility to students. The complex offers classes in computer drafting and graphic arts, and features a modern tech lab which exposes students to current vocational fields. The complex also includes an auto repair shop.

Second, the District launched a drive to establish a new 35 acre Belmont Learning Complex to replace the current high school. This new campus is expected to open in the first years of the new century at a location not far from the present school. The

Learning Complex will feature five academies: humanities, health and human services, law and government, business, and communications and entertainment. The school is expected to include a comprehensive, fully integrated technology environment.

Support on the Cluster level can be seen in colloquiums for the teachers, parents, support staff and administrators of all schools within the Belmont zone. Held each of the last two years, these colloquiums have included motivational speeches, workshops and opportunities for interaction with peers.

On the school-site level, there has been progress in reaching the technology goals of the ESLR's. Rapid growth in student use of computers at Belmont High School has taken place in large computer labs funded and established in the English, ESL, Math, Social Studies and Science Departments through Title I, Bilingual, IMA and grant purchases. The establishment and use of these laboratories are a direct result of an emerging culture of the school, which promotes technological literacy.

However, in spite of these accomplishments, there is a general feeling among many teachers that the Vision, Mission and ESLR Statements are not particularly goal specific, being too philosophical in nature. Teachers perceive, and evidence collected through parent and teacher surveys indicate, that the statements have had little impact upon student instruction, parent participation and the daily operation of the school. Visits to classrooms reveal that Belief System is not posted or not visible in 45% of the rooms. In informal interviews with a portion of the staff, only 33% indicated that they used the Mission Statements/Belief Systems in their classes. Further, parental surveys show that 74% of the parents do not know about the Mission Statement, Belief System, or ESLR's.

The VLC Focus Group recommends that a greater effort be made by the school staff to implement these guiding words. The task that lies ahead is translate these general statements into specific, measurable goals that will support the students in achieving the ESLR's.

The school ranks in the "B" category on the A-1 rubric.

Category A
Vision, Leadership, and Culture

A2. Does the school leadership make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results? Does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?

The Belmont leadership team is composed of the basic stakeholder groups here at Belmont: administration, staff, parents, and community members (notably absent are student representatives). Specific groups include the Shared Decision Making Council (SDMC), the Title I Parent Advisory Committee, the Bilingual Bicultural Committee, and the Strategic Planning Committees.

Since 1990, in accordance with the UTLA-LAUSD contract, the SDMC—consisting of four department chairs, three appointees of the principal, and two parents—has been making decisions in five areas: budget, discipline policies, equipment, staff development, and schedules. The Council has overseen the Instructional Materials and Textbook accounts, and has instituted a "mini-grant" program for allocation of the $100,000 in discretionary funds that Belmont has received each of the last two years. Finally, in the spring of 1994, the SDMC was instrumental in initiating a school-wide reform process, **Strategic Planning**, that has defined, shaped, and is beginning to promote Belmont's culture and vision.

This process involved the entire faculty. Each faculty member participated in one of ten committees (Diversity, Collaboration, Accountability, Quality Education, Environment, etc.) As a whole the school came to a consensus on the mission statement and belief systems for Belmont. Further, the beliefs generated goals, and many of those goals became the basis for our Expected Schoolwide Learning Results.

Several of these committees then examined changes to support the school in achieving the ESLR's. Committees explored in depth a **student uniform policy** and **block scheduling**. While these reforms were rejected (by the respective committees), the school has adopted a daily, period by period **tardy sweep** and a **student evaluation** of teachers.

The principal has sought even more collaboration and involvement of the staff by encouraging us to become a LEARN school. The faculty fell short of approval (62% in favor, 75% needed). However, rather than a rejection of school reform per se, this could be seen as hesitance to embark on a new, unknown course of reform when the present course seems to be yielding results.

The strategic planning process and the accreditation process have promoted innovative participation from the faculty. This process began our efforts at team-building, which has continued through the accreditation process (Focus on Learning).

The structure of the academies (Travel and Tourism, Graphic Arts, and International Studies) and special programs (Humanitas, School-to-Work, and Carl Perkins) promotes collaboration among teachers.

Student leadership is demonstrated in Leadership Class, service clubs (like Octagon and the Environmental Club), and Impact Plus (a leadership training program). These groups encourage student participation in school affairs, but as of yet they have not focused on specific ESLR's.

Parent participation is evident in the Parent Advisory Committees, with 75-100 attending meetings. There is interest in classes at the Belmont Parent Center and a stated need for classes offering basic parenting skills in dealing with adolescents. There is also a need for greater awareness on the part of teachers, students, and parents of available school and community resources.

Changes of a broad nature (the Belmont Learning Complex, the Vocational Education Complex, the academies, and the newly instituted tardy sweeps and teacher evaluations) certainly allow the school to focus on achieving the ESLR's. But, as was stated in the response to criterion A-1, much work needs to be done on the way teachers focus on the ESLR's day to day, classroom by classroom. The ESLR's are new. When we began the accreditation response, we interrupted the strategic planning process right at the stage of creating an action plan for implementing them. The school leadership's next steps need to address this.

Still, for the tremendous strides made in working together towards common goals, the school rates a "B" on the A-2 rubric.

A3. Is staff supported, utilized and monitored to facilitate student achievement of ESLRs?

Are leadership and staff a part of an organized structure committed to professional development?

The staff is well-assigned to maximize the use of their expertise.

Teachers are assigned to departments based on their credentials. If they are credentialed in more than one area, they are assigned to the department that best suits the needs of the school. This assignment may or may not be the teacher's preferred choice.

When surveyed, 86% of Belmont teachers agree or strongly agree that they are assigned classroom duties suitable to their training and qualifications. However, when asked whether they feel they are equipped to deal with the special-needs students assigned to their classrooms, 58% feel they have not received training and are therefore left to their own devices to prepare for these students.

In contrast, teachers are prepared to deal with our LEP population. Belmont and Newcomers have 34 teachers who are fully bilingual (BCC or BCLAD), and another 18 with cross-cultural (CLAD) or language training (LDS). Many of our teachers underwent immigrant experiences themselves.

In general, staff evaluation (a biennial Stull) is not seen as effective in promoting professional growth. This is an area of concern. Since the school follows the District's staff evaluation policy to the letter, this should be interpreted as a District shortcoming.

A formal District Mentor Program is in place at Belmont and addresses the needs of new teachers. Both mentors and new teachers generally agree that the program is helpful and effective in assisting new teachers to understand their role in contributing to school improvement efforts and that the mentoring program provides an organized structure for facilitating achievement of ESLR's.

At the same time, there are a few drawbacks. Many mentor teachers feel they could be more effective if their teaching load were reduced and if mentees were more often assigned in subject areas identical to those of their mentors. Many new teachers would like more information about the program earlier in the year to fully utilize this resource.

Unfortunately, the mentor program extends only to new teachers. For this reason, only 45% of teachers agree that mentoring is being "systematically promoted within and across all disciplines."

Further, only 24-28% of teachers believe that shadowing, coaching, and observation are being systematically promoted to "implement innovations and encourage improvement." Theoretically, extended

lunch meetings could be used to set up some of these strategies among department members, but there has been no formal or informal push for this to occur. Lack of time and heavy workloads limit what has been done in this area.

The staff development program has room for improvement. Only 36% of teachers think that the professional development program has positively impacted student learning and the accomplishment of the ESLR's. This is not because of a perceived lack of collaboration between faculty and administration. A survey of teachers shows that 66% feel their ideas are listened to and valued regarding staff development. Rather, this shortcoming reflects the fact that the ESLR's are new, general in nature, and that the school has not really had the chance to develop strategies to achieve them.

Most teachers (66% agree/22% disagree) feel that their input is valued in regards to professional development. Three-quarters feel they are encouraged to enhance their knowledge and skills. Most (62% agree/19% disagree) feel that leadership and staff are part of an organized structure committed to professional development.

Indeed, there is a school professional development plan, developed collaboratively by the SB1882 coordinator, the Shared Decision-Making Council and the Assistant Principal. Priorities and needs are determined with regards to current issues as well and individual needs. Teachers attend required workshops at school (four full days per year minimum). In addition, the Belmont Cluster Colloquium offers a yearly chance to attend workshops by our Cluster teachers showcasing implementation of the "current research and thinking."

Over 75% of teachers have taken advantage of outside professional development options. Teachers are sent off-site according to personal requests, which first have to go through SDMC and department chairs. Pragmatic questions, such as travel and substitute time, are considered. Teachers are required to share the information obtained with their department. An extended lunch period is allotted each month for this, as well as for sharing lessons, and working on curriculum development and assessment. The English and the Special Education departments have done this on a regular basis, but it is questionable whether this occurs to the extent that it should in other departments.

Additionally, the English department has received "Z" time to implement a new curriculum.

Overall, the school manifests elements of both "C" and "B" on the A-3 rubric.

A4. Is the school a safe, clean, and orderly place that nurtures learning?

Is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

While Belmont High School is located within a police division (Rampart) that has one of the highest crime rates in Los Angeles, the school itself is viewed as being relatively safe by 90% of the staff, 60% of the students, and 85% of the parents. It is orderly, ranking third in the District for least number of suspensions.

The school observes the regular district practices of supervision by administrators and counseling staff before and after school and during nutrition and lunch. Additionally, it is a closed campus. Two school police officers and nine full and part-time campus aides patrol the halls and school perimeter. The dress code and tardy sweeps not only keep the campus orderly, they also make it easier to identify outsiders on campus. A weapons search is conducted daily.

A well-defined hall pass policy, teachers standing at their doors during passing periods, and the tardy sweeps combine to create an orderly campus that allows teachers to conduct classes with few distractions from the halls. There is a serious problem with intermittent fire alarms, which not only interrupt instruction, but also create a safety hazard—nobody pays attention to them.

Still, 30% of the students are dissatisfied with safety measures on campus and 35% of the students **do not** feel safe traveling to and from school.

The school constantly battles to stay beautiful. At least 3000 students and 400 adults use the campus during the day; adult school is in full swing four nights a week and on Saturday morning. Classrooms, which are kept clean by the teachers and day custodians, often end up messy from use at night. A majority of faculty members think the campus is clean (57%), but a sizable minority (40%) disagree. Students (who have to use student bathrooms) are more evenly split; 46% think the campus is clean and 43% don't. Supervision during nutrition and lunch helps ensure that students bus their food trays and throw away their trash. Most do so willingly. Custodial crews pick up the rest. Food is not permitted in the building, and hallways are basically clear.

Tardy sweeps, the hall pass policy, and campus aides have reduced opportunities to paint graffiti and vandalize bathrooms, but there is still a huge problem. Graffiti has to be painted out daily in the halls and stairwells, and many bathrooms are closed for repair. Students feel pressed to be on time to class when they are running around looking for an open restroom.

Since 30% of the students are still concerned about safety, the school rates a "C" on the A-4 rubric for question one.

A staff survey shows that 67% of faculty members agree with the statement "High levels of trust and mutual respect exist in our school."

Teachers and staff create a caring environment for our students. A student survey shows 67% of students satisfied with the help teachers give them to succeed (22% dissatisfied); and 61% are satisfied with support from the counselors and other support staff (25% dissatisfied). On our school-wide teacher evaluation, 79% of students said their teachers care about them.

The trust and respect that are evident in the faculty extends, for the most part, to the student body. With immigrant students from over 50 countries, there is little friction among the diverse groups. In spite of, or perhaps because of, the adversity these students have endured, and because of their "old-world" attitudes towards education, they are overwhelming respectful, friendly and polite. Visitors to our campus almost always comment on this.

Teachers are well prepared to nurture the students. Teachers devote thousands of extra hours to students every year. **Twenty teachers are former Belmont students.** Doors are open during nutrition and lunch.

Belmont has high expectations for all students. The *Belmont Newcomer Center*, an ambitious LAUSD Master Plan for LEP students to learn English and graduate in five-plus years , and a full-time college advisor and college outreach workers who help 60% of our students enter college, all promote high expectations. To cultivate the idea that their children can go to college, the school holds a college night each year for parents who have not gone to college themselves.

In addition to the regular honors and AP courses, there are the Humanitas program, School-to-Work program, and Carl Perkins program. The new Tech Core Lab offers students a taste of the latest advances in technology, and a complete, modern auto repair shop will be opening in the 1997-98 school year. Three academies allow students to specialize: Travel and Tourism, Graphic Arts, and International Studies.

Part of the school's culture is helping students find a niche or group to belong to. Such help is essential given the large student body and the feelings of displacement that many immigrant students experience. It provides missing structure and a sense of order. Tracks, academies, and special programs all contribute to this, as do Athletics, Band, Forensics, Yearbook, Drama, and Cheerleading. Clubs are active year round.

Last year Belmont teams (of 50 LAUSD high schools) were City Champs in soccer, and frosh-soph and JV cross-country. This year our Varsity cross-country team won the City Championship, as did our Marching Band, Drill Team and Tall Flags. For the last four years Belmont JROTC cadets have placed first in All-City Competition. The Academic Decathlon team placed sixth in the city(of 58 schools). A strong forensics team routinely wins top awards in league competition and often places in national invitational tournaments. It consistently sends 4-8 students to the California Speech Tournament.

However, many factors limit high achievement *for all students*: high transiency, influx of students with little formal education, crime and gang activity in the neighborhood, family and financial problems, pregnancy, and substance abuse. To meet these challenges, Belmont has one and a half drop-out counselors, a Parent Center, and courses offered through adult school to improve reading and writing skills. The Impact Program is strongly established. Twenty-four groups per semester help 240 students(around 500 kids over the year). There are groups for drug and alcohol support, crisis counseling, grief, gay and lesbian issues, culture shock(ESL students), gang intervention, and pregnancy and being a teen mom.

The Shared Decision-Making Council promotes much positive professional interaction between faculty and administration. This has been enhanced by the Strategic Planning process. Collaborative efforts have resulted in the creation of the Belmont Mission Statement and Belief System, and the establishment and operation of the tardy sweeps.

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Teachers agree (80%) that "the principal works collaboratively with all stakeholders," but feel there is room for other stakeholders to improve their participation. Only 62% are satisfied with collaboration on the budget and with the level of collaboration among all stakeholders. This number parallels the vote to become a LEARN school, with 62% in favor.

Professional interaction with the District has also taken place. All staff members have had the opportunity for input into the design and development of the new Belmont Learning Complex, through briefings with the developers and Mrs. Del Cueto, the District project coordinator.

Belmont continues to make strides in school improvement. Community and District efforts spearheaded the planning and development of the new Belmont Learning Complex. Locally, through the Strategic Planning Committees, the tardy sweeps have improved attendance and reduced graffiti. A teacher evaluation by students has been started also.

Although school-wide staff development has been taken up the last two years with the Strategic Planning and the Accreditation processes, prior to that emphasis was on current educational research. There were routine presentations in many areas, including Specially Designed Academic Instruction in English (SDIAE), Reading and Writing across the Curriculum, Whole Language methodology, the California State Frameworks, and use of computers in the classroom. The Belmont Cluster Colloquium offered 60 workshops this year.

As a group, all faculty members have been exposed to new research and thinking. But, as was noted in the response to criterion A-3, procedures to support all teachers in implementing specific strategies are lacking.

On a smaller scale, individuals and small groups of teachers have attended numerous workshops. Over the last 5 years, around $60,000 has been spent on writing training, AP instruction, and computer conferences.

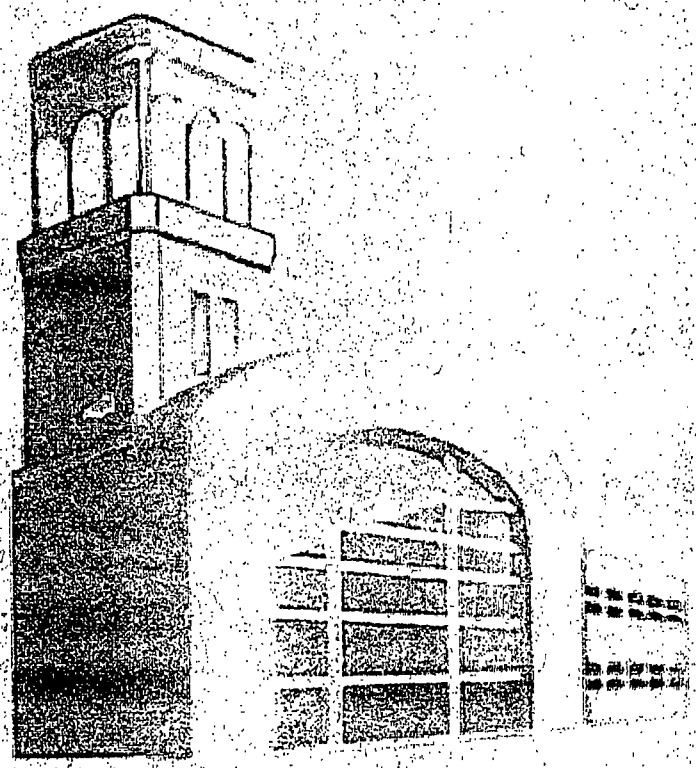
Examples of collaboration and enthusiasm among teachers abound in the special programs and in some departments. For example, the new integrated math and integrated science curriculums have produced a high degree of collaboration among involved teachers. The English department has worked on ways to implement the State framework and has written a standardized final exam.

Category A
Vision, Leadership, and Culture

In many areas the school is basically forward-looking in terms of ideas, innovations, and methodologies. Nonetheless, there is room for improvement, as far too many teachers work in the isolation of the classroom.

On the second question of A-4, the school rates a "B" on the rubric.

Curricular Paths



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Category B
Curricular Paths

THE STRUCTURE AND PROCESS

Belmont faculty began meeting in April 1996 to select focus groups, draft a list of Expected Schoolwide Learning Results (ESLR's), respond to the 1990 recommendations from WASC and to learn about the upcoming accreditation process. The focus group for Curricular Paths divided into three groups, according to tracks, to gather and review evidence and respond to the criteria.

Focus groups included teachers representing all disciplines, as well as, teachers' assistants, counselors, coordinators, and administrators. Classified personnel and students from Leadership and Junior and Senior Cabinets joined discussion groups in November and December respectively. Shortened or minimum schedules provided the necessary time for focus groups to prepare the self-study. Each focus group divided into three discussion groups corresponding to Curricular Paths Criteria B1, B2, and B3. On four occasions members of focus groups met with their departments (Home Groups) to gather evidence. B Track and C Track focus groups met separately through August 1996. During September and October, A and C Tracks continued to meet separately since C Track already had two months experience compiling and reviewing evidence. When B Track returned, members joined forces with A Track to complete the self-study process.

THE CRITERIA

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

A review of the evidence indicates that students receive a curriculum based on traditional expectations for skills and knowledge. Instruction is mainly textbook-oriented, abstract, and based on preparation for college. Several programs promote meaning-centered learning, as described in the "New Curriculum" in *Second to None* : Humanitas, the International Studies Academy, the Carl Perkins Program, the Travel and Tourism Academy, the Graphic Arts Technology Academy, Business and Banking, Telecommunications, Computer Drafting, and Accounting.

Faculty in many departments are practicing effective teaching and learning strategies such as cooperative learning, sheltered instruction, journal writing, peer instruction, use of higher order thinking skills and portfolio preparation. Teachers are also using technology and computers in classrooms, labs and learning centers. Communication skills are stressed throughout the disciplines. Teachers relate classroom subject matter to real world applications and core academic classes are arranged in a sequential pattern that coherently builds upon previous skills learned by students. Students, with parental agreement, are free to choose special programs in which to participate such as the Humanitas Program, the Carl Perkins Program, and the International Studies Academy. Students are limited only by their

English fluency (ESL I and 2 students must take a core of ESL classes) and track assignment. Students are encouraged to take the most rigorous program they can handle. Student achievement is monitored by the individual teacher and is reported to parents via the five-week progress report, mid-mester grades, the fifteen-week progress report and final grades. Achievement is also reported to parents on Parent-Teacher Conferencing Night (bi-annually) in addition to periodic phone calls when needed.

The concept of formally delineating Expected Schoolwide Learning Results is new to the school this year. The development of the ESLR's has been a schoolwide effort involving all stakeholders. The school leadership is committed to ensuring that the curriculum, including academic core courses and electives are consistent with the Expected Schoolwide Learning Results.

The LAUSD has recently reorganized into twenty-seven clusters, which include high schools and the K-8 feeder elementary and middle schools. The Belmont Cluster Instructional Cabinet meets monthly to discuss instructional issues. Counselors and program representatives visit feeder middle schools at least once a year to discuss course offerings, activities, and special programs. Likewise, groups of students from the feeder middle schools visit Belmont in order to view several of these programs in operation. Students in Belmont's music program also entertain at the feeder elementary schools. Belmont High School maintains a strong communication with local colleges and universities. Representatives from these schools visit the campus and speak to students both individually and in groups. In addition, students have opportunities to visit the campus sites, take classes and access the libraries there.

Belmont High School offers SAT preparation classes and provides staff training so that students receive maximum support. These activities are coordinated by a full-time college counselor who provides services to students on all three tracks.

The focus group believes that the school program falls short in various areas: articulation among the various disciplines is highly limited; by dint of our multi-track system, not all of our academies/special programs are offered on all tracks thus limiting student access; our elective offerings that emphasize real world applications of knowledge (especially for those students who are not college bound) are either limited or non-existent; and, due to various factors (high transiency being one), we are lacking substantial follow-up studies on graduates.

Category B
Curricular Paths

After reviewing all evidence, the focus group reached consensus that when considering the total school program, Belmont High School is at the high end of stage two on the rubric for Criterion Bl.

CRITERION B2: Do all students have access to the school's curricular paths, assistance with development and ongoing adjustment of a personal learning plan and knowledge of post-secondary opportunities?

All Belmont High School students do have access to the school's curricular paths in as much as their ability and language fluency allow. Students have the option of enrolling in traditional academic tracks, vocational programs sponsored by the Carl Perkins Act, Humanitas, the International Studies Academy and Advanced Placement courses to meet their educational goals. Special Education students have an IEP which is overseen by a committee that monitors each student's individualized instruction plan.

Ideally, students confer with their counselors a minimum of twice a year to discuss their educational objectives and the means to ensure graduation. Counselors take into consideration teacher recommendations for acceleration or remediation, as well as students' interests, in order to program them to prepare for post-secondary education or to enter the work force.

All students, as ninth or tenth graders, must fulfill a graduation requirement by taking ECP, (Education Career Planning), in which they are introduced to a personal learning plan. A basis for course selection, the learning plan is elaborated upon or altered as the student's interests develop and/or change. Within the ECP framework, Guidance Information System (GIS) II and value/interest tests are administered and students research professions and career opportunities through the GIS computer program. ECP staff, as well as other classroom teachers, invite professionals from diverse fields to speak to their classes. They describe their jobs, the benefits, sacrifices and the relationship between school subjects and utilizing that knowledge in the work force.

Our college counselor works tenaciously updating GPA's, maintaining logs of seniors with whom he confers, and sponsoring the following events: College Day for Juniors, Senior Homeroom Visits, the College Fair and College Awareness Night. College admissions requirements, college meetings, scholarship winners and students admitted to college are announced regularly over the public address system. All seniors receive a monthly bulletin from September to June that updates information on scholarships and colleges. Special programs promoted by the college advisor include Upward Bound at Occidental college, the UCLA Partnership Program, SAT workshops, the Fulfillment Fund,

Capitol Focus, the Riordan Program, In-Roads, summer honors programs, college field trips, SAT and PSAT testing and Advanced Placement.

Parents are encouraged to monitor the progress of their child's education. Bilingual newsletters are sent home monthly, which include guidelines for parents to promote scholastic success. Two parent conference nights per track are held yearly, while the Advisory Council, sponsored by Title I, meets monthly. Although translators are available, our parents remain hesitant to participate, overwhelmed by the multi-faceted urban school system. Ninety-six percent of our student population comes from non-English-speaking homes. Their parents often lack any formal education, which explains their reluctance to become involved in a process that remains so foreign to them. Poverty is likewise a major hindrance to staff/parental collaboration in that many parents' work schedules rarely allow for a phone call to the counselor.

Belmont's staff, however, accommodates all non-English speaking students through the ESL program and bilingual and sheltered classes. Faculty members currently possess BCC, BCLAD and CLAD credentials or are committed toward earning them. Spanish-speakers benefit from bilingual classes in Biology, ECP, Health, math through Integrated Math I and World History. Native-speaker Spanish, Levels I through Advanced Placement Literature, is the largest component of the Foreign Language Department; native-speaker Mandarin I-IV is also offered. Based on the student's literacy level in his/her own language, a Spanish-speaking student is enrolled in one of three ESL programs: 1) a four year sequence for pre-literate students; 2) the three year program for moderately literate students; and 3) the two year accelerated program. Non-Spanish-speaking immigrants do not benefit from bilingual classes as their numbers per track do not satisfy the state mandate for bilingual classes. Consequently these students are programmed into ELDP (English Language Development Program) in which their core curriculum classes are taught in sheltered English. Generally our Asian and European student population arrive with grade-level education, which enables them to make the transition to the American School System with less difficulty. (Upon parent request Spanish-speakers may also enroll in ELDP.) Belmont High School is known to be very sensitive to the needs of our community. Because many students enroll with minimal or no formal education, they are permitted to remain enrolled beyond the age of eighteen if they wish to complete their secondary education in a high school environment.

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Those immigrants who have never attended an American school attend the Newcomer Center. With an enrollment of about 450, the Newcomer Center provides a more nurturing and personal environment. A half-time psychologist, full-time nurse, half-time PSA counselor and full-time academic counselor help to ease the acculturation process. After school tutoring is provided by the Chinese Service Center and the Korean Youth Services. The curriculum concentrates on beginning level courses, including but not limited to Intro Math, Intro. ESL and LAPL I-IV. Belmont and the Newcomer Center, however, enjoy a symbiotic relationship which permits students to cross school lines to fulfill course requirements.

Although Belmont High School offers a rigorous core curriculum, including a variety of realistic educational programs and provides information and assistance regarding post-secondary options, not all students take advantage of them. Lack of information, whether due to limited language fluency or apathy, and lack of parental encouragement are factors which prevent participation in these exciting programs. A more aggressive effort to inform students and involve their parents in the decision-making process is needed. A collaborative effort on the part of faculty to stress the importance of maintaining personal learning plans would encourage student responsibility.

Therefore the focus group for Curricular Paths, after reviewing the evidence, places Belmont High School on Level 2+ on the rubric for Criterion B2.

CRITERION B3: Are all students prepared upon graduation to continue their academic and occupational goals?

Students are given the option of taking college preparatory classes, vocational programs or general education programs. Although ninth grade students are given a battery of tests in ECP to help them explore their interests, values and talents, many students tend to lack realistic concepts regarding their future. Identified as LEP (Limited English Proficiency) and without parental motivation, they become passive regarding their educational options and rely totally on their counselors for advice. Because of sheer numbers scheduling can be an overwhelming job for counselors. The year-round system also poses barriers to program changes; counselors, however, make every effort to accommodate the students' educational objectives.

Category B
Curricular Paths

The Tech Core Lab is a ninth grade class in which students explore various areas of technology. This program currently serves 200 students per track per year. Tenth graders are encouraged to develop a "mini cum" contract which determines their needs for graduation and facilitates monitoring their progress. Yet some students still fail to recognize the relationship of what they learn in classes and its effect on post-secondary options.

The extent to which Belmont has avoided tracking falls short of total integration. Low achievement students, however, are no longer programmed into "remedial" courses. Course titles now read College Prep Seminar instead of Reading. Life Science, Practical Writing, Books for Pleasure and Physical Science satisfy graduations requirements in place of Biology, Expository Composition, Modern Literature and Chemistry or Advanced Physical Science. Teachers and counselors consistently remind students that they are not trapped in low-level classes; as their interests and skills develop all programs are open to them.

As discussed in B1 and B2, the academies have a curriculum based on academic and technical integration so that graduating students will have the option of entering the work force or continuing their formal education. Strategies to smooth the transition to a college campus include MESA and MEDCOR at USC and Upward Bound at Occidental College. The School to Work Program provides job readiness and is in the process of developing industry partnerships. (Presently six industries are interested.) The curricular format is as follows:

1. Industry representatives speak to tenth graders and invite them to tour their facilities.
2. Eleventh graders participate in job-shadowing.
3. Twelfth graders serve paid or unpaid internships.

Through the ROP (Regional Occupational Program) students may learn bank proof and bank telling at Bank of America, television production at Liberty Cable, security officer basics at the Los Angeles Times Building, acting at North Hollywood High School, and cosmetology and animal care at various sites throughout the District. The banking classes meet during the school day whereas the other classes are held on Saturdays or after school. The Department of Water and Power offers a training program for Special Education students. Paid internships, provided through Work Experience, Renaissance and JTPA (Job Training Program Act), likewise facilitate the transition into the work force.

These programs require a fluency in English, which many of our students do not possess. As a consequence not all students have access to them. There are scheduling problems, too. All tracks do not offer all programs but students may opt to cross-track to take advantage of them; program admission slots, unfortunately, are limited. Compounding the problem is the fact that students are not always aware of the opportunities and do not request admission into career theme programs.

College enrollment statistics show that approximately 85% of Belmont's college bound graduates survive the freshman year and become sophomores. Although the SAT mean scores of our graduates fall about 150 points below the national average, their grade point average in college is nearly average.

After considering all the evidence the focus group for Curricular Paths places Belmont on level 2+ on the rubric for Criterion B3.

GROWTH AREAS SUMMARIZED

1. Personal learning plans and student portfolios need to be implemented schoolwide as a collaborative effort of student, parent and staff.

2. Increased efforts must be made to educate and involve parents in all aspects of their child's education.

3. Continued emphasis needs to be placed on articulation among departments.

4. Workshops are necessary to inform staff members of all the programs offered, both on-site and off-site. Likewise, an information center to advertise the programs to students needs to be organized.

5. The Career Center is the ideal place but must be "user friendly."

6. More career theme programs need to be implemented to provide a wider range of opportunities for the non-college bound student. Suggestions include a) auto mechanics; b) construction; c) health/medical care; d) horticulture; e) office skills.

7. An effort to place an equal number of special programs on each track must be made.

8. More electives need to be added to the curriculum. Suggestions include but are not limited to Music Appreciation, World Literature.

9. More business and community partnerships and job shadowing opportunities need to be explored.

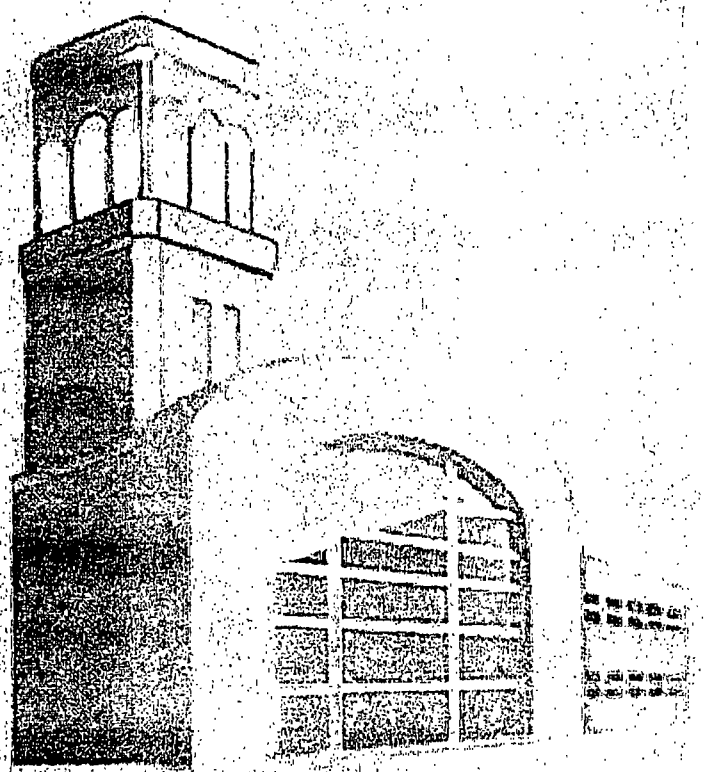
10. A system to gather and organize follow-up data on graduates needs to be implemented.

EVIDENCE EXAMINED

Focus groups from all three tracks reviewed the following evidence:

Second to None
California Frameworks
Classroom observations
Student work
Portfolios
The Master Schedule
CL23 (students' class schedules)
Graduation, dropout, and attendance statistics
College Plans of the 1996 Senior Class
Bilingual Master Plan
Newcomer Center Master Schedule
Personalized Education Plan
Teacher lesson plans
Master calendar, monthly school calendar of events
School publications: *Belmont Sentinel, Title I Newsletter, Inside Belmont*
Belmont High School ESLR's
Title I demographics
Belmont High School 1996-97 School Profile
AP exam results
College visitation schedules
College/Career Fair statistics
Scholarship funding and recipients
Graduation checklist from the counseling office
Student internship locations
Work Experience and ROP rosters
Student cumulative records
IEP forms
Program criteria for Perkins, ISA, Humanitas and JTPA

Powerful Teaching and Learning



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Category C
Powerful Teaching and Learning

The Structure and Process

Since our school has a year-round schedule, three groups, one from each track, formed our Powerful Teaching focus committee. We first met in our track groups for orientation to this new process and developed our ESLR's. In subsequent meetings we reviewed the superintendent's "Call to Action," the state vision of the New California High School, "Second to None," and the federal document "Goals 2000." We reviewed the three criteria we were to respond to, conducted a self-evaluation to determine which stage of the rubric we currently saw ourselves functioning in, determined what specific evidence would be needed and what process we would use to gather information for our self-study. Once this was accomplished the leaders of the three groups began to dialogue to make sure that all information we deemed necessary for this evaluation would be available and there would be no duplication. We then evaluated the evidence and used it to reevaluate our perceptions as to which stage of the rubric we saw ourselves functioning in. Each group was composed of approximately twenty members. Faculty, teaching assistants, counselors, support personnel, and students were all represented.

The three facilitators of the groups then composed this report based on the findings of all three groups.

The Evidence Related to Powerful Teaching and Learning

- Survey of various learning tools
- Student interviews
- Student interview questionnaire
- Student evaluations of teachers
- Student work samples (representing all tracks, courses, and skills levels)
- Student observations
- Student shadowing
- Parent Satisfaction Survey
- Staff Satisfaction survey
- Student Satisfaction Survey (random selection, but mostly seniors)
- Standardized test results (CTBS-U, Golden State Exam, and high school proficiency tests—Sharp, Write Objective, Write Senior Essay, and Topics)
- School Accountability Report Card, which provides information on the school's performance, goals, and objectives
- Fall Bilingual Survey including the language acquisition needs and the exposure of language development of LEP students

Category C
Powerful Teaching and Learning

The Criteria

Criterion C1: Are all students involved in challenging learning experiences to achieve the ESLR's? Do teachers use a variety of strategies and resources, including technology, to engage students actively and help them succeed at high levels?

We feel we are already providing some opportunities for students to achieve our ESLR's. In response to the first grouping of ESLRs, Communication Skills, we are providing numerous opportunities for students to practice and perfect these skills. Our school is addressing these ESLR's through extensive curriculum reform. The English Department created and implemented a new curriculum and departmentalized exams. This curriculum is designed to address four modes of discourse: writing, literature, language and research skills. These four areas are in each English class beginning with English 9A and progressing through the remaining seven semesters of English. The math department adopted the Integrated Math curriculum which calls for extensive creative reading and listening. The science department will institute the integrated curriculum next year.

To assess the verbal communication skills of our students we used the results from the student observations to draw our conclusions. The student observations were conducted by all teachers. Every teacher was asked to observe a class taught by another teacher. According to these results, 96% of the teachers observed student-teacher interaction and 86% observed students interacting with one another. In the Survey of Various Learning Tools, at least 55% of the teachers indicated that they used either speech or debate as a teaching technique at least once or twice a semester and 24% indicated they used this technique three or four times a semester. In the Student Interview, when asked "How often do you give an oral report in front of your class?" 51% responded with sometimes or often. This clearly suggests students are given the forum to achieve this ESLR.

To help our students become academic achievers and life-long learners, our third ESLR, our students are given numerous opportunities to work with technology across the curriculum. Students may take word processing classes. Each of the major academic core areas have access to a computer lab. Every tenth grade English student visits the computer writing lab once a week for the entire school year. English teachers may sign-up for computer time in our second writing lab. Both math and social studies students have access to their shared computer lab two to three times a week. Other computer facilities include the Tech Core Lab, an ESL Writing Lab, a Science Lab, and two multi-use computer labs for basic computer instruction, programming and

word processing. Several classrooms have been equipped with five computers each to pilot the integration of computer use into the regular classroom situation.

In response to our fourth ESLR, Analytical Skills, we reviewed student observations and student work samples. From the results of our student observations, we found that between 80% and 90% of the students observed appeared to be actively engaged in learning activities. We are pleased that 40% of student work exhibited application and analysis; however, we found that few assignments fostered higher order thinking skills such as synthesis and evaluation.

Our teachers use a variety of strategies and resources to engage students actively and help them succeed at higher levels which meet our ESLRs. Some examples of resources used in the classroom—art (drawings, sculpture), music, internet, newspaper, film, CDs, culinary arts, costumes, CAD (Computer Assisted Drawing), machines, CD ROM software, laser discs, political cartoons, slides, video graphics, library research, scientific calculators, cookbooks, almanacs.

Nontraditional strategies include—write a teleplay, build a posterboard house to scale, dances, producing inventions, travel brochures, cultural and holiday projects (i.e. Day of the Dead Altars), simulations, book-making projects, drama production including improvisational techniques, gardening. These examples were garnered from the Survey of Various Learning Tools.

Criterion C2: Do all students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content?
Does collaboration occur

- *among staff*
- *between staff and students*
- *among students*
- *between school and community?*

Samples of student work indicate that most students are not engaged in activities where higher order thinking skills can be developed. In addition, performance indicated that overall, student level of achievement was high, but the majority of assignments asked for rote memorization, simple recall and other low level critical thinking skills.

The new integrated math curriculum continually allows students to apply academic concepts to life situations. The science department is moving in this direction, too. We offer programs such as Travel and Tourism, Graphic Arts, and Video Production, which provide students with an opportunity to make immediate application of academic concepts.

Collaboration among the staff at Belmont is evident from the following:

1) Humanitas Program on two tracks (A-track and C-track)
2) Collaboration within the English Department in establishing a standard curriculum
3) Shared-Decision Making Council which consists of teachers, administrators, support staff, students and parents
4) Strategic Planning

Collaboration among the staff and students is mostly positive. There are numerous examples of cooperative learning opportunities within the classrooms. Many teachers make themselves available to tutor students outside class time. The sports and performance programs offer students unique opportunities for collaboration and interaction with staff outside the classroom. We also offer a leadership program, Senior Cabinet, and Junior Cabinet where students can work with the staff as leaders of the school. Our Impact program allows students an opportunity to interact and collaborate in a confidential manner with other students and staff.

Judging from the "Survey of Various Learning Tools" almost 30% of the responding teachers stated that they had guest performers in their classroom one or two times per semester. Another 30% of the respondents invited guest speakers to their classrooms one or two times per semester. There is some collaboration between Belmont and the community at large.

Criterion C3: Do students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom?

As stated previously in Criterion C1, students are engaged in various learning strategies within the classroom. The following are example projects that ask students to utilize materials other than the textbook. It is important to note that these are stellar examples of powerful teaching, and they do not represent the majority of assigned work.

Science - Report on what they have done to prepare for earthquake. Write essay on what happens during an earthquake. Use CD ROMS and available software programs.

Math - Students created a prospectus for a music store. They surveyed other students and adults to determine the types of music to carry in their store. The students then determined a name, logo and location of their store. They wrote about how successful the enterprise could be. They created a graph to show survey results.

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English - Video project for which students research and write a script for a TV interview with a famous person from history.

Industrial Arts - Incorporates computer aided drawing (CAD) to introduce and train students in two-dimensional drawing.

According to the "Survey of Various Learning Tools," teachers regularly use the Computer Labs, however 45% of the faculty surveyed said they never used the library.

The Needs

Collaboration and communication between stakeholders

Department members need to work together to clarify objectives for each course. Courses should be developed within the context of a departmental program. Department members should work collaboratively to develop teaching strategies and materials to meet their course objectives. They should also develop and implement a format to share these materials. When a teacher has many materials to select from, his/her teaching will become more effective and efficient.

Interdepartmental communication and collaboration need to be developed. This will foster the integration of curriculum and help to identify areas/skills that our students need to improve. This will also allow students to take concepts and skills learned in one discipline and apply them to solving problems in other disciplines and areas their lives. We need to help students make these connections.

After reviewing the student work samples, it is clear that the level of student achievement was generally high, but much of the work we asked the students to do was not challenging. We need to focus on developing lessons and assignments which require higher levels of thinking: evaluation, synthesis, analysis.

Classes need to be more student-centered rather than teacher-centered, and we need to develop more active learning lessons and programs rather than passive ones.

Category C
Powerful Teaching and Learning

Stimulation and motivation of students

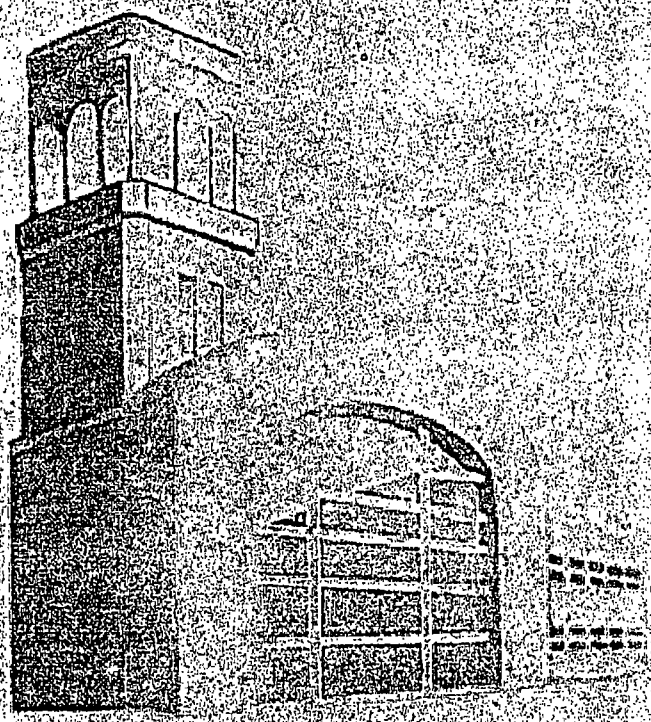
Our school needs more celebration of learning: festivals, competitions, performances, and guest speakers.

Develop programs which allow our students to utilize and enjoy the culture of the city

Our school needs more field trips to museums, the public library, architectural landmarks, plays, and concerts.

We need to develop programs in which our cultural community has the opportunity to interact more with our students, and our students have the opportunity to learn and be inspired by them.

Support for Student Personal and Academic Growth



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Category D
Support for Student Personal and Academic Growth

The Structure and Process of Focus Groups

Since Belmont is a year round multi-tracked school, we established a focus group on each of the three tracks. At the end of the process the three focus groups were combined and in a 2 to 4 hour discussion session came to a consensus on interpretation of the evidence gathered, on the placement of Belmont within the Rubrics, and on the recommendations for improvement. We met by track designation five times in focus groups and culminated with a multi track meeting on a pupil free day. We evaluated the criteria 1-4, determined Belmont's position on the Rubric scale and decided how and by whom evidence would be collected. After reaching a consensus during the major multi-track meeting, a representative from each track was chosen to complete the final draft.

The Criteria

Criterion D1: Do all students receive appropriate support to help insure academic success?

Belmont High School provides an extensive support system that assists students to achieve academic success. The system consists of the following areas:

- Library/Media Services
- ESL program
- Tutoring program before and after school
- Counseling services including
  - Impact groups
  - Vocational/Career planning
  - Substance abuse program which also includes parents
  - Drop out prevention program
  - Teen parent (pregnant and parenting) program
- Bilingual program
- Computer Labs
  - Social Studies/Math Lab
  - Language Arts Center Lab
  - ESL Writing Center
  - English skills/Writing Lab
- Alternative Instructional Programs
  - Carl Perkins
  - School to Work
  - Humanitas
  - International Studies Academy
  - Graphic Arts Academy
  - Travel and Tourism Academy
  - Special Education Classes
  - Bilingual Program
  - City Prep Academy

Category D
Support for Student Personal and Academic Growth

Banking Intern Program
Adult Education
Intersession SB 813
Metro/Friedman Occupational Centers
ROTC
Youth Fair Chance
Academic Decathlon Program
Tech Core Lab

A survey was conducted of 150 randomly selected students enrolled in ESL 2 through 4 classes. The survey, in both Spanish and English, was basically a student evaluation of the ESL program. According to the results, students expressed satisfaction with the program, awareness of their responsibilities, a desire to improve communication skills and a feeling of well being about their present status, evidenced by positive responses of 99% on a desire to learn English well, 91% on believing that school offers hope of a better future, and 83% on feeling comfortable in school.

The master program offers a variety of academic courses on various levels, tailored to the needs of our students which include sheltered, bilingual, *regular*, honors and advanced placement courses. We are currently developing special programs for at-risk students based on the career academy model promoted by the NAF (National Academy Foundation). Our efforts to integrate the academic with the vocational are further supported by our Carl Perkins and School-To-Work Programs. We have established academies for Travel and Tourism, Graphic Arts, International Studies, and are in the process of forming a Multimedia Technology Academy. Our programs for special needs students continue to grow with an enrollment of 131 special education and 129 resource students.

Belmont High School has a state of the art Tech Core Lab which has gained state wide recognition and is considered to be a model for technological exploration programs. Technology has also transformed our drafting classes which now use computers and C.A.D. programs.

The consensus of the focus groups studying the support issue was that Belmont belonged in stage 3 on the Rubric, Reading left to right with 1 being the best and 4 the least desirable.

Category D
Support for Student Personal and Academic Growth

D1 Evidence

- Book List from Textbook Room
- A, B, and C Track Master Schedules
- Newcomer Center Master Schedule
- Description Intersession Programs
- Description Belmont Community Adult School
- Library Report from Librarian
- Tutoring Program Availability (Daily Bulletin)
- Impact Program Summary by Ms. Cracchiolo, Coordinator
- Description SB65 Program Program by Ms. Barillas, Coordinator
- Description Teen Parent Program by Ms. Roberts, Coordinator
- Schedules and Descriptions of Belmont Computer labs:
  - Social Studies/Math Lab
  - Language Arts Computer Lab
  - ESL Writing Center
  - English Skills/Writing Lab
- Description Upward Bound, Occidental College
- ROP Training Contract/Description of classes
- City Prep Academy, LACC by Mr. Gaudielle
- Description International Studies Academy, Ms. Roberts, Coordinator
- Description Tech Core Lab
- ESL Survey by Mr. Oregel
- Special Education by Dr. Cannon, School Psychologist
- LEP Information Sheet

D1 Recommendations

- **Library:** The library needs to be physically expanded and additional personnel are needed so that services can be available for students during nutrition and lunch. The library's computer facilities are inadequate and need to be updated or replaced.

- **Special Education Classes:** The Special Education population has steadily increased over the past 10 years with a significant increase in July of 1996. Although new teachers have been hired and space expanded, the teacher to pupil ratio has doubled. The increase in Special Education enrollment has severely impacted counseling services. We believe that a counselor should be assigned to solely handle the special needs of these students.

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Category D
Support for Student Personal and Academic Growth

- **B-Track:** Because of year round multi-track scheduling problems, B-Track students have a limited number of electives available.

- **Career Center:** Our students need to be made aware of what employment opportunities are available, what skills are necessary, and what is an appropriate attitude. Suggestions for improvement included an extensive job shadowing program, establishment of an intern or apprenticeships program with local industries and businesses, and more frequent job fair activities.

Criterion D2: Do students have access to a system of personal support services, activities and opportunities at the school and within the community?

There are 18 active clubs open to all students attending Belmont High. In a survey of club sponsors, the results indicate that many clubs incorporate communication skills and utilization of technology into their activities. The clubs provide a meeting place for students who share similar interests and for many who are merely seeking friendships. Many students form personal, out of classroom, bonds with the teacher sponsors and most feel a sense of belonging.

We have one full-time nurse and one school psychologist. The school psychologist provides mandated services for special education students and *ad hoc* services to regular and ESL students. The health office provides vision and auditory screening, immunizations and referrals to clinics.

The IMPACT Program has 16 counseling groups, which meet once a week. There are 12-14 students in each group. They schedule regular assemblies on drug abuse prevention, AIDS awareness, and positive self-esteem. There is an IMPACT Plus Program designed to build leadership skills. This program has a diverse student population, including special education and ESL students.

The Drop-Out Prevention Program has a target population of 500 students. The program is open to all students by referral from a teacher, counselor, or self-referral.

We have an extended homeroom period which is used to provide information about school policies, rules and regulations, future events, results of sports and academic competitions, and changes in school schedules as well as

taking attendance. Attempts are made to provide some continuity for students throughout their 4 years at Belmont by assigning them to the same homeroom teacher for grades 9 - 12.

Community Support is promoted by our partnership with the Los Angeles Dodgers and support from local businesses such as Tommy's Hamburger Restaurants. The Dodgers contributed by supplying all 9th grade students with school agenda booklets, donating 4000 tickets to Dodger games to the student body and giving new uniforms to our baseball team. The Dodgers also provide unpaid internships for our students and give the baseball team access to two baseball fields adjacent to Dodger Stadium for practice sessions.

Tommy's donated $50,000 to be used for various student awards.

The focus groups decided that we belong in stage 3 on the Rubric Scale.

D2 Evidence

- Club Sponsors
- Health Office Referral Services and program description
- Impact Program Services
- Community Support Partnerships

In a year round multi-tracked school with a huge student population like Belmont High, it is common to feel lost in the mass of humanity and alienated by the fast paced, impersonal school operations that are necessitated by the over crowding and special needs of our vast student body. We suggest that more teachers become involved in out of class activities and volunteer as club sponsors. We also feel that special activities that promote bonding of teachers and students should be included in the schools master schedule.

Category D
Support for Student Personal and Academic Growth

Criterion D3: Does the school leadership employ a wide range of strategies to encourage parental and community involvement?

Communication is primarily from school to home in the way of bulletins, newsletters, computerized absence calls, and calls from teachers or counselors to parents. Most communication is in Spanish and English.

Belmont High School opened a Parent's Center which provides parenting classes and a location to meet.

The parents participate in the Community Advisory Council, Bilingual Bicultural Advisory Council, Shared Decision Making Council, Belmont Cluster, Budget Committee, and Strategic Planning.

The focus groups decided that Belmont belonged in stage 3 of the Rubric.

D3 Evidence

- Parent Community Services Survey
- Parent Communications Survey

D3 Recommendations

Efforts to communicate with the parents of our students should be continued and increased. New strategies should be explored such as use of the community access channel on cable TV. The parents could then get information about the school and various events in the relative safety of their homes. Crime and violence are major problems in the neighborhoods surrounding Belmont High.

Category D
Support for Student Personal and Academic Growth

Criterion D4: What are the human, material, and financial resources as well as facilities available to the school? Are these resources sufficient and effectively used to support all students in accomplishing the ESLR's?

There are 195 certificated staff members , five administrators, and 27 support staff members. Seventy-four teachers have a masters degree and 98 teachers speak Spanish. All staff members were actively involved in the formulation of the expected schoolwide learning results. There is genuine concern shown by many teachers for their students present and future success, and they devote many hours of their own time to help the students cope with the many problems associated with life in the inner city.

Belmont High School has relatively updated technological equipment, including computers, printers, laser disc players, video projectors, television monitors, and external CD roms. Physical Education has adequate equipment.

In some departments, the textbooks are out-of-date, in poor condition, and in short supply. The supplemental resources are limited.

The school's physical plant is in less than an ideal state of repair, however, it can still support a reasonable learning environment. Often, roofs are leaking, doors don't shut tight, heating and air conditioning don't work properly, and classroom furniture is in a poor state of repair. The basic laboratory facilities exist, but are not supported by adequate materials. There are not enough open restroom facilities. Due to the large enrollment, the hallways are extremely congested during the passing period. The nutrition and lunch lines are extremely long.

Recognized needs are discussed with district staff members and specific requests for assistance are taken to the district for support.

The focus group places Belmont High School stage 3.5 on criterion 4.

D4 Evidence

- Physical plant description, evidence of facilities and upkeep
- Physical resources for each department (list)
- List of all faculty, noting degrees, years teaching, bilingual capabilities
- Student cafeteria description including menu, number of workers, shifts, nutritional values.

Category D
Support for Student Personal and Academic Growth

D4 Recommendations

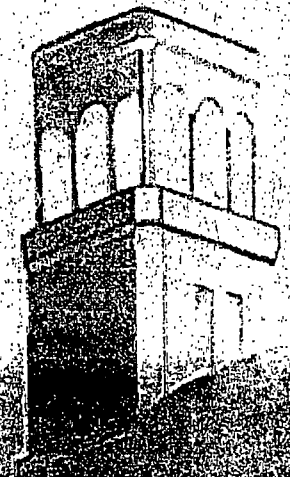
- **Climate control:** School is in session during the hottest months of the year. Ironically, that is the exact time period in which the air conditioner malfunctions and students and teachers boil in their own sweat. To further compound the misery , the heating unit malfunctions in the winter forcing students to wear coats and gloves in class. This is a constant and continual problem.

- **Restrooms:** Because of the graffiti and other forms of vandalism, most restrooms remain locked most of the day. Consequently, many students are unable to relieve themselves. A stringent hall pass policy also restricts student access to restrooms. We must find a way to protect the restrooms from vandalism without negatively affecting the students.

- **Sanitation:** Offices and some classrooms are not cleaned on a regular schedule. The time and man power should be allocated to insure a healthy, comfortable environment.

- **Cafeteria:** The students always have to wait in long lines to obtain food. Many students returning late to per 3 or 5 are caught in the period by period tardy sweeps and miss class. At this time there is not much that can be done to solve the problem. Construction of a new school will begin very soon and the new facility will be able to handle the large student population.

Assessment and Accountability



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Category E
Assessment and Accountability

THIS SELF STUDY REPORT

Three parallel "focus groups"—one for each of Belmont's three "tracks"—were given the mission of preparing the self-study report for "assessment and accountability." The A and B track groups united; C track met separately. The final report represents all their findings.

This self-study is divided into the following two sections.

- SPECIFIC QUESTIONS AND ANSWERS
- GENERAL CONCLUSIONS

The first section, "Specific Questions and Answers," summarizes the data we collected in order to answer the specific assessment and accountability questions posed by XX (whichever pertinent application of the Criteria) and presents our interpretations of that data. The second section, "General Conclusions," presents our overall opinion of how well Belmont currently performs the tasks of assessing students and of promoting accountability. This section includes recommendations for improvements.

SPECIFIC QUESTIONS AND ANSWERS

This "Specific Question and Answers" section consists of the following four sub-sections each of which poses and answers one of the assessment and accountability questions set forth in the "Assessment and Accountability" section of XX.

A. Classroom Assessment Strategies
B. Review of Student Progress
C. How the School Reports Learning Results to the Community
D. How Learning Results Impact the Curriculum and Budget

Each of the four sub-sections is divided into the following three parts

The Question
The question being answered is quoted as set forth in XX.
The Research
The data we gathered is presented.
The Answer
The data is interpreted; the question answered.

Category E
Assessment and Accountability

A. Classroom Assessment Strategies

THE QUESTION

Criterion E1: Do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices? Do students use assessment results to modify their learning in order to enhance their educational progress?

The Research

In order to answer this questions, samples of lesson plans and of student work were collected and analyzed. Each teacher in the school was asked to submit descriptions of lessons he delivered on randomly selected days along with samples of the work submitted by three students in each class. Various measures were taken to guarantee valid samples: (a) teachers were given only a day or two advance notice so as to minimize the possibility that they would prepare special lessons; (b) lessons were submitted anonymously thereby minimizing any need a teacher might feel to tamper with the results; (c) the teachers were instructed to submit the work only of students who occupied certain ordinal positions on the class roster (e.g., the first, tenth, and twentieth students). The lessons and student samples submitted were analyzed by other teachers to determine (a) the types of assessment strategies evident in the lessons' design, (b) the intellectual level of the student work, and (c) the instructional modalities that the lessons addressed. Please see pages 94 to 96 for statistical breakdown.

The Answer

Considered together, these data yield some important insights into how teachers assess students at Belmont.
The first insight is that teachers use a wide variety of assessment techniques, everything from formal reports and portfolios to informal class dialogue. It is admittedly impossible on the basis of this survey to say precisely how many teachers use an imaginative mix of assessment techniques. Still, given that the lesson sampling was done on specified days and with only a day or two of advance warning, it is not unreasonable to conclude that Belmont teachers as a whole do employ a wide spectrum of assessment techniques.

The second insight is that the teachers do succeed in engaging students at all levels of intellectual activity, from the highest (evaluation and synthesis) to the lowest (simple conveyance of facts). The percentages are, however, skewed toward the lower levels of activity with 50% aimed at the low level, 40% at the medium level, and only 10% at the high level. In part, this distribution should be expected given the socio-economic environment and the fact that many of Belmont's students lack grade-level cognitive skills.

The third insight yielded by the data is that teachers are much more interested in visual expression (reading and writing) than in oral (auditory) or physical expression. This is probably not appropriate in a school where so many students have under-developed cognitive skills. We should focus more on less literary means of assessing our students' mastery of concepts.

B. Review of Student Progress

The Question

Criterion E2-a: Do the school, district, and community regularly review student progress toward accomplishing the expected schoolwide learning results.

The Research

In answering this question, we assumed that, in order to properly track student progress against schoolwide learning goals, two different types of reviews are necessary: "achievement analysis" and "calibration." By "achievement analysis," we mean the analysis of the various indices of student achievement. By "calibration," we mean the on-going review and management of departments and teachers that is necessary if the school's overall curriculum is to be meaningful, efficient, and well coordinated.

Achievement Analysis

The following performance indicators can be used at Belmont to analyze the achievement of our students. The description of each indicator is followed by an assessment of the way we use it.

1. Report Card Grades

Report card grades are routinely kept at Belmont. If someone wants to know what a particular student or past student's grades were for a specific semester, that information can be found. The real question, however, is: To what degree does the school actively review report card grades for trends? The answer is that we do not conduct such statistical reviews. The sole exception our committee could find was reported by the Head Counselor's office. The Head Counselor considers the grading profiles of teachers when it decides what classes will be assigned to what teacher.

2. Scores on Standardized Tests

- The Comprehensive Test of Basic Skills* ("the CTBS")
  This test is taken by virtually all high school students in California. It is often the basis for news stories that compare different student populations. The results are reported to the school and notice is taken. This test allows the Belmont community to judge how well its students compare with high school students in the rest of the state.

(The CTBS tests have caused quite an uproar in the past. Belmont—like many other inner-city schools with large second language populations—tends to score relatively low on these tests, and some commentators have used this fact to attack inner-city education. Those who are more sympathetic toward inner-city schools feel that such interpreters are not interpreting the results correctly.)
*The District has replaced the CTBS with a new assessment to be implemented this spring.

- The Scholastic Aptitude Test (SAT) and the XX (ACT) These are nation-wide tests that are taken by students who aspire to a four year college (as opposed to a community college). Many, but not all, of Belmont's upper-classmen take these tests (especially the SAT). Belmont does not, however, keep a record of the scores of its students and so has not developed any statistics relevant either to scoring trends over the course of time or with respect to different sub-sets of the student population. It is important to note that the collection of such information would be difficult as the test scores are meant to be sent to candidate colleges not to the high schools from which the students are graduating.

- The Advanced Placement Exams (supplements to the SAT) Students who take the Scholastic Aptitude Test may also take Advanced Placement tests in individual subjects. Good scores on these tests are looked on very favorably by colleges, and many even give college credit. Like most other schools, Belmont offers special "AP" classes to help students prepare for these tests. The teachers of these courses usually find out how their students do on these tests and may even have an idea as to whether there are trends in their individual subjects over the years. However, there is no systematic effort to assemble and analyze these results on a school-wide basis.

3. Departmental Competency Exams
Another value indicator of how well we are preparing our students are standardized tests that are administered year after year to all students who take specific courses. Such tests allow one to compare students taking the same course under different teachers and to compare students from different time periods. Such tests can be designed by Belmont faculty members (as was recently done by the English Department) or the departments can acquire appropriate standardized tests from some other source. A few departments give such tests, though only one or two tabulate such information and review it for trends.

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4. Academic Achievements Beyond High School

A final way of measuring student achievement is to track post-graduate academic performance. How many of our graduates go to college? How many go to the nation's flagship colleges? How many to one of UC (University of California) schools? How many to one of the Cal State schools? How many students go to finish a two year degree? How many a four year degree? How many go to graduate school? Needless to say, it is difficult to track this type of information as the students cannot be required—and are often disinclined—to provide such information to their high school. Nevertheless, Belmont's College Counselor, Mr. Michael Thorpe, does keep as much data as he can garner, and he is able to provide intelligent answers to many of the questions listed above. He provides this information upon request. There is no formal report; nor has the school as a whole used this information to establish any trends for our students over the years.

Calibration

If Belmont is going to produce a steady stream of well prepared students, it has to closely monitor and control its curriculum. It is important that each department have courses and successions of courses which lead to the fulfillment of our ESLR's and that all teachers of a given course cover the same material and give comparable grades. In short, it is important that we regularly "calibrate" our departments and that we take steps to remedy inconsistencies and short-comings.

In order to assess Belmont's current capabilities in this area, the Assessment and Accountability Focus Group designed a questionnaire consisting of 6 questions relating to "Learning Targets," and five relating to "Assessment." Each department chair was then asked to complete the questionnaire. (See pages 97 to 103.) Each of the questions is reproduced and the responses given by the twelve departments are tabulated.

THE ANSWER

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Achievement Analysis

If we are to objectively review our students achievements and to precisely define the specific obstacles that stand between present reality and our ESLR's, we need achievement indicators which will allow us to measure the progress of our students in a variety of disciplines.

Can we derive this information from the four types of academic indicators we discussed above (in the "Research" sub-section)? One of the four categories of achievement indicators that we discussed was the achievements of our students after they leave

Belmont. This information is inordinately difficult to obtain and is so variable and difficult to analyze that, even when we do obtain it, it yields little useful information about the specific strengths and weaknesses of our curriculum. A second category we discussed consisted of the various state and national tests: the CTBS , SAT, ACT, and AP exams. These allow us to compare our students to a wide range of other students, but the picture they give us is too broad; and it is impossible to tie the results either to specific disciplines (English, math, etc.) or to identifiable groups and sub-groups of students. Besides, the tests are not taken frequently or soon enough for us to make adjustments while the students are still in high school. These scores are wonderful general bench marks, but they are completely unsuited to serve as our primary tool for measuring the academic progress of our students. A third category we discussed was report card grades. This is a promising database for useful statistics. The raw data is universal (applies to each and every student), it is routinely stored and easily accessible, and it can be tied to specific groupings of students. It seems that the school would benefit greatly if it were to develop and implement a methodology for converting this important source of raw data into meaningful statistics. And the data will be even more useful if steps were taken to maximize consistency in course content and in grading strategies—a subject discussed in the upcoming "Calibration" sub-section. The fourth category of achievement indicators, standardized departmental exit and/or entrance exams, is even more promising. At present, only a few departments use such exams. But, if such tests were to be a standard, administered for all courses (at least those in the major disciplines), and if the results were to be kept, they could be made to yield a wealth of valuable statistical information about our students. This data would be even more valuable than report card grades because with the latter, the variability in teaching methods and grading philosophies as well as the natural sympathy that causes such things as grade inflation casts a shadow on the exact significance of the grades. Exit exams, by contrast, are designed to objectively measure mastery of specifically defined concepts and skills and are not graded by the regular teachers.

Currently, Belmont does not methodically analyze its report card grades, nor does it have a uniform policy of administering course or discipline specific achievement exams. But, the bases of both systems are available, and with some elbow grease, we could develop first class methods for measuring the academic process of our students.

Calibration

The results of our survey regarding learning targets and assessment can be interpreted from two different perspectives: an operational perspective and a managerial perspective

From an operational perspective, the survey can be regarded as self-evaluation of each department's performance with respect to (1) setting uniform standards and (2) grading in a uniform manner. The results are mixed. The English, Foreign Language, Music, and ROTC departments all claim to have achieved a high degree of consistency. The same is true of the Math Department with respect to the courses being taught under the new integrated math curriculum. (This new approach will eventually be used for virtually all math classes.) The ESL, Science, and Social Science departments claim only to be "somewhat consistent" (the third of the four options). If one accepts—as our combined focus group does—that such consistency is desirable and important, these results suggest that some departments should move in the direction of greater uniformity.

From a managerial perspective, the survey shows that, while some of the departments claim to have achieved consistency, very few of them say that they are the subject of any type of regular managerial review either by the departments themselves or by the administration. This claim does not mean that the performance claims made by the departments should be looked at as inaccurate (and we in no way want to suggest this); but it does mean that those claims are subjective and based on informal observation. This should be changed. Without a way of objectively measuring our students' performance in different subjects and without a way of establishing trends over time, our school can only have a general idea as to whether we are meeting our ESLR's or not and as to whether we are improving or not. Closer management would not only give us a more precise picture, but it would also allow us to identify specific strengths and weaknesses.

C. How the School Reports Learning Results to the Community

The Question

Criterion E2-b: Are assessment results reported regularly to the entire school community?

The Research

The school has a number of channels for reporting assessment results—as well as other information—to the surrounding community. These channels include the following.

- Informal (Word-of-Mouth) Communication. Word-of-Mouth communication is that communication that exists between parents and students when discussion centers around what happened during the day at school, or the casual complaints about school that students mention to their parents.

- Community Advisory Councils: Both the Title I and Bilingual programs at Belmont have Community Advisory councils which have been merged. The merged body meets every month on the third Wednesday. Parents are informed of the upcoming meeting by a newsletter which is sent out from school. The newsletter contains information on school events and has a message from the cluster leader in each edition. The newsletter is in both English and Spanish. The monthly meetings attract a large number of parents and participation and discussion can be varied and vigorous. There are elected officials who report on cluster activities, meetings with various school officials, and give their views on school policies.

- Shared Decision Making Council: Parents elect five members to the Shared Decision Making Council, which meets twice a month. These are open meetings and other parents are invited to attend. Parent members usually have strong views on school issues and express them freely.

- Strategic Planning: Parents have also been involved in the Strategic Planning sessions at the school over the last three years. Their input is reflected in the school's mission statement and beliefs.

- Annual College Night: Belmont holds a College Night in the Spring that attracts a large number of parents. This evening activity also has workshops on a variety of school-related subjects which the parents are strongly urged to attend.

- Semi-annual PHBAO Nights: Each track has two PHBAO nights each year which gives parents the opportunity to meet and briefly confer with each of the teachers of their children. At Belmont, teacher attendance at these events is excellent and many teachers take this opportunity seriously and spend a great deal of time with each parent who has taken the time to come to school.

- New Parent Center: A Parent Center has recently opened and is beginning to serve those parents who come in. More communication is needed to inform more parents of the services that the Parent Center can and will supply to those that come in.

- Automated Phone System: An updated Phone System has recently been installed at Belmont. This system has shortened the time it takes for the school to inform parents that their children are absent from school. In addition, the Phone System has the ability to have teachers leave homework assignments on the System so that an absent student or concerned parent can find out what the missed assignment was.

- Alumni Association: Finally, Belmont has a very active Alumni Association. This encompasses former students and faculty. The association's primary interest is in supporting students through scholarships and grants. Membership is growing; about 6500 former Sentinels are currently receiving the twice-yearly newsletter heralding Belmont's accomplishments.

THE ANSWER

Belmont has many excellent means for communicating with the community. However, there are some problems to be overcome in the reporting of "schoolwide learning results." These problems are those discussed in the preceding section; viz., the lack of specific objectives for measuring our degree of success against the abstract ESLR's and the lack for regular analysis of grading trends. To put this another way, we, the educators at Belmont need to develop methods for measuring our achievements for ourselves before we can communicate those achievements to anyone else.

D. How Learning Results Impact the Curriculum and Budget

The Question

Criterion E3: Does the assessment of ESLR's drive the school's program development and resource allocation?

The Research

The focus group gathered information in answer to the above questions by interviewing selected school and district administrators and school department heads. Interviewees included:

- Augustine Herrera, Principal, Belmont High School.
- Dr. Marta Bin, Belmont Cluster Leader
- Lew McCammon, Head Counselor, Belmont High School.
- Carol Wilmington, Title I Coordinator
- Rhea Turek, Testing Coordinator
- Mike Thorpe, College Advisement Program
- Maria Olmos, Director, Newcomer Center.
- Esther Bates, English Department Chair
- Steve McFadden, Science Department Chair
- Selected Belmont High School Students

The following is a compilation of the information gathered.

School Departments

Belmont High School Science Department has no standard department-wide battery of assessments. Assessment is left up to individual teachers. There is no system to monitor and integrate individual assessments on a Department-wide basis.

Belmont's Science Department realizes that students need to master a standard core of material before graduating. In an effort to make this happen, the Integrated Science Committee has begun to flesh out an integrated science curricula. In the future, the Science Department will be teaching this integrated curricula, which will lead to Department level assessment.

Belmont's Math Department has experienced a high rate of class failure in the last few years. In response to so many students failing so many classes, the Department has, in the last year, instituted an integrated curriculum. Having all teachers teach an integrated curriculum will lead to better tracking of student achievement, allowing the department to better allocate resources and modify instruction.

Belmont's English Department has, like the Math Department, in the last year, instituted an integrated curriculum. The English Department has also experienced a high rate of failure, especially in ninth grade English classes. Standard departmental finals and classes in which the same things are being taught will lead to

better resource allocation and better response to curriculum changes. At this point, the Department has administered only one set of finals and not everyone is committed to the curriculum.

Administration
In an interview with Mr. Herrera, Belmont's principal, the following information was obtained.

Mr Herrera feels that in general, since ESLR's were developed last spring, the school is lacking in their assessment. In January, Mr. Herrera will have reports delivered to him from his staff in regard to this area, and he will really start to examine the question.

Mr. Herrera feels that some departments, such as English and Science, are doing a good job in targeting ESLR's through integrated curriculum. Once again, they are just beginning.

High failure rates by students all around have led to change in Remediation Programs, forced a move to department wide integrated curriculum across the school, and is leading to a shift to academy based instruction.

The school Testing component uses standardized tests to help figure where resources need to be shifted.

AP tests: AP classes are geared to these tests. As the tests change, so do the classes.
Proficiency Tests: New tests are not yet in place, so no changes have occurred.

Newcomer Center
In 1995-1996, based on assessments, Belmont's Newcomer Center implemented a new master program for ESL students. Based on the results of placement tests, new students are placed in either Spanish for Spanish speakers classes, or Advanced Placement Spanish classes.

The District did away with many remedial math classes in 1995-1996. Based on the results of LAS tests (Language Assessment Scales, an official assessment for all ESL students), many students were programmed out of these remedial classes. Based on the BEST Math and Newcomer Center math placement tests, pre-literate students were still allowed to take Introduction to Math.

Because all remedial math classes will be eliminated, an extensive tutorial program is being prepared for students.

English and ESL classes have begun writing finals for each class level; once these are completed, they will be implemented.

College Advisement

Los Angeles Times April 30, 1996, revealed the following statistics about Belmont High students:

- In 1994, 57.4% of Belmont's student enrolled in a California public college.. The College advisement office knows that another 4% enrolled in private colleges. Total collegiate enrollment is about 61%.
- Belmont's statewide college enrollment rank is 67, which places us in the top 1/3 of California schools.
- Belmont's two year growth rate of college enrollment is +10%, which places us in sixth place among 52 city high schools.
- Only 3.4% of Belmont graduates achieved a 900 or better on SAT tests, placing us below 92% of other high schools in the state.
- Our College Advisement Department interprets this data to mean the following:
  - Despite being near the bottom in SAT scores, California State University tells us that Belmont students' persistence rate when enrolled is 94%.
  - Belmont students earned a freshman year grade point average of 2.23, which is below the state average of 2.51, but close.
- Approximately 30% of Belmont students encounter residency problems when trying to apply for college. This severely limits their college options.

These results have persuaded the College Advisement Department to continue a variety of outreach programs.

Additionally, the Department has noticed lately that most Belmont students are staying in California to complete college. This has led to an emphasis on out-of-state college advisement.

The College Advisement Department seems to think it is doing a fine job using ESLR's to allocate resources.

THE ANSWER

These interviews with key people at Belmont support the conclusions of the previous section. Namely, the interviews show:

- That assessment in setting course targets and in grading standards varies widely from department to department and teacher to teacher.
- That the school management structure does not currently have a regular process in place for reviewing assessment practices. (This is not to say the school is not interested in such matters. It is.)

- The indices we use to gauge our success are useful, but are of the indirect and general type. We have an approximate idea about what percentages of our graduates go to colleges and how they fare there; but we don't have statistics concerning success trends in specific high school courses like English, math, etc.

So, how do we apply this data to the question at hand; namely, "Does the assessment of ESLR's drive the school's program development and resource allocation?" The answer is that, as a whole, the administrators and teachers at Belmont are very dedicated to our ESLR's and to improving the education of our students. Also, they have an accurate and realistic overview as to what needs to be done; and, yes, they put the educational welfare of the students first when they are designing curriculum or allocating resources. However, we would do a better job of curricular design and budget allocation if we had more precise measures of student achievement.

Category E
Assessment and Accountability

GENERAL CONCLUSIONS

How good a job does Belmont High School do with respect to assessment and accountability?

We have concluded that the school has the following strengths:

- As a whole, the teachers and administrators at Belmont are sincerely committed to the ideas codified in our recently developed ESLR's.
- As a whole, the teachers and administrators have an accurate general idea of our students' instructional needs and their primary concern is fulfilling those needs.
- There are many good teachers who do an excellent job of assessing the needs of their students and of modifying their curriculum and grading practices to meet those needs.
- A number of departments are making a strong effort to improve the quality of their instruction by defining course goals more specifically and consistently and by defining grading standards. The administration strongly supports such departmental action.
- The school does make an earnest and sincere effort to communicate and to coordinate with the parents, students, and other members of the Belmont Community.
- The educational needs of our students and the concepts that underlie our ESLR's are the primary concerns in our curricular design and budget allocations.
- Through its Strategic Planning structure, Belmont has made significant strides in the last three years and, more importantly, it has put in place the organization it will need to make further improvements.

We have concluded that the school needs to make the following improvements:

- Belmont has not as yet translated its ESLR's into specific curricular goals each capable of objective measurement. It needs to do so. These goals should include specific goals for each department.
- The school needs to design and put in place a management process that will lead to the regular and intensive review of course content and of teaching and grading practices. It is our opinion that greater uniformity is called for.
- The school needs specific, objective ways to measure the progress of our students toward the fulfillment of the ESLR's. With respect to academic goals, we should develop the capability to identify year to year trends, especially in major subjects. We feel that standard achievement tests (in "exit exam" form perhaps) are the most promising way of measuring student achievement. Developing a method for analyzing and reporting statistical trends in report card grades is also worthy of serious consideration.
- The school needs a mechanism for making these changes, and that mechanism should be one that includes all teachers, administrators, and staff and the Belmont community at large. In our opinion, this can best be accomplished by reactivating and modifying the Strategic Planning committees.

Assessment and Accountability Self Study
Supplemental Data

Table AA-1: Variety of Assessment Strategies

Assessment Strategy	# of Assignments
Essay (could be exam)	180
Report	32
Project	102
Journal	69
Portfolio (collection)	7
Open Ended Response	103
Question/Answer	564
Fill-in Answers	158
Notes	75
Dictation	48
Exam (objective)	143
Other	377
Research Beyond Textbook	2
Use of Technology (computers, video, multimedia)	124

With respect to the **variety of assessment strategies** evident in the lessons, the analysis yielded the results shown in Table AA-1: Variety of Assessment Strategies (above). Two things should be kept in mind when reviewing this table. The first is that the "Assessment Strategies" categories are not mutually exclusive; in other words, one assignment could be counted in more than one category. The second is that the categories were identified before the samples were collected, which is probably the reason why such a large number of assignments were classified as "other."

A second survey of teachers assessment strategies yielded the following results:

Type of Assessment	# of Teachers Who Use It
Multiple Choice	82
True-False	59
Essay Exams	76
Number problems (Math)	33
Word Problems	37
Pre/Post-tests	63
Performance Tasks	95
Portfolios	51
Oral, Verbal	109
Dictation	36
Other	38

With respect to the **intellectual level** of the student samples, the analysis yielded the results shown in the following table (Table AA-2: Intellectual Level of Students Samples). The three categories used in the table are based on Bloom's taxonomy. The table's "Low" category corresponds to levels 1 and 2 in Bloom's taxonomy (viz., knowledge and comprehension). The "Medium" category corresponds to levels 3 and 4 (application and analysis); and the "High" category, to levels 5 and 6 (synthesis and evaluation). The number of student samples analyzed was 2,834.

Table AA-2: Intellectual Level of Student Samples

Level	# of Samples
Low	1064 (37%)
Medium	1072 (38%)
High	698 (25%)

With respect to the **instruction modalities** which were addressed by the lessons, the analysis yielded the following results (Table AA-3: Instructional Modalities).

Table AA-3: Instructional Modalities

Modality	# of Assignments
Kinesthetic	381
Auditory	242
Visual	1178

Teacher Questionaire: Learning Targets and Assessment

Responses given by the twelve departments are tabulated below.

Learning Targets

1. "To what degree are you and the other teachers in your department consistent with respect to the subject matter and skills you teach in each course."

	1 very consistent	2 reasonably consistent	3 somewhat consistent	4 inconsistent
English		X		
ESL			X	
ForeignLang	X			
Health		X		
Math, Integrtd	X			
Math, Traditnl		X		
Music		X		
Physical Ed	X			
ROTC	X			
Science			X	
SocialScience			X	
Vocatnl Ed	X			

Average answer = 1.83 (derived by assigning the values 1, 2, 3, and 4 to the four options).

2. "To what degree do you and the other teachers in your department have a clear idea of what specific subject matter and skills you are expected to teach in each course."

	1 very consistent	2 reasonably consistent	3 somewhat consistent	4 inconsistent
English	X			
ESL		X		

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ForeignLang	X			
Health		X		
Math, Integrtd	X			
Math, Traditnl		X		
Music		X		
Physical Ed		X		
ROTC	X			
Science	X			
SocialScience			X	
Vocatnl Ed	X			

Average answer = 1.58.

3. "How often does your department check on how closely you—and other teachers in your department—adhere to specific learning targets?"

	1 once per semester	2 once per year	3 once every 2 or 3 years	4 never
English	X			
ESL				X
ForeignLang		X		
Health				X
Math, Integrtd	X			
Math, Traditnl				X
Music	X			
Physical Ed			X	
ROTC	X			
Science				X
SocialScience			X	
Vocatnl Ed			X	

Average answer = 2.58.

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4. "How often does the administration check on how closely you—and other teachers in your department—adhere to specific learning targets?"

	1 once per semester	2 once per year	3 once every 2 or 3 years	4 never
English			X	
ESL				X
ForeignLang			X	
Health				X
Math, Integrtd				X
Math, Traditnl				X
Music	X			
Physical Ed			X	
ROTC		X		
Science				X
SocialScience			X	
Vocatnl Ed			X	

Average answer = 3.17.

5. "Do you know what specific learning goals are denominated by the term "school-wide learning results"? Yes, No."
Seven of the twelve departments answered "No"; five, "Yes."

6. "Has your department correlated its teaching goals to the school-wide learning results? Yes, No, Don't know."
Eight of the twelve departments answered "No."

Assessment

1. "To what degree are teachers in your department consistent with respect to using comparable assessment techniques?"

	1 very consistent	2 reasonably consistent	3 somewhat consistent	4 inconsistent
English		X		
ESL		X		
ForeignLang		X		
Health				X
Math, Integrtd	X			
Math, Traditnl				X
Music	X			
Physical Ed		X		
ROTC		X		
Science				X
SocialScience			X	
Vocatnl Ed		X		

Average answer = 2.42.

2. "To what degree do teachers in your department use consistent grading standards? In other words, to what degree are the A, B, and C's consistent?"

	1 very consistent	2 reasonably consistent	3 somewhat consistent	4 inconsistent
English		X		
ESL		X		
ForeignLang		X		
Health			X	
Math, Integrtd				X
Math, Traditnl				X

Music	X			
Physical Ed		X		
ROTC	X			
Science			X	
SocialScience			X	
Vocatnl Ed	X			

Average answer = 2.33.

3. "Does your department clearly communicate to you—and to other teachers in your department—what assessment methods and standards should be used? Yes, No. Does it clearly define the grading standards? Yes, No."
   Eight of the twelve departments answered "Yes" to the first question; six to the second.

4. "How often does the [your] department check on your grading methods and standards?"

	1 once per semester	2 once per year	3 once every 2 or 3 years	4 never
English				X
ESL				X
ForeignLang			X	
Health				X
Math, Integrtd				X
Math, Traditnl				X
Music	X			
Physical Ed				X
ROTC	X			
Science				X
SocialScience		X		
Vocatnl Ed			X	

Average answer = 3.17.

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5. "How often does the administration check on your grading methods and standards?"

	1 once per semester	2 once per year	3 once every 2 or 3 years	4 never
English			X	
ESL				X
ForeignLang				X
Health		X		
Math, Integrtd				X
Math, Traditnl				X
Music				X
Physical Ed				X
ROTC		X		
Science				X
SocialScience	X			
Vocatnl Ed			X	

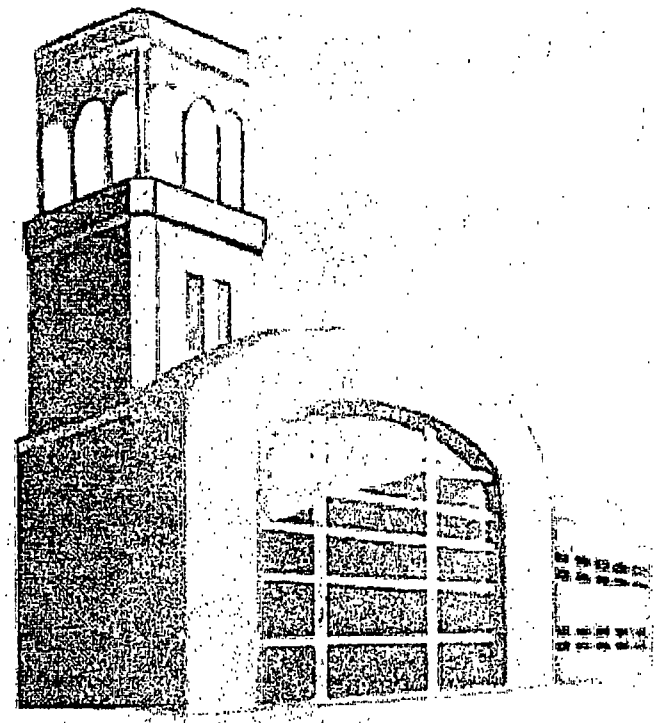
Average answer = 3.25.

Learning Targets and Assessment - Together

The following table shows the average answers for each department. The closer an average is to 1, the more regulated and consistent the department; the closer to 4 the less regulated and consistent. Of course, one must be careful with equating "more regulated and consistent" with "better." It is possible that a department might be a loose confederation of excellent teachers each of whom has his own distinct style, curriculum, and grading philosophy.

	LearningTarget Average	Assessment Average	Combined Average
English	1.75	2.75	2.25
ESL	3.25	3.00	3.13
ForeignLang	1.75	2.75	2.25
Health	3.00	3.25	3.13
Math, Integrtd	1.75	3.25	2.50
Math, Traditnl	3.00	4.00	3.50
Music	1.50	1.75	1.63
Physical Ed	2.25	3.00	2.63
ROTC	1.25	1.50	1.38
Science	3.00	3.75	3.38
SocialScience	3.00	2.25	2.63
Vocatnl Ed	2.00	2.25	2.13

Communication



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Belmont High School
Action Plan Outline
Communication

Area for Improvement:

Communication among Belmont Stakeholders

Rationale:

According to the Self Study, the size of the school and the multi-track system require improved communication and articulation among all stakeholder groups.

Expected Schoolwide Learning Results Addressed:

Academic Achievers and Life-Long Learners : Graduates will
[1]maximize their academic potential;
[2]be self-directed learners who create a positive vision for themselves and their future

Living Skills: Graduates will
[3]develop a positive ethical outlook and a commitment to basic family responsibilities

Strategy 1: In order to maximize the academic and social skills of our students, we will increase communication between Belmont and its stakeholders.[1]

Step 1: Establish a *Belmont Communication Committee* composed of principal, head counselor, department representatives, college counselor, program coordinators, certificated staff, classified staff, students, and parents that will meet monthly to compile, coordinate, and disseminate information about Belmont High School.
April 1997 through December 1997

- Principal
- *General School Funds*

Step 2: Establish *a Belmont High School Communication Center*—a centralized location where visitors and stakeholders may come or call for information about Belmont programs or special events.
September of 1997 to September 1998

- Principal

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- AP Student Activities
- Communications Committee
- *General School Funds*

Step 3: Continue monthly publication of in-house newsletter "Inside Belmont" and "Parent Newsletter." Continue publications from College Counselor and other sources.
April 1997 and ongoing

- Principal ("Inside Belmont")
- Bilingual Coordinator (w/ Title I Coor., "Parent Newsletter")
- College Counselor
- *General School Funds*
- *Title I Funds*
- *Bilingual Funds*

Step 4: Create and publish a Belmont Brochure in which the school's programs are highlighted, graduation requirements outlined, and college and career opportunities discussed—to be given to each enrolling student, to prospective students at feeder school articulation programs, to staff members, and to parents at community meetings.
January 1998 through January 1999

- Principal
- AP-Student Activities
- Communication Committee
- *General School Funds*

Step 5: Inservice staff two times each year to explain what the programs are, update information, and discuss how students can apply or be included.
January 1998 - Ongoing

- Communication Committee
- Professional Development Committee
- Principal
- *General School Funds*
- *Bilingual Funds*
- *Title I Funds*
- *SB 1882 Funds*

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Step 6: Create a video program (12-15 minutes) "This is Belmont!" which will supplement brochure. Include voice-over in all languages appropriate to our population. Include information about LAS (Language Assessment Scales), subject area proficiencies, and graduation requirements. Arrange to supply video to elementary and middle school parent groups for viewing thereby providing instant acquaintance with Belmont for walk-in enrollees.
January 1998 through June 1998

- AP-Student Activities
- Communication Committee
- Multi-media Academy
- *Instructional Funds*
- *Title I Funds*
- *Bilingual Funds*

Step 7: Create, implement and manage a Belmont High School Web Site. Publish coming events, school programs, graduation requirements, and other pertinent information.
April 1997 through December 1997

- Administration
- Communication Committee
- Technology Committee
- *General School Funds*

Assessment and Evaluation

- Analyze yearly surveys of all stakeholder groups regarding use and effectiveness of each communication option (web page, brochure, etc.) and their satisfaction with overall communication.

Strategy 2: Explore expanded use of automated telephone technology for parent communication.

Step 1: Expand parent notification of events via automated telephone system to include weekly recorded message of events, days off, parent workshops, and conference nights. Provide a call-in message after five o'clock closing.
April 1997

WASC 19375

- AP-Parent Liaison
- Technology Committee
- Communication Committee
- SIS Coordinator
- *General School Funds*

Step 2: Refine and expand voice-mail messages from individual teachers to students re: homework assignments (for students who were absent) and future projects.
April 1997 through June 1997

- Administration
- Technology Committee
- Communication Committee
- SIS Coordinator
- *General School Funds*

Step 3: Conduct ongoing research for improving the use of technology between Belmont and its stakeholders.
July 1997 and ongoing

- Administration
- Technology Committee
- Communication Committee
- SIS Coordinator
- *General School Funds*

Assessment and Evaluation:

- Analyze Automated Telephone System Administrative Log for number and types of calls.
- Analyze that portion of the annual communication survey which deals with the automated telephone system.

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Strategy 3: Expand direct contact between counselors and parents to help our students become self-directed learners who are committed to achieving personal goals and assuming family responsibilities.[1,2,3]

Step 1: Establish a Night Counseling Program at least two nights each week.

Staff with a coordinator who will call parents as specified in teacher referrals and who will meet with parents who drop in. Advertise in newsletter and with flyer several times each year.
Use bilingual TA's to help counselor or counselor designate.
Prepare standard referral form.
July 1997 through June 2000

- Principal
- AP-SCS
- *General School Funds*
- *Bilingual Funds*
- *Title I Funds*
- *SB 813 Funds*

Step 2: Expand use of bilingual TA's to call home for teachers on daily basis either before or immediately after school.
July 1997 through June 1998

- AP-SCS
- Title I Coordinator
- Bilingual Coordinator
- *General School Funds*
- *Bilingual Funds*
- *Title I Funds*

Assessment and Evaluation:

- Analyze number and types of referrals and conferences.
- Assess satisfaction with effectiveness of night counseling program via survey of all involved stakeholders.

Strategy 4: In order to maximize students' academic potential to help them plan for their future, we will increase and improve communication of information for parents and students about programs, requirements and options.[1,2]

Step 1: Continue monthly parent workshops: Belmont programs, graduation requirements, college entrance, career planning, how to help your child.
July 1997

WASC 19377

- AP-Community Liaison
- Communication Committee
- Counselors
- College Counselor
- Title I Coordinator
- Bilingual Coordinator
- *General School Funds*
- *Bilingual Funds*
- *Title I Funds*
- *SB 813 Funds*

Step 2: Implement a 9th grade counselor/student/parent orientation (July and September—all three tracks; each counselor to meet with portion of counselees and their parents - small group sessions at which counselor will cover requirements for graduation, redesignation, college and careers).
July and September 1997

- AP-SCS
- Communication Committee
- Counselors
- College Counselor
- Title I Coordinator
- Bilingual Coordinator
- Parents
- Students
- *General School Funds*
- *Bilingual Funds*
- *Title I Funds*
- *SB 813 Funds*

Step 3: Create a *New Student Orientation Day Committee* composed of a Cluster representative, Belmont administration, teachers, , special programs advisors (e.g. band), clubs and activities sponsors, coaches, leadership representatives, parents, students, and community members.
July 1997 and September 1997

- Principal
- *General School Funds*

WASC 19378

Step 4: Design and implement *new student orientation day/open house* in which all segments of school will be involved. Designate one specific day to introduce the school and its programs to new students and their parents—pre-enrollment. Seek participation of feeder schools, esp. elementary for future reference. Arrange to have representatives from sports programs, band and drill team, JROTC, CAD, clubs, special programs, academies present. Arrange to have all tech areas open and operating. Solicit community involvement such as adopt a school sponsor for prizes for attendees. Advertise in local newspapers, radio spots and TV.
July 1997 through June 1998

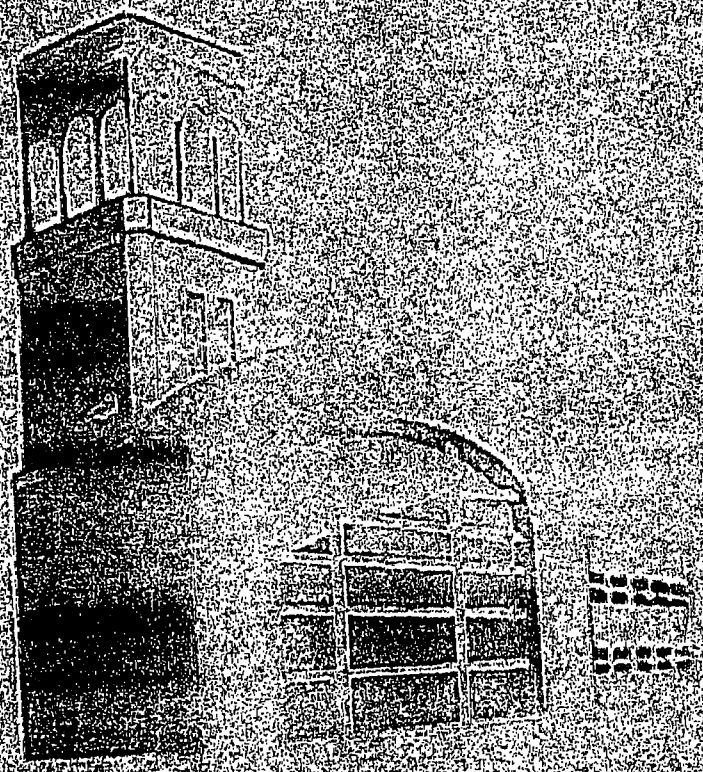
- Cluster Administration
- Belmont Administration
- Orientation Day Committee
- Teachers
- Activity Sponsors
- Parents
- Students
- Community
- *General School Funds*
- *Bilingual Funds*
- *Title I Funds*
- *SB 813 Funds*

Assessment and Evaluation:

- At the end of the first semester, survey 9th graders regarding degree of comfort with new school, involvement in extracurricular activities, satisfaction with programming.
- Analyze number of 9th grade referrals.

WASC 19379

Instructional Delivery



WASC 19380

Belmont High School
Action Plan Outline
Instructional Delivery

Area for Improvement:

Instructional delivery

Rationale:

According to student demographics as demonstrated in the Self Study, a large percentage of Belmont students enroll with language deficits and special needs. Improving instructional delivery is the most direct and effective means by which to address this problem.

Expected Schoolwide Learning Results Addressed:

Analytical Skills: Graduates will
[1]establish and demonstrate the higher order thinking skills of application, analysis, synthesis, and evaluation

Communication Skills: Graduates will
[2]work collaboratively with others and use effective communication skills to develop and maintain relationships within diverse settings
[3]read and listen reflectively and critically
[4]write coherently with proper grammar
[5]speak with poise and command of the language

Community Involvement: Graduates will
[6]possess knowledge of diverse cultures, practice tolerance for individual differences, and be willing to adapt to change

Academic Achievers and Life-long Learners: Graduates will
[7]display basic technological literacy
[8]understand the impact of technology on society and the need to adapt to a changing workplace

Strategy 1: Develop and implement a comprehensive professional program.

Step 1: Appoint an Instructional Leadership Team with responsibility for recruiting and training facilitators for instructional seminar groups.
April 1997 through June 1997

WASC 19381

- Principal
- *General School Funds*

- *Title I Funds*
- *Bilingual Funds*
- *SB1882 Funds*

Step 2: Form a Professional Development Committee composed of Instructional Leadership Team and facilitators charged with creation and implementation of seminars based on student needs.
May 1997 through June 1997

- Instructional Leadership Team
- AP-Curriculum
- *General School Funds*
- *Title I Funds*
- *Bilingual Funds*
- *SB1882 Funds*

Step 3: Submit an action plan for a series of seminars on instructional strategies which include the higher order thinking skills of application, analysis, synthesis, the use of student collaboration, and portfolio assessment.[1,2]
June 1997 through June 1998

- Professional Development Committee
- AP-Curriculum
- *General School Funds*
- *Title I Funds*
- *Bilingual Funds*
- *SB1882 Funds*

Step 4: Submit an action plan for a series of seminars and workshops, outlining a curriculum which incorporates effective communication skills, multicultural awareness, and tolerance.[3,4,5,6]
September 1997 through September 1998

- Professional Development Committee
- Curriculum Committee
- AP-Curriculum
- *General School Funds*
- *Title I Funds*
- *Bilingual Funds*
- *SB1882 Funds*

WASC 19382

Step 5: Submit an action plan for a series of seminars and workshops, outlining the use and integration of technology into the curriculum.[7,8] Proposed implementation January 1998.
September 1997 through September 1998

- Profession Development Committee
- Curriculum Committee
- Technology Committee
- AP-Curriculum
- *General School Funds*
- *Title I Funds*
- *Bilingual Funds*
- *SB1882 Funds*

Step 6: Implement and monitor instructional strategies seminars.
July 1997 through June 2000

- Professional Development Committee
- *General School Funds*
- *Title I Funds*
- *Bilingual Funds*
- *SB1882 Funds*

Step 7: Implement and monitor curriculum seminars.
January 1998 through June 2000

- Professional Development Committee
- *General School Funds*
- *Title I Funds*
- *Bilingual Funds*
- *SB1882 Funds*

Step 8: Implement and monitor technology seminars.
July 1998 through June 2000

- Professional Development Committee
- *General School Funds*
- *Title I Funds*
- *Bilingual Funds*
- *SB1882 Funds*

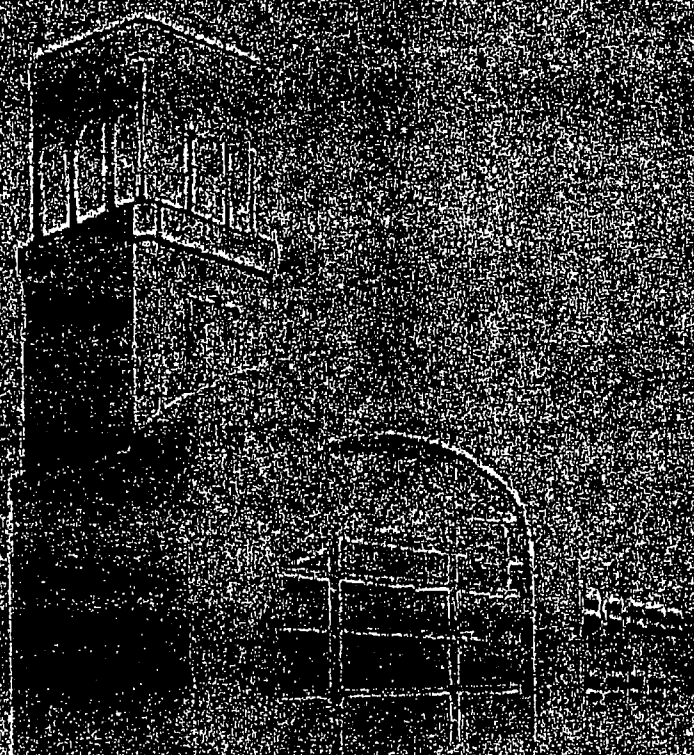
WASC 19383

Assessment and Evaluation:

- Evaluate action plan.
- Analyze statistics of the number of workshops conducted and the number of participants involved in each.
- Conduct peer observations to determine the extent to which techniques are being utilized.
- Survey teachers regarding usefulness of new techniques.
- Evaluate student performance as measured by grades, test scores, and comments of teachers on survey. (Exact test scores to be used is yet to be determined.)
- Analyze annual student surveys to assess student reaction to teaching techniques.

WASC 19384

Curriculum



WASC 19385

Belmont High School
Action Plan Outline
Curriculum

Area for Improvement:

Schoolwide Curricular Strand

Rationale:

According to the Self Study, there is a need for intra and interdepartmental communication and collaboration on the development and implementation of curriculum. Improving the schoolwide curricular strand will better ensure that all students are fully engaged in the learning process and are thus better able to achieve their academic potential.

Expected Schoolwide Learning Results Addressed:

Communication Skills: Graduates will
[1]read and listen reflectively and critically
[2]write coherently and with proper grammar
[3]speak with poise and command of the language
[4]work collaboratively with others and use effective communication skills to develop and maintain relationships within diverse settings

Community Involvement: Graduates will
[5]possess knowledge of diverse cultures, practice tolerance for individual differences, and adapt to change.

Analytical Skills: Graduates will
[6]establish and demonstrate the higher order thinking skills of application, analysis, synthesis, and evaluation

Academic Achievers and Life-long Learners: Graduates will
[7]display basic technological literacy

Strategy 1: Restructure curricula based on academy model which will expand on departmental curricula[1,2,3,4] to include thematic, interdisciplinary, and career strands.

Step 1: Create a standing committee of stakeholder representatives for curricula evaluation, modification and implementation that meets at least monthly. The membership will include:
- Administration
- Counselors

WASC 19386

- Department Chairs
- Students
- Parents
- Classified Staff
- Community Representatives
- Cluster Administration

June 1997 through June 2000

- Principal
- *General School Funds*
- *Title I Funds*
- *Bilingual Funds*
- *SB1882 Funds*

Step 2: Develop and expand appropriate curricula to include a college **and** career application for each academy.
July 1997 through June 2000

- Curriculum Committee
- AP-Curriculum
- AP-SCS
- *General School Funds*
- *Title I Funds*
- *Bilingual Funds*
- *SB1882 Funds*

Step 3: Develop a thematic approach to activities and assemblies that ties in with instructional focus. Departments and administration will plan schoolwide activities that emphasize cultural awareness and celebrate special holidays and/or commemorative events.[5]
June 1998 and ongoing

- AP-Student Activities
- Department Representatives
- Students
- Parents
- Classified
- *General School Funds*
- *Title I Funds*

- *Bilingual Funds*
- *SB1882 Funds*

Assessment and Evaluation:

- Evaluate the effectiveness of new academies by examining enrollment numbers, student interest satisfaction surveys, student grades, individual portfolios, academy drop-out rates, number of internships in each academy, and post-secondary career and college placement data.

Strategy 2: Standardize department curricula.

Step 1: Implement standards for each department/discipline that reflect district standards established 1996/97 school year. Each department curriculum will include a writing, reading, and oral language program. Emphasis will be placed on higher level thinking skills of application, analysis, synthesis and evaluation, as well as, opportunity for students to work collaboratively.[1,2,3,4,6]
July 1997 through June 1999

- Administration
- Counselors
- Curriculum Committee
- *General School Funds*

Step 2: Integrate department standards into each academy's curriculum.
July 1997 through June 1999

- AP-Curriculum
- Curriculum Committee
- *General School Funds*

Step 3: Create a model for statistical evaluation of student progress. Use model as basis for annual review and evaluation of curricula and instructional practices.
January 1998 through June 1999

- AP-Curriculum
- Curriculum Committee

WASC 19388

- *General School Funds*
- *Title I Funds*
- *Bilingual Funds*
- *SB1882 Funds*

Step 4: Establish a Teacher Media Resource/Curriculum Center.
July 1997 through December 1997

- AP-Curriculum
- Department Representatives
- Cluster Administration
- *General School Funds*
- *Title I Funds*
- *Bilingual Funds*
- *SB1882 Funds*

Assessment and Evaluation:

- Evaluate each department's revised curriculum and standards by Leadership Team and administration.
- Evaluate student performance (and performance trends) on department finals and other standardized tests and/or tasks.

Strategy 3: Expand and enhance students' use of Belmont library and other research venues in order to emphasize higher level thinking and communication skills.[1,2,3,4,6,7]

Step 1: Develop a set of lessons introducing students to the traditional library and research by alternative methods (i.e., electronic data gathering via the Internet)[7].
July 1997 through June 1998

- AP-Curriculum
- Department Representatives
- Students
- Curriculum Committee
- *General School Funds*
- *Title I Funds*

WASC 19389

- *Bilingual Funds*
- *SB1882 Funds*

Step 2: Implement a freshman orientation to the library **and other research** venues/sources via English classes.
January 1998 through December 1999

- AP-Curriculum
- Curriculum Committee
- English Department Representatives
- *General School Funds*
- *Title I Funds*
- *Bilingual Funds*
- *SB1882 Funds*

Step 3: Develop a database of reading materials (available in library) relating to specific classes, themes, and curricula.
January 1998 and ongoing

- AP-Curriculum
- Department Representatives
- Students
- Curriculum Committee
- *General School Funds*
- *Title I Funds*
- *Bilingual Funds*
- *SB1882 Funds*

Step 4: Establish a career library appropriate to Belmont's academy model.
July 1998 and ongoing

- AP-Curriculum
- Department Representatives
- Students
- ECP Curriculum Committee
- *General School Funds*
- *Title I Funds*
- *Bilingual Funds*

WASC 19390

- *SB1882 Funds*

Step 5: Require Keyboarding/Intro to Computer class for all ninth grade students (must satisfy requirement before tenth grade).[7]
Fall 1998 semester

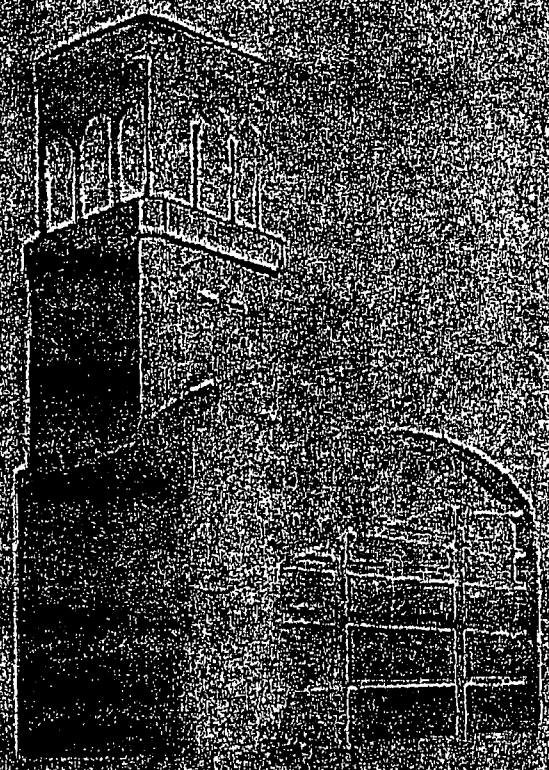
- AP-SCS
- *General School Funds*

Assessment and Evaluation

- Evaluate, by venue log, the number of students and classes using each resource venue.
- Analyze the pass rate of ninth grade students in the keyboarding and introduction to computer classes.
- Evaluate the number and nature of projects for which students utilize the resource venues.

WASC 19391

Student Responsibility A



WASC 19392

Belmont High School
Action Plan Outline
Student Responsibility and Accountability-ECP

Area for Improvement:

Student Responsibility and Accountability

Rationale:

According to the Self Study, students need to become more involved in and informed about their own education. Building student responsibility and accountability will ensure that students are better able to meet their academic potential and become active, productive members of society.

Expected Schoolwide Learning Results Addressed:

Academic Achievers and Life-Long Learners: Graduates will
[1]be self-directed learners who create a positive vision for themselves and their future.
[2]be able to utilize appropriate strategies to achieve personal goals.

Living Skills: Graduates will
[3]use consumer and life skills in order to live independently.

Strategy 1: To help students be self-directed learners who establish and work toward future goals, we will develop, implement, and evaluate a new, comprehensive Education and Career Planning curriculum.[1,2]

Step 1: Establish an ECP Curriculum Committee composed of administrators, counselors, career advisor, department representatives, students, community representatives, parents, cluster personnel, classified staff, and other interested stakeholders.
June 1997 through December 1997

- Principal
- *General School Funds*

Step 2: Prepare a new, comprehensive ECP curriculum which includes consumer and life skills development.[3]
January 1998 through December 1999

WASC 19393

- AP-SCS
- ECP Curriculum Committee
- Counselors
- Career Advisor
- Departmental Groups
- Students
- Parents
- *General School Funds*

Step 3: The Administration, ECP Curriculum Committee, and Student Portfolio Committee will develop and implement a comprehensive staff development/intensive preparation for teaching ECP curriculum. (See Strategy 2, Step 4)
April 2000 through June 2000

- AP-SCS
- ECP Curriculum Committee
- Student Portfolio Committee
- *General School Funds*
- *SB1882 Funds*
- *Title I Funds*
- *Bilingual Funds*

Step 4: Belmont High School will implement the new ECP Curriculum including the portfolio assessment. (See Strategy 2)
July 2000

- AP-SCS
- ECP Curriculum Committee
- Student Portfolio Committee
- Career Advisor
- ECP Teachers
- Homeroom Teachers
- *General School Funds*
- *SB1882 Funds*
- *Title I Funds*
- *Bilingual Funds*

Assessment and Evaluation

- Survey appropriate stakeholders to evaluate ECP content and implementation.
- Assess and evaluate ECP training program.
- Analyze the number and percentage of parents who participate in the semi-annual parent workshops.
- Analyze the number and quality of senior portfolios.
- Check portfolios of underclassmen on a quarterly basis.

Strategy 2: Create and implement a student portfolio assessment.[1,2]

Step 1: Establish a Student Portfolio Committee composed of administrators, counselors, career advisor, department representatives, students, parents, classified personnel, community representatives, cluster representatives, and other interested stakeholders.
June 1997 through December 1997

- Principal
- *General School Funds*

Step 2: Prepare an action plan for student portfolio assessment beginning in the ninth grade and continuing through to graduation.
January 1998 through December 1999

- Student Portfolio Committee
- AP-SCS
- *General School Funds*
- *SB1882 Funds*
- *Title I Funds*
- *Bilingual Funds*

Step 3: Integrate the portfolio assessment into the ECP curriculum and develop a method to facilitate its introduction and explanation in the freshman ECP classes.
January 1999 through December 1999

- AP-SCS
- Student Portfolio Committee
- ECP Curriculum Committee

WASC 19395

- *General School Funds*
- *SB1882 Funds*
- *Title I Funds*
- *Bilingual Funds*

Step 4: Prepare and implement a staff in-service outlining the portfolio program: its purpose, content, and the responsibility for upkeep and monitoring. (See Strategy 1, step 3)
December 1999 through April 2000

- Student Portfolio Committee
- ECP Curriculum Committee
- AP-SCS
- *General School Funds*
- *SB1882 Funds*
- *Title I Funds*
- *Bilingual Funds*

Step 5: The administration, counselors and support staff, the career advisor, and ECP teachers will conduct parent and student orientations for first year (all ninth grade and entering) students and semi-annual workshops or seminars for parents of continuing students. Address all aspects of ECP curriculum including the portfolio assessment and the orientation to the Career Center, throughout a student's tenure at Belmont.
April 2000 through June 2000

- AP-SCS
- ECP Curriculum Committee
- Student Portfolio Committee
- Career Advisor
- ECP Teachers
- Homeroom Teachers
- Counselors
- *General School Funds*
- *SB1882 Funds*
- *Title I Funds*
- *Bilingual Funds*

Assessment and Evaluation:

- Analyze the number and percentage of 9th graders enrolled in ECP courses, and the number and the percentage of enrollees who pass the course.
- Survey ECP students to determine the effectiveness of the ECP course.
- Analyze the number of teachers who have participated in ECP training and assess their satisfaction with the program.
- Analyze the number and percentage of parents who participate in the semi-annual workshops and assess their satisfaction with the workshops.
- Analyze the number of seniors who turn in satisfactory portfolios.
- Assess each senior's opinion of the usefulness of ECP and portfolio programs.
- Correlate the above information with trends in post-graduate choices (including but not limited to college).

Student Responsibility B

WASC 19398

Belmont High School
Action Plan Outline
Student Responsibility and Accountability -Discipline

Area for Improvement:

Student Responsibility and Accountability

Rationale:

According to the Self Study, students need to become more involved in and informed about their own education. Building student responsibility and accountability will ensure that students are better able to meet their academic potential and become active, productive members of society.

Expected Schoolwide Learning Results Addressed:

Living Skills: Graduates will
[1]exhibit dependable attendance and work habits in their careers.

Community Involvement: Graduates will
[2]become community participants who contribute time, energy and talents to improve the quality of life in their neighborhood, state, nation, and world.
[3]have an understanding of democratic processes, the United States Constitution, and the principles of civil liberties.

Strategy 1: Improve Attendance and Punctuality[1]

Step 1: Continue the tardy program developed by the Strategic Planning Committee which has reduced late walk-ins and hall traffic. Rename the committee—the Attendance Committee.
June 1997 and ongoing

- Principal
- *General School Funding*

Step 2: Fine tune the tardy program especially with regard to homeroom and would-be truants.
July 1997 through December 1997

WASC 19399

- Attendance Committee
- AP-Discipline
- *General School Funding*

Step 3: Review and revise where necessary the entire Belmont High School Attendance Plan: e.g., how to address the problem of chronic absenteeism. Devise and implement a coherent grading strategy for students with chronic absenteeism.
January 1998 through June 1999

- Attendance Committee
- AP-Discipline
- *General School Funding*
- *SB1882 Funding*
- *Title I Funding*
- *Bilingual Funding*

Step 4: Develop and implement a system of incentives to encourage good attendance and punctuality. Research a merit/demerit system, with detention as a negative consequence coupled with positive reinforcers such as assemblies, prizes, and discounts at local businesses.
July 1997 through June 2000

- AP-Discipline
- AP-Student Activities
- Attendance Committee
- Counselors
- Support Staff
- Students
- Parents
- Community Representatives
- *General School Funding*

Assessment and Evaluation:

Evaluate student attendance and punctuality via analysis of period one tardy program data, period-by-period sweep room logs, and homeroom attendance.

WASC 19400

Strategy 2: Establish a viable Student Community Service strand in the school's program[2]:

Step 1: Appoint a committee to investigate community service programs at other schools (e.g., Santa Monica High School) and establish a relationship with existing community agencies.
Possible examples of service:

- 9th grade mentoring program
- peer counseling
- future teachers to work off-track time at elementary schools
- five-credit future teachers/service during semester
- special education aides (with training)
- tutoring
- school based environmental program
- community based environment program
- hospital/community health services
- any other community service organization

July 1997 through December 1997

- Principal
- *General School Funding*

Step 2: Investigate the possibility of making community service a graduation requirement.
January 1998 through June 1998

- Parents
- Teachers
- Students
- Administrators
- Cluster administration
- PSA Counselors
- Community Leaders
- Outreach program advisors
- Social services person
- *General School Funding*

Assessment and Evaluation:

- Evaluate final committee report on the feasibility of community service program and graduation requirement.

Strategy 3: Provide consistent application of student discipline:

Step 1: Continue programs and strategies *already in place* to address problems of punctuality, attendance, and discipline (tardy sweeps, dress code, school rules and regulations).
July 1997 and ongoing

- AP-Discipline
- Counselors
- Deans
- Faculty
- *General School Funding*

Step 2: Continue to provide appropriate consequences for infractions.
July 1997 and ongoing

- AP-Discipline
- Counselors
- Deans
- Faculty
- *General School Funding*

Step 3: Continue to encourage classroom teachers to call home when students misbehave or are having difficulty in class.
July 1997 and ongoing

- AP-Discipline
- Counselors
- Deans
- Faculty
- *General School Funding*

Step 4: Study modifications of current practices for informing students of rules and consequences; instead of limiting communication to track-wide assemblies, or assemblies in PE classes, visit all 9th grade classes (perhaps English) to address rules and consequences. Visiting

WASC 19402

personnel will include administrators, out-of-classroom personnel, senior leadership/senior class members, and teachers who volunteer.
July 1997 and ongoing

- AP-Discipline
- Counselors
- Deans
- Faculty
- *General School Funding*

Step 5: Formulate schoolwide discipline suggestions, apply discipline uniformly and consistently throughout the school, implement immediate solutions for serious classroom misbehavior—i.e., establish a daily detention room after school.
January 1998 through June 1998

- Student Discipline Committee
- *General School Funding*

Step 6: Explore creation of student senate/court so that students have first-hand participation in development and enforcement of appropriate school rules/regulations. Students will also demonstrate and practice knowledge of democratic processes which include an understanding of the United States Constitution and the principles of Civil Liberties.[3]
January 1998 through June 1999

- Administration
- Counselors
- Career Counselor
- College Counselor
- Impact Personnel
- Parents
- Teachers
- Students
- Plant Manager
- Security
- School Psychologist
- Resource Specialist
- SB65 Coordinator
- Student Discipline Committee
- *General School Funding*

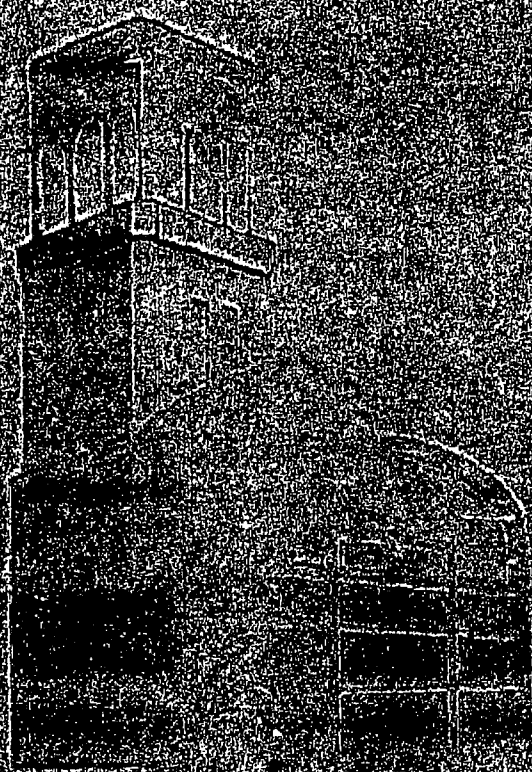
WASC 19403

Assessment and Evaluation:

- Evaluate, via stakeholder survey, the effectiveness of the various components of the student discipline system.
- Evaluate effect of system on student behavior via analysis of attendance, number of referrals, number of detentions, suspensions, and opportunity transfers.

WASC 19404

School Environment



WASC 19405

Belmont High School
Action Plan Outline
School Environment

Area for Improvement:

School Security and Environment

Rationale:

A clean and safe environment is necessary for our students to thrive socially, emotionally, and academically. According to the Self Study, parents, students and staff felt that the school was moderately clean and safe; however, these same stakeholders felt there was room for improvement in each of these areas.

Expected Schoolwide Learning Results Addressed:

Community Involvement: Graduates will
[1]become community participants who contribute time, energy and talents to improve the quality of life in their neighborhood, state, nation and world.

Strategy 1: Improve the Security of the Campus[1]

Step 1: Establish a School Security Committee.
July 1997

- Principal
- *General School Funds*

Step 2: Prepare a report on the updating and expansion of security measures including, but not limited to, the monitoring of certain areas of the campus by video camera.
July 1997 through December 1997

- AP-Plant
- Campus Security Committee
- *General School Funds*

Step 3: Prepare a report on the feasibility of adopting a student uniform policy.
January 1998 through June 1998

- AP-Discipline
- School Security Committee
- Parents

WASC 19406

- Students
- Community
- *General School Funds*

Assessment and Evaluation:

Evaluate the effect of school security measures via analysis of the number of arrests, suspensions, opportunity transfers, and other indices of student behavior.

Strategy 2: Establish a Graffiti and Litter Abatement Program[1]

Step 1: Create a *Belmont Beautiful Committee* with representatives from all Belmont stakeholder groups.
July 1997

- Principal
- *General School Funds*

Step 2: Prepare a report on methods of preventing graffiti vandalism. Look for positive as well as negative incentives.
January 1998

- Belmont Beautiful Committee
- Campus Security Committee
- AP-Discipline
- *General School Funds*

Step 3: Prepare a report on ways of increasing restroom cleanliness and accessibility.
January 1998

- Campus Security Committee
- Belmont Beautiful Committee
- AP-Plant
- *General School Funds*

Step 4: Prepare an action plan that will outline ways of discouraging littering and encourage the kind of school pride that manifests itself in campus cleanliness.
January 1998 through June 1998

WASC 19407

- Campus Security Committee
- Belmont Beautiful Committee
- AP-Plant
- *General School Funds*

Assessment and Evaluation:

- Evaluate effectiveness of programs on graffiti, litter, and restroom cleanliness through custodial reports and end of semester teacher and student surveys.

Contents

Map of Belmont High School

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Belmont Bell Schedules

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CTBS Results Spring 1996

Golden State Exam Results

Comparisons

High School Performance Report

School Accountability Report Card

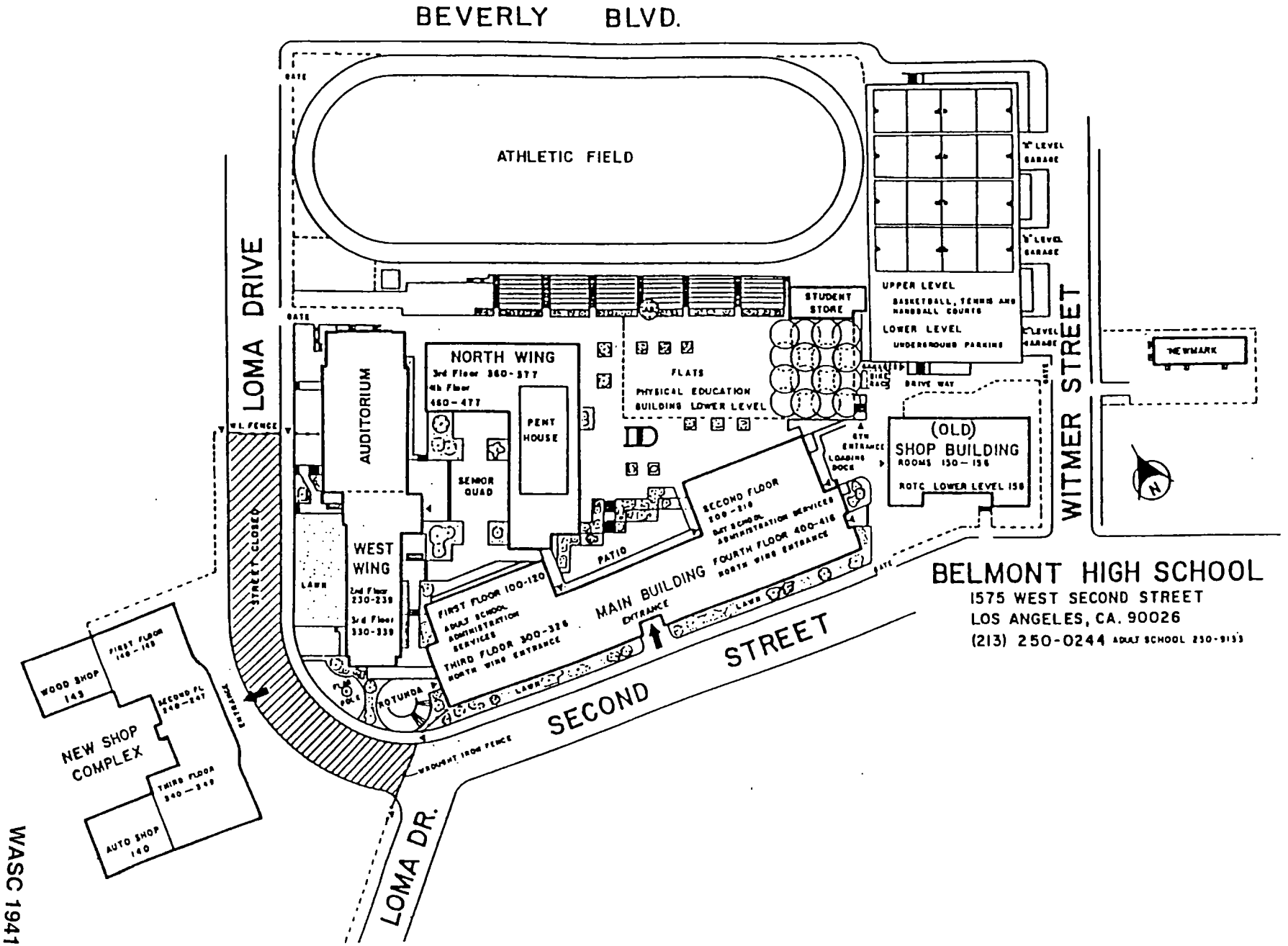
California Academic Decathlon Results - 1996

Resource Allocation, Special Funding

Surveys

Accreditation Interviews and Surveys

Superintendent's Call to Action



BELMONT HIGH SCHOOL
1575 WEST SECOND STREET
LOS ANGELES, CA. 90026
(213) 250-0244 ADULT SCHOOL 250-9153

WASC 19410

Belmont High School
BELL SCHEDULE
1996-97 SCHOOL YEAR

Regular Bell Schedule

PERIOD	TARDY	PASSING
1	7:40	8:38
HR	8:45	9:03
2	9:10	10:08
Nutr.	10:08	10:28
3	10:35	11:33
4	11:40	12:38
Lunch	12:38	1:09
5	1:17	2:15
6	2:22	3:20

Shortened Day Schedule

PERIOD	TARDY	PASSING
1	7:40	8:27
HR	8:34	8:46
2	8:53	9:40
Nutr.	9:40	9:58
3	10:05	10:52
4	10:59	11:46
Lunch	11:46	12:16
5	12:24	1:11
6	1:18	2:05

Minimum Day Schedule

PERIOD	TARDY	PASSING
1	7:40	8:14
HR	8:21	8:34
2	8:41	9:15
3	9:22	9:56
Nutr.	9:56	10:16
4	10:24	10:58
5	11:05	11:39
6	11:46	12:20

Opening Day Special Schedule

PERIOD	TARDY	PASSING
HR	8:40	9:24
1	9:31	10:12
Nutr.	10:12	10:32
2	10:39	11:20
3	11:27	12:08
Lunch	12:08	12:38
4	12:46	1:27
5	1:34	2:15
6	2:22	3:03
Second HR	3:10	3:20

CONCEPT 6
CONCEPTO 6

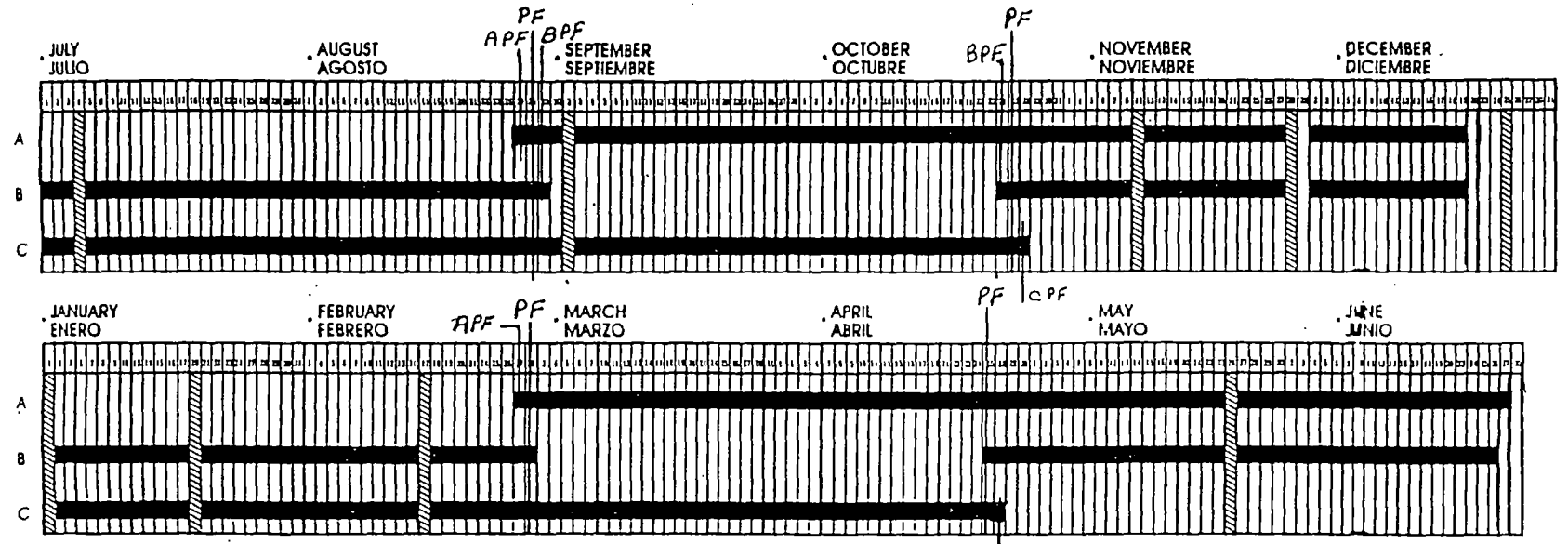
Two Pupil Free Days are to be selected by individual tracks on non-assigned, non-instructional days.

LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

YEAR-ROUND SCHOOL CALENDAR 1996-97
CALENDARIO ESCOLAR DE TODO EL AÑO 1996-97

HOLIDAY
DIA DE FIESTA

APPROVED SDMC 6/4/96



7-1-96 First Day of School for Tracks B, C
7-4-96 Independence Day
8-29-96 First Day of School for Track A
9-2-96 Labor Day
11-11-96 Veterans Day
11-28-96 & 11-29-96 Thanksgiving Holiday
12-20-96 through 1-1-97 Winter Recess
1-20-97 Dr. Martin Luther King, Jr.'s Birthday Observed
2-17-97 Presidents' Day
4-24-97 Last Day of School for Track C
5-26-97 Memorial Day Observed
6-26-97 Last Day of School for Track B
6-27-97 Last Day of School for Track A

P.F. = PUPIL FREE DAYS ALL 3 TRACKS: AUGUST 28, OCTOBER 25, FEBRUARY 28, APRIL 25
APF = A TRACK PUPIL FREE DAYS: AUGUST 27, FEBRUARY 27
BPF = B TRACK PUPIL FREE DAYS: AUGUST 29, OCTOBER 24
CPF = C TRACK PUPIL FREE DAYS: OCTOBER 28, APRIL 28

WASC 19412

Belmont High School
Administrative Organization
January 1996-97

MR. McCAMMON ASSISTANT PRINCIPAL SCS

SUPERVISION OF:

- All Counselors
- Career Advisor
- College Counselor
- SB65 Outreach Consultant
- Special Education
- Testing Coordinator

- Advanced Placement
- Career Center/ Career Day
- Computer Scheduling/ Grades
- Educational Options
- Graduation Requirements
- Home Teachers
- Intersessions
- Itinerant Staff
- Marking Practices
- Master Schedule
- Opening and Closing
- Perkins Coordination
- PHBAO/SB813
- Procedures/Bulletins
- Program Research
- Programs/Testing
- Report Cards
- Roll books
- Room Utilization
- Scholarships/Awards
- Senior Portfolios
- Substitute Coordination
- Testing Program
- Work Experience/ R.O.P

MRS. CAMERON ASSISTANT PRINCIPAL

SUPERVISION OF:

- ESL
- Foreign Language
- Mathematics
- Science

- Academic Decathlon
- Accreditation Coordination
- Adopt-a-School Program
- Awards Banquet
- Clerical Coordination
- Coordination of the Staff Process
- Community Newsletter
- Education Aides/ Teacher Assistants
- Faculty Handbook
- Field Trips
- Grant Proposals
- Instructional Budgets/Programs
  - a. Inst. Mat. Acct. (IMA)
  - b. Bilingual
  - c. SB 1882
  - d. Title One
  - e. Gifted
- Mentor Teachers
- Teacher Orientation
- Shared Decision Making
- Staff Development Coordination
- Student Teachers
- Textbook Coordination
- Tutorial Coordination

MR. HERRERA PRINCIPAL

SUPERVISION OF:

- Academies
- Adult School Liaison
- Audit Reviews
- Cluster Articulation
- Cluster/District Reports
- Community/Press Public Relations
- Coordinatorships
- Crisis Coordination
- Curriculum Development
- Department Chairpersons
- Employee Organizations
- Faculty Meetings
- Needs Assessments
- Organization Report
- Overall Supervision of all Budget Accounts
- Personnel Selection & Evaluation
- Staff Meetings
- Strategic Planning
- Staff Evaluations of First Year Teachers
- Supervision & Evaluation of Administrative Staff
- School Philosophy

MR. GARCIA ASSISTANT PRINCIPAL

SUPERVISION OF:

- All Center Deans
- Art
- Health
- Industrial Arts
- ROTC
- Physical Education

- Alterations/Improvements
- Athletics
- Athletic Budget
- Campus/Noon Aide Assignments
- Coordination of Campus/ Athletic Supervision
- Expulsions/O.T.'s
- Liaison with Law Enforcement Agencies
- Orientation Assemblies
- Parking
- School Plant/ Maintenance
- School Police
- Security
- School-to-Work Grant Coordination

MS. OLMOS ASSISTANT PRINCIPAL NEWCOMER CENTER

SUPERVISION OF:

- Newcomer Center:
- After School Tutoring
- Attendance
- Budget
- Books, Supplies, Equipment
- Classified Evaluations
- Counseling/Discipline
- Counselors and Psychologist
- Enrollment Procedures
- Master Program
- Parent/Student Orientation Culmination
- Student Schedules
- Staff Evaluations
- Summer & Winter Intercessions
- Teacher Assistants and Interpreter Aides
- Transportation

- Advisory Council Meetings
- Assembly Coordination
- Cafeteria Services
- Child Abuse Administrator
- Federal Food Program
- Impact Program
- Library Coordinator
- Open House/ Back-to-School
- Parent Center

MRS. BUCKNER ASSISTANT PRINCIPAL SS

SUPERVISION OF:

- Business
- Driver Education
- Journalism
- Performing Arts
- Social Studies

- Band/Drill Team/ Cheerleaders
- Bell Schedule
- Clubs/Service Organization
- Drives Fund raising United Way
- Graduation Ceremony
- Honor Societies
- Hospitality
- I.D. Pictures/Cards
- Lockers
- Master Calendar
- Outside Speakers
- Student Activities:
  - a. Student Leadership
  - b. Elections
  - c. Grade Level Activities
  - d. Dances
  - e. School Bulletin / P.A.
  - f. Student Body Budget
  - g. Senior Class
- Student Store
- Yearbook/Student Newspaper
- Youth Services

MR. NEWTON ASSISTANT PRINCIPAL SS

SUPERVISION OF:

- Admissions Dean
- English

- Admission Center Coordination
- Attendance/Enrollment Procedures/Reports
- Audio Visual Coordination
- Civic Center Permits
- Computer/Attendance
- Emergency Drills/ Safety Procedures
- Health Office
- Permits/Attendance
- Surveys
- Tardy Sweeps
- Transportation Tickets
- TUPE Coordination
- Visitor Permits

WASC 19413

Staff Members By Department

Art

Durrah, Jennifer
Haught, Carl
Kawaye, Carolyn
Stazer, Katalin
Yamashiro, Diana
Yoshimura, Betty
(Dept. Chr.)

Business

Erdmann, Dentler
Ming, Richard
Montante, Dolores
Nakamoto, Jane
Whittemore, Cheiko
(Dept. Chr.)

Coordinators / Resource Teachers

Baker, Barbara
Barillas Irene
Duarte, Agnes
Hodson, Mark
Hughes, Frank
Kalinski, Barbara
Lackner, John
Peterson, Roger
Prinz, Fred
Redifer, Don
Rosin, Ursula
Sims, Rulirene
Summe, Michael
Suto, Kenneth
Turek, Rhea
Tydeman, Diane
Wilmington, Carol

Counseling

Carmona, Alejandro
DeLa Rosa, Angeles
Miller, Robert
Pardillo, Rolando
Preston, Marlene
Roberts, Ella
Roche-Blair, Bonnie
Shieh, Ping Ping
Sims, Rulirene
Slaughter, Mildred
Sullivan, Thomas
Thorpe, Michael

English / E.S.L.

Bates, Esther
(Co-Dept. Chr.- Engl.)
Brattan, Patricia
Browers, Lynn
Buckley, Clare
Bunnell, Henry
Burgato, Antoinette
Campos, Olga
Chao, Christine
Chavez, Rudy
Cole, Dalton
(Co-Dept. Chr. - Engl.)
Conroy, Thomas
Coulter, Jerry
Croft, Meredith
D'Elia, Marian
DeLaCruz, Frolin
Depew, Joan
DiPuccio, Charles
Eden, Evelyn
Elicker, Monica
Gaudielle, James
Gravino, Mitchell
Guo, Rachel
Haggstrom, Annie
Harvey, Joy Lynn
Kanomata, Kay
Kelly, Gary
Koo, Ja Hung
Labowitz, Rochelle
Leonido, Teresita
Li, Huan Ping
Maadaas, Susan
McFelea, Donald
McCammon, Eldiza
Mizrahi, Frances
Oregel, Juan
Oviatt, Edward
Panganiban, Victoria
Perez, Graciela
Pisano, Frank
Polk, Emma
Reilly, Joseph
Rutherford, Nancy
Sanchez, Yolanda
Sawyer, Elizabeth
Silva, Everardo
Sison, Jonathon
Sorensen, Theodore
Spitser, Andrew
Velie, Anthony
Venegoni, Anthony
(Dept. Chr. - E.S.L.)
Wallace, William
Watney, Mark
Wesche Manwell, Dawn
Williamson, Neil

Foreign Language

Balandran, Lourdes
Coleman, Jean
Granados, Juanita
Lang, Jacklyn (Dept. Chr.)
Linares, Ciro
Oviedo, Joaquin
Rivera, Mary Ellen
Salguero, Teresa
Warwick, Stephen

Health/Drivers' Education

Bautista, Roberto
Bond, Dean
Higa, Richard
Wakeling, Marcus

Industrial Education

Cabunoc, Larry
Okelberry, Vern
Robinson, Rober

Librarian

Crumrine, Margaret

Mathematics

Abayachi, Ali
Acosta, Adolfo
Barenbaum, Neil
Bonner, Harold
Chavez, Robert
Chew, Laurie
Galan, Edwin
Gomez, Sergio
Herrmann, James
Hirosawa, Doris (Dept. Chr.)
Hylton, Donald
Iezza, Gino
Leung, Joyce
Little, Cynthia
McNicholas, James
Montgomery, Robert
Myung, Carl
Osumi, Janice
Ramirez, Frank
Rico, Gilberto
Serrano, Nury
Song, Sui
Stewart, Mark
Villalon, Immanuel
Yetter, Brian
Zunino, John

Music

Feliz, Anthony (Dept. Chr.)
Higa, Brian

Physical Education

Arima, Yoshito
Barden, Gregg
Bautista, Noel
Carr-Swain, Nancy
Cracchiolo, Carol
Fields, Teresa
Hansen, Jack (Dept. Chr.)
LaSala, Neil
Moliterno, Virginia
Spera, Anthony
Tomono Lee, Elaine

JROTC

Bodisch, Michael
Correia, David
Gordon, Philip

Science

Bhimaya, Suriya
Depew, James
Dobson, Ralph
Estrella, Rene
Husing, Hoyt
Kim, John
Klar, David
Mandin, Edmond
McCullough, Willie
McFadden, Stephen (Dept. Chr.)
Miyano, Colleen
Munoz, Arlene
Sandouk, Gisele
Sanusi, Paul
Stosic, Branimir
Wallis, Lorraine
Wong, Yam

Social Studies

Castro, Sal
Escobar, Raul
Hebron, Jeffrey
Iberman, Dennis
Johnson, Cora
Levy, Robert
Lum, Richard
Melin, Ronald
O'Dell, Jackie
Refoua, Serena
Ricoy, Juan Carlos
Roughan, Letricia
Salazar, Yolanda (Dept. Chr.)
Valenzuela, Juan
Villella, Paul
Visotsky, Steven
West, Glenn
Whelan, James

Special Education

Coffee, Patricia
Gonzalez, Christine
Haueter, Donna
Hylton, Mercedes
Morden, Stephen
Palomares, Juan
Riemer, Carol (Dept. Chr.)
Walker, Johnnys

Newcomer Center

Bassler, Veralee
Brantley, Deanne
Chang, Jeffrey
Carrizo, Virginia
Fernandez, Marga
Gonzalez, Juan
Goshorn, Delma
Johnson, Wendell
McClish, Michael
Mei, Jianhua
Menjivar, Jose
Paalman, Karen
Rodriguez, Carlos
Ruiz, Patricia
Solway, Marlene
Walley, Ellen

MASTER PROGRAM MESTER 4 - B/C TRACKS SPRING 1997

TK	TEACHER	HR	CL	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	DEPT
C	Acosta	477	477	SH-Math 9B	SH-Geom B	SH-Math 9B	SH-Geom B	SH-Int Math 1B	SH-Int Math 1B	Math
C	Anderson		304	Math	Social Studies	Health	Social Studies	Conf	Math	Spec Ed
C	Balandran	114	114	Sh-ECP	Conf	SH-ECP	ECP	Wld Hist B	SH-Wld Hist B	ECP/S.S.
B	Barden	218	gym	PE	PE	PE	PE	Conf	G-Track	PE
B	Barembaum		472	Intro Comp	Intro Comp	Intro Comp	Intro Comp	Comp Prog	Comp Prog	Computers
B	Bates	313	313	SH-Eng 9B	SH-Col Prp Sem	Conf	AP Eng Lang B	Dept Chair	Drama	English
C	Bautista, N	Lib	Gym	PE	PE	PE	Conf	PE	B-Volleyball	PE
B	Bautista, R.	343	343	Health	SH-Health	SH-Health	SH-Health	Conf	PE Dept	Health
C	Bhimaya	407	407	SH-Biology B	SH-Biology B	SH-Biology B	Biology B	Biology B	SH-Health	Science
B	Bonner	471	471	H-Math Anal	Topics Prep	SH-Int Math 1B	Conf	SH-Int Math 1B	H-Math Anal	Math
C	Brattan		101A		LAPL 4	ESL 1A	ESL 1A	Design (400)		ESL
B	Bunnell	316	316	Conf	H-Eng 10B	H-Eng 10B	SH-Con Comp	Con Comp	Con Comp	English
B	Carr-Swain	101A	gym	PE	PE	Conf	PE	PE	B-Soccer	PE
C	Chao	302	302	Conf	Eng 9A	Mandarin	Mandarin	ECP	Eng 9A	ESL/Lang
B	Chavez, R	362	362	BS- Math B	Basic Math B	SH-HS Math B	Basic Math B	Conf	SH-Math 9B	Math
C	Chavez, RR	337	337	SH-Expos Comp	Mod Lit	H-Eng 10B	Write Skills	Conf	Mod Lit	English
C	Coleman	318	318	Span Sp 2B	Span Sp 1B	Span Sp 1B	Conf	Span Sp 1B	Span Sp 1B	Lang
C	Conroy	308	308	Con Comp	Con Comp	Eng 9B	SH-Eng 9B	Conf	SH-Eng 9B	English
B	Correia		158			ROTC	ROTC			ROTC
B	Coulter		218/237	Eng 10B	Conf	SH-Expo Comp	Eng 9A	Eng 10B	SH-Eng 10B (237)	English
B	Cracchiolo	371	gym	IMPACT	IMPACT	PE	PE	Conf	G-Basketball	PE
C	Croit	230	230	ESL 3	ESL 3	Conf	LAPL 4	ESL 2A	ESL 2A	ESL
C	D'Elia	306	306	ESL 2B	ESL 2B	ESL 2B	ESL 2B	Conf	Spirit PE	ESL
C	Depew	303	303	SH-Eng 10A	SH-Eng 10B	Am Lit	Conf	SH-Eng 10A	SH-Eng 10B	English
C	Durrah	400	400/218	Design	Intro Art	Intro Art	Design	Conf	Yearbook (218)	Art
B	Eden	307	307	ESL 3	ESL 3	French 1B	Conf	ESL 3	ESL 3	ESL
C	Elicker	154A	154A	Conf	SH-Con Comp	SH-Con Comp	Expos Comp	Eng 9A	Con Comp	English
C	Erdmann	344	342/344	Typing B (342)	Accounting(344)	Into Comp (342)	SH-Typing B (342)	Journalism B (438)	Conf	Business
B	Escobar	373	373	ESL 2A	ESL 2A	Conf	BS-Wld Hist B	BS-Wld Hist B	SH-Wld Hist B	S.S./ESL
C	Estrella	408	408	BS-Health	Conf	BS-Biology B	Leadership	Leadership	BS-Biology B	Science
B/C	Feliz		339	Mar Dyn/Jazz	Mar Dyn/Band	Instruments	Strings	Strings/ Orch	Conf	Music
C	Fields	335	Gym	PE	PE	PE	PE	Conf	G-F/S Basketball	PE
B	Gomez, S	367	367	Conf	SH-Int Math 1B	BS-Int Math 1B	SH-Int Math 1B	SH-Math 9B	BS-Math B	Math
B/C	Gonzalez		240	Testing	Math	Language	Language	S-Health	Conf	RSP

evised January 6, 1997

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MASTER PROGRAM MESTER 4 - B/C TRACKS SPRING 1997

TK	TEACHER	HR	CL	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	DEPT
C	Gordon	158	158					ROTC	ROTC	ROTC
B	Granados	315	315	Span Sp 2B	Conf	SH-ECP	SH-ECP	Span 2B	Span Sp 2B	Lang
C	Gravino	344	344	Eng 9B	Conf	SH-Eng 10B	SH-Eng 10B	SH-Eng 10B	Eng 9B	English
B	Haggstrom	301	301	ESL 3	ESL 3	ESL 3	ESL 3	ESL 4	Conf	ESL
B	Harvey	116	116	ESL 2B	ESL 2B	SH- Eng 10A	SH- Eng 10B	ESL 2B	ESL 2B	ESL/Eng
B	Hebron		375/377		Gov't (377)	US Hist B (375)				S.S.
C	Herrman	466	466	Int Math 1B	Int Math 1B	Conf	Comp Prog (106)	H-Math Anal	Algebra 2B	Math
B/C	Higa, B.	338	338	Flags/Spirit PE	Flags	Instruments	Instruments	Vocal/Dance	Conf	Music
C	Higa, R	340	340	SH-Health	Health	SH-Health	Health	Health	Conf	Health
B	Husing	416	416	Biology B	AP Biology B	AP Biology B	Life Science B	Life Science B	H-Biology B	Science
C	Hylton, D	475	475	SH-Basic Math B	HS Math B	HS Math B	Basic Math B	Conf	SH-Basic Math B	Math
B/C	Hylton, M		244	Language	Math	Math	Language	Language	Conf	RSP
B	Iezza	464	464	Algebra 2B	Geom B	Int Math 1B	Conf	Int Math 1B	Algebra 2B	Math
B	Kanamata	309	309	ESL 4	ESL 4	Conf	ESL 4	ESL 4	ESL 4	ESL
B	Katz	462	462	Science	Math	Science	Social Studies	Math	Conf	Spec Ed
B	Kawaye	401	401	Folk Art	Design	Printmaking	Conf	Design	Design	Art
C	Klar	411	411	Biology B	Conf	Chem B	Adv Phys Sci B	Adv Phys Sci B	Biology B	Science
B	La Sala	413	gym	PE	PE	PE	Conf	PE	G-Soccer	PE
C	Lackner		370					AP Am Gov't		S.S.
B	Lang	322	322	Conf	H-French 3B	H-French 4B	French 1B	French 2B	Dept. Chair	Lang
B	Leung	361	361	Int Math 1B	Sh-Basic Math B	Conf	Int Math 1B	SH-Basic Math B	Int Math 1B	Math
C	Levy		Gym	Conf	PE	PE	PE	PE	Weight Training	PE
B	Li	375	375	Wld Hist B	SH-Am Lit	Conf	SH-Wld Hist B	Am Lit	SH-Am Lit	English
B	Linares	317B	317B	ECP	Span Sp 1B	Conf	ECP	ECP	SH-ECP	ECP
B	Little	366	366	Geom A	SH-Math 9B	SH-Basic Math B	SH-Math 9B	Basic Math B	Conf	Math
C	Maadaas	314	314	Expos Comp	Am Lit	Conf	H-Eng Lit	Con Comp	Am Lit	English
B	Mandin	406	406	SH-Life Science B	SH-Biology B	Conf	Biology B	Biology B	SH-Health	Science
B	McFadden		413	SH-Chem B	Chem B	H-Chem B	Adv Phy Sci B	Chem B	Chem B	Science
B	McNicholas	465	465	AP Calc B	Conf	Math 9B	Geom B	Int Math 1B	Math 9B	Math
C	Ming	100	242	Typing A	ECP (100)	Typing A	Conf	Typing B	Typing A	Business
B	Mizrahi	233	233	SH-Eng 10A	SH-Eng 10B	Eng 9B	Conf	SH-Eng 10A	SH-Eng 10B	English
B/C	Montgomery	107	107	Sr Cabinet						
C	Morden	300	300	English	Living Skills	English	Conf	English	Science	Spec Ed
B	Munoz	409	409	SH-Biology B	BS-Biology B	BS-Biology B	Conf	BS- Biology B	SH-Biology B	Science

Revised January 6, 1997

WASC 19418

MASTER PROGRAM MESTER 4 - B/C TRACKS SPRING 1997

TK	TEACHER	HR	CL	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	DEPT
B	Myung	469	469	Math 9B	SH-Algebra 2B	Conf	Algebra 2B	SH-Geom B	Geom B	Math
C	Nakano	347	347	Intro Comp	Database Mgmt	Conf	Word Proc	Word Proc	Word Proc	Business
B	O'Dell	363	363	Econ	H-Wld Hist B	H-Wld Hist B	International Rel	AP Am Hist B	Conf	S.S.
B/C	Okelberry		241	Expl Mod Tech	Expl Mod Tech	Expl Mod Tech	Expl Mod Tech	Conf	Expl Mod Tech	Ind. Ed
B	Oregel	118	118	Eng 9B	SH-Con Comp	SH-Con Comp	Conf	SH-Con Comp	Eng 9B	English
B	Oviatt		335	Conf	Con Comp	H-Eng 9B	Am Lit	H-Eng 9B	Am Lit	English
C	Oviedo	320	320	Conf	AP Span Lit B	Span Sp 2B	AP Span Lang B	Span Sp 2B	Span Sp 2B	Lang
B	Palomares	109	109	Math	Social Studies	Math	Intro Comp	Conf	Living Skills	Spec Ed
C	Panganiban	120	120	Eng 9A	Conf	SH-Col Prep Sem B	Col Prep Sem B	ESL3	ESL3	English
C	Perez	312	312	ESL 1B	ESL 1B	ESL 2A	ESL 2A	Conf	LAPL 3	ESL
B	Pisano	237	237	Con Comp	Eng 10B	Eng 10B	H-Con Comp	Conf	PE	English
B	Polk	108	108	SH-US Hist B	US Hist B	Wld Hist B	US Hist B	Conf	US Hist B	S.S.
C	Ramirez	461	461	Algebra 2B	BS-Math B	Conf	Math 9B	SH-Algebra 2B	AP Calculus B	Math
B/C	Reilly	368	368	SH-Am Lit	SH-Mod Lit	SH-Am Lit	Telecomm	SH-Am Lit	Health	English
C	Ricoy	365	365	Wld Hist B	Wld Hist B	Conf	BS-Wld Hist B	BS-Wld Hist B	SH-US Hist B	S.S.
B/C	Riemer		247	Language	Math	Language	Language	Language	Conf	RSP
C	Rivera	324	324	Span 2B	French 1B	French 1B	French 2B	Span 1B	Conf	Lang
B/C	Robinson,D		Corr Rm	Adapted PE	Adapted PE					PE
C	Roughan		371	Mod Dance (gym)	SH-Wld Hist B	US Hist B	SH-Wld Hist B	Hum-US Hist B	Conf	S.S.
C	Rutherford	317A	317A	Eng 10B	Eng 10B	Eng 10B	Drama	Conf	Drama	English
B	Salguero	326	326	Conf	H-Span3B/4B	AP Span Lang B	Span 1B	Span Sp 1B	Span Sp 1B	Lang
B	Sanusi	412	412	SH-Phy Sci B	Adv Phy Sci B	Phy Sci B	SH-Phy Sci B	Conf	SH-Adv Phy Sci B	Science
C	Sawyer	311	311	Eng 10A	SH-Eng 10B	Eng 10A	AP Eng Lit B	SB 1882	SB 1882	English
C	Serrano	467	467	Geom B	BS-Int Math 1B	BS-Math B	BS-Math B	BS-Math B	Geom B	Math
C	Silva	239	239	BS-ECP	Col Prep Sem B	ESL 1B	ESL 1B	Conf	BS-ECP	ESL/ECP
B	Sison	305	305	Conf	SH-Eng 9B	SH-Eng 9B	Write Skills	Eng 9A	SH-Eng 9B	English
C	Sorensen	110	110	ESL 4	ESL 4	Wld Hist B	Conf	ESL 4	ESL 4	ESL
C	Spera	304	Gym	PE	PE	PE	PE	Conf	Vars Baseball	PE
C	Stewart	473	473	SH-Int Math 1B	SH-Int Math 1B	Geom B	Int Math 1B	SH-Math 9B	Int Math 1B	Math
B	Stosic		100			SH-Life Science B	SH-Biology B	Health		Science
C	Valenzuela	377	377	US Hist B	Conf	SH-Wld Hist B	SH-US Hist B	Wld Hist B	US Hist B	S.S.
B	Velie	310	310	Expos Comp	Mod Lit	Conf	AP Eng Lit B	Expos Comp	CAD	English
C	Villalon	369	369	Conf	SH-Math 9B	Basic Math B	Int Math 1B	Math 9B	Math 9B	Math
C	Villella	370	370	Econ	Gov't	SH-Econ	Gov't	Conf	Econ	S.S.

Revised January 6, 1997

WASC 19419

MASTER PROGRAM MESTER 4 - B/C TRACKS SPRING 1997

TK	TEACHER	HR	CL	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	DEPT
B	Visotsky	372	372	US Hist B	Econ	Econ	Gov't	US Hist B	Conf	S.S.
B	Walker	105	105	English	English	English	English	Conf	Reading	Spec Ed
C	Wallis	414	414	Conf	Biology B	Biology B	SH-Biology B	SH-Biology B	SH-Biology B	Science
C	Watney	333	333	H-Eng 9B	Conf	SH-Con Comp	Eng 9B	Eng 9B	SH-Con Comp	English
B	Wesche	468	468	SH-Wld Hist B	Eng 9B	SH-Wld Hist B	Eng 9B	Eng 9B	ECP	Eng/SS
B	West	364	364	Conf	SH-Wld Hist B	SH-US Hist B	Wld Hist B	SH-US Hist B	Wld Hist B	S.S.
C	Whelan	366	366	Conf	SH-US Hist B	SH-Wld Hist B	SH-US Hist B	SH-Wld Hist B	Wld Hist B	S.S.
B	Whittemore		345/349	Typing A	Intro Comp	Intro Comp	SH-Typing B	Typing B	Conf	Business
C	Williamson	220	220	SH-Col Prep Sem B	SH-Eng 9B	Hum Con Comp	Hum Con Comp	SH-Eng 9B	SH-ECP	English
C	Wong	410	410	SH-Adv Phys Sci B	Phys Sci B	Physics B	SH-Adv Phys Sci B	Phys Sci B	Adv Phys Sci B	Science
B	Yamashiro	403	403	Drawing	Conf	Intro Art	Drawing	Intro Art	Design Crafts	Art
C	Yoshimura	402	402	Intro Art	Drawing	Design	Future Teachers	Painting	Design	Art
C	Zunino	463	463	Math 9B	Algebra 2B	SH-Int Math 1B	SH-Int Math 1B	Conf	B-Track	Math

WASC 19420

Revised January 6, 1997

MASTER PROGRAM MESTER 5 - A/C TRACKS SPRING 1997

TK	TEACHER	HR	CL	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	DEPT
A	Abayachi	469	469	AP Calculus B	Int Math 1B	Int Math 1B	SH-Math 9B	SH-Math 9B	SH-Math 9B	Math
C	Acosta	477	477	SH-Math 9B	SH-Geom B	SH-Math 9B	SH-Geom B	SH-Int Math 1B	SH-Int Math 1B	Math
C	Anderson		304	Math	Social Studies	Health	Social Studies	Conf	Math	Spec Ed
A	Arima		Gym	PE	PE	PE	PE	Conf	Golf	PE
A	Balandran	326	326/318	SH-ECP	Span 2B	Conf	Span 1B (318)	SH-ECP	Span Sp 1B	Lang
C	Bautista, N	218	Gym	PE	PE	PE	Conf	PE	B-Volleyball	PE
C	Bhimaya	407	407	SH-Biology B	SH-Biology B	SH-Biology B	Biology B	Biology B	SH-Health	Science
A	Bond	102	102	ECP/Dr Ed	SH-ECP/Dr Ed	ECP/Dr Ed	ECP/Dr Ed	Conf	ECP/Dr Ed	ECP/Dr Ed
C	Brattan		333/326		LAPL 4 (333)	ESL 1A (326)	ESL 1A (326)	Design (400)		ESL
A	Browers	313	313	H-Eng 9B	Conf	Hum-Con Comp	Hum-Con Comp	AP Eng Lit B	Col Prep Sem B	English
A	Buckley	310	310	SH-Eng 10B	Mod Lit	Eng 10B	Mod Lit	Conf	Expos Comp	English
A	Burgato	108	108	Conf	Books Pleasure	Am Lit	Pract Writing	Pract Writing	Am Lit	English
A	Cabunoc	245	245	Draft Tech	Draft Arch	Draft Tech	Conf	Draft Tech	Draft Tech	Indus Ed
A	Campos		301/306			SH-Col Prep Sem B	BS-ECP	BS-ECP(306)		English
A	Carrizo		154A			LAPL 3				Newcomer
A	Castro		233				SH-US Hist B	SH-US Hist B	SH-Wld Hist B	S.S.
C	Chao	302	302	Conf	Eng 9A	Mandarin	Mandarin	ECP	Eng 9A	ESL/Lang
C	Chavez, RR	337	337	SH-Expos Comp	Mod Lit	H-Eng 10B	Write Skills	Conf	Mod Lit	English
A	Chew	463	463/361	SH-Math 9B	Algebra 2B	Conf	Topics Prep	Algebra 2B	Algebra 2B	Math
A	Coffee	364	364	English	Conf	Math	History	Phys Sci	ECP	Spec Ed
A	Cole		218	Expos Comp	Conf	Hum-Eng 9B	Hum-Eng 9B	Yearbook Prep	Yearbook	English
C	Coleman	318	318	Span Sp 2B	Span Sp 1B	Span Sp 1B	Conf	Span Sp 1B	Span Sp 1B	Lang
A	Conroy	305	305	ESL 3	ESL3	Conf	BS-Health	BS-Health	BS-Math9B	ESL
A	Coulter	316	316	Con Comp	SH-Eng 10B	Conf	Con Comp	H-Eng Lit	Eng 10B	English
C	Croft	230	230	ESL 3	ESL 3	Conf	LAPL 4	ESL 2A	ESL 2A	ESL
C	D'Ella	306	306	ESL 2B	ESL 2B	ESL 2B	ESL 2B	Conf	Spirit PE	ESL
A	De La Cruz	118	118	ESL 2B	ESL 2B	ESL 2B	ESL 2B	Conf	ESL3	ESL
C	Depew	303	303	SH-Eng 10A	SH-Eng 10B	Am Lit	Conf	SH-Eng 10A	SH-Eng 10B	English
A/C	Depew, J		408/416	Biol B (416)	Life Sci B (408)		Biol B (409)			Science
A	Dipuccio	335	335	Hum-Eng 10B	Hum-Creat Writ	Con Comp	Col	Hum-Eng 10B	Hum-Creat Writ	English
A	Dobson	412	412	Phys Sci B	Physics	Conf	SH-Adv Phys Sci B	Adv Phys Sci B	Phys Sci B	Science
C	Durrah	400	400/218	Design	Intro Art	Intro Art	Design	Conf	Yearbook (218)	Art
A	Edwards		345/349			Banking (349)	Banking (345)			Business
C	Elicker	154A	154A	Conf	SH-Con Comp	SH-Con Comp	Expos Comp	Eng 9A	Con Comp	English

Revised March 4, 1997

WASC 19421

MASTER PROGRAM MESTER 5 - A/C TRACKS SPRING 1997

TK	TEACHER	HR	CL	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	DEPT
C	Erdmann	344	342/344	Typing B (342)	Accounting(344)	Into Comp (342)	SH-Typing B (342)	Journalism B (438)	Conf	Business
C	Estrella	408	408	BS-Health	Conf	BS-Biology B	Leadership	Leadership	BS-Biology B	Science
A/C	Feliz		339	Mar Dyn/Jazz	Mar Dyn/Band	Instruments	Strings	Strings/ Orch	Conf	Music
A	Fernandez		439	ESL 1A	ESL 1A					Newcomer
C	Fields	301	Gym	PE	PE	PE	PE	Conf	G-F/S Basketball	PE
A	Galan	468	468/106	Conf	SH-Int Math 2B	Int Math 1B	BS-Int Math 1B	Comp Prog (106)	Comp Prog (106)	Math
A	Gaudielle	330	330	Eng 9A	Eng 9A	Eng 10A	Eng 10A	SH-Eng 9B	Mod Lit	English
A/C	Gonzalez		240	Testing	Math	Language	Language	Health/Testing	Conf	RSP
A/C	Gordon	158	158	ROTC	ROTC			ROTC	ROTC	ROTC
C	Gravino	344	344	Eng 9B	Conf	SH-Eng 10B	SH-Eng 10B	SH-Eng 10B	Eng 9B	English
A	Guo		317B	SH-Eng 9B	SH-Eng 9B	Col Prep Sem B	Mandarin	Eng 9A	SH-Eng 9A	English
A	Hansen		Gym	Dept Chair	PE	PE	PE	PE	Conf	PE
A	Haueter	462	462	English	Phys Scl	Math	History	Conf	ECP	Spec Ed
A	Haught	402	402	Design	Painting	Intro Art	Conf	Intro Art	Design	Art
C	Herrmann	466	466/106	Int Math 1B	Int Math 1B	Conf	Comp Prog (106)	H-Math Anal	Algebra 2B	Math
A/C	Higa, B.	338	338	Flags/Spirit PE	Flags	Instruments	Instruments	Vocal/Dance	Conf	Music
C	Higa, R	340	340	SH-Health	Health	SH-Health	Health	Health	Conf	Health
A	Hosawa	471	471	Int Math 1B	Conf	Int Math 2B	HS Math B	SH-Basic Math B	Dept Chair	Math
C	Hylton, D	475	475	SH-Basic Math B	HS Math B	HS Math B	Basic Math B	Conf	SH-Basic Math B	Math
A/C	Hylton, M		244	Language	Math	Math	Language	Language	Conf	RSP
A	Iberman	373	373	US Hist B	Conf	Econ	SH-Econ	Econ	US Hist B	S.S.
A	Johnson	363	363	Wld Hist B	Conf	Wld Hist B	SH-ECP	Hum-Wld Hist B	Hum-Wld Hist B	S.S.
A	Kelly	307	307	SH- Am Lit	Eng 10B	Con Comp	Conf	SH-Con Comp	SH-Con Comp	English
A	Kim	413	413	Adv Phys Scl B	Chem B	Chem B	Adv Phys Scl B	Conf	Tennis	Science
C	Kiar	411	411	Biology B	Conf	Chem B	Adv Phys Scl B	Adv Phys Scl B	Biology B	Science
A	Koo	237	237	ESL1B	ESL 1B	ESL3	Conf	ESL 4	ESL 4	ESL
C	La Sala		Gym	Conf	PE	PE	PE	PE	Weight Training	PE
A	Labowitz		233	Col Prep Sem B	Col Prep Sem B	Eng 9B				English
C	Lackner		371	AP Am Gov (Per 0)						
A	Leonido	322	322	Eng 9B	Conf	Am Lit	Am Lit	Eng 9B	Eng 9B	English
A	Levy	375	375	Govt	US Hist B	Govt	Govt	Conf	PE	S.S.
C	Lum	114	114	Sh-ECP	Conf	SH-ECP	ECP	Wld Hist B	SH-Wld Hist B	ECP/S.S.
C	Maadaas	314	314	Expos Comp	Am Lit	Conf	H-Eng Lit	Con Comp	Am Lit	English
A	McCammon, E	309	309	Conf	Span Sp 2B	Span Sp 1B	LAPL 4	Span Sp 1B	Span Sp 2B	ESL

Revised March 4, 1997

WASC 19422

MASTER PROGRAM MESTER 5 - A/C TRACKS SPRING 1997

TK	TEACHER	HR	CL	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	DEPT
A	McClish		232		BS-Math B					Newcomer
A	McCullough	416	416	Conf	Biol B	SH-Biol B	SH-Biol B	Life Science B	Life Science B	Science
A	McFelea	116	116	ESL 4	ESL 4	ESL 4	ESL 4	Conf	Cut PE	ESL
A	Melin	372	372	SH-US Hist B	Travel & Tourism	Govt	US Hist B	Conf	PE	S.S.
C	Ming	LIB	242/114	Typing A	ECP (114)	Typing A	Conf	Typing B	Typing A	Business
A	Miyano	409	409	Biol B	Hum-Biol B	Hum-Biol B	Conf	Biol B	Biol B	Science
A	Moliterno	367	Gym	PE	PE	PE	PE	PE	Conf	PE
A	Montante	345	345/349	Typing B (345)	Comp Syst (349)	Typing A (345)	Off Tech A (349)	Conf	Typing B (345)	Business
A	Montgomery	107	107/PH	Sr Cabinet (107)	IMPACT	IMPACT	Conf	SH-Int Math 1B(PH)	SH-Int Math 1B(PH)	Math
C	Morden	300	300	English	Living Skills	English	Conf	English	Science	Spec Ed
C	Nakano	347	347	Intro Comp	Database Mgmt	Conf	Word Proc	Word Proc	Word Proc	Business
A/C	Okelberry		241	Expl Mod Tech	Expl Mod Tech	Expl Mod Tech	Expl Mod Tech	Conf	Expl Mod Tech	Ind. Ed
A	Osumi	465	465	H-Math Anal	SH-Int Math 1B	Conf	Int Math 1B	Math 9B	Math 9B	Math
C	Oviedo	320	320	Conf	AP Span Lit B	Span Sp 2B	AP Span Lang B	Span Sp 2B	Span Sp 2B	Lang
C	Panganiban	120	120	Eng 9A	Conf	SH-Col Prep Sem B	Col Prep Sem B	ESL3	ESL3	English
C	Perez	312	312	ESL 1B	ESL 1B	ESL 2A	ESL 2A	Conf	LAPL 3	ESL
C	Ramirez	461	461	Algebra 2B	BS-Math B	Conf	Math 9B	SH-Algebra 2B	AP Calculus B	Math
A	Refoua		313/PH		Wld Hist B(313)	Hum-US Hist B (PH)	Hum-US Hist B (PH)			S.S.
C	Reilly	368	368	SH-Am Lit	SH-Mod Lit	SH-Am Lit	Telecomm	SH-Am Lit	Conf	English
A	Rico	464	464	Int Math 1B	Conf	Basic Math B	Math 9B	BS-Math B	BS-Math B	Math
C	Ricoy	365	365	Wld Hist B	Wld Hist B	Conf	BS-Wld Hist B	BS-Wld Hist B	SH-US Hist B	S.S
A/C	Riemer		247	Language	Math	Language	Language	Language	Conf	RSP
C	Rivera	324	324	Span 2B	French 1B	French 1B	French 2B	Span 1B	Conf	Lang
A	Robinson	143	143	Conf	Graphic Arts	Graphic Arts	Graphic Arts	Graphic Arts	Graphic Arts	Indus Ed
A/C	Robinson,D		Corr Rm	Adapted PE	Adapted PE					PE
C	Roughan		371	Mod Dance (gym)	SH-Wld Hist B	US Hist B	SH-Wld Hist B	Hum-US Hist B	Conf	S.S.
C	Rutherford	317A	317A	Eng 10B	Eng 10B	Eng 10B	Drama	Conf	Drama	English
A	Salazar		367	SH-Wld Hist B	Conf	Wld Hist B	Wld Hist B	SH-Wld Hist B	BS-Wld Hist B	S.S.
C	Sanchez	105	105	Con Comp	Con Comp	Eng 9B	SH-Eng 9B	Conf	SH-Eng 9B	English
A	Sandouk	406	406	SH-Biology B	BS-Biology B	BS-Biology B	SH-Health	SH-Health	Conf	Science
C	Sawyer	311	311	Eng 10A	SH-Eng 10B	Eng 10A	AP Eng Lit B	SB 1882	SB 1882	English
C	Serrano	467	467	Geom B	BS-Int Math 1B	BS-Math B	BS-Math B	BS-Math B	Geom B	Math
C	Silva	141	141	BS-ECP	Col Prep Sem B	ESL 1B	ESL 1B	Eng 10B	BS-ECP	ESL/ECP
A	Song	361	361	SH-Int Math 1B	Basic Math B	SH-Int Math 1B	Conf	SH-Int Math 2B	SH-Basic Math B	Math

Revised March 4, 1997

WASC 19423

MASTER PROGRAM MESTER 5 - A/C TRACKS SPRING 1997

TK	TEACHER	HR	CL	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6	DEPT
C	Sorensen	110	110/365	ESL 4	ESL 4	Wld Hist B (365)	Conf	ESL 4	ESL 4	ESL
C	Spera	304	Gym	PE	PE	PE	PE	Conf	Vars Baseball	PE
A	Stazer	401	401	Intro Art	Drawing	Conf	Drawing	Design	Design Crafts	Art
C	Stewart	473	473	SH-Int Math 1B	SH-Int Math 1B	Geom B	Int Math 1B	SH-Math 9B	Int Math 1B	Math
A	Stosic		110/102			SH-Phys Sci B	SH-Phys Sci B	Phys Sci B (102)		Science
A	Tomono-Lee	371	Gym	PE	PE	Conf	PE	PE	Cut PE	PE
C	Valenzuela	377	377	US Hist B	Conf	SH-Wld Hist B	SH-US Hist B	Wld Hist B	US Hist B	S.S.
A	Venegoni	301	301	ESL 2A	ESL 2A	Conf	Dept Chair	SH-Eng 10A	SH-Eng 10B	ESL
C	Villalon	369	369	Conf	SH-Math 9B	Basic Math B	Int Math 1B	Math 9B	Math 9B	Math
C	Villella	370	370	Econ	Gov't	SH-Econ	Gov't	Conf	Econ	S.S.
A	Wakeling	343	343	Health	SH-Health	Health	Health	Conf	Health	Health
C	Wallis	414	414	Conf	Biology B	Biology B	SH-Biology B	SH-Biology B	SH-Biology B	Science
A	Warwick	315	315	French 1B	Conf	Write Skills	French 1B	French	SH-Col Prep Sem B	English
C	Watney	333	333	H-Eng 9B	Conf	SH-Con Comp	Eng 9B	Eng 9B	SH-Con Comp	English
C	Whelan	366	366	Conf	SH-US Hist B	SH-Wld Hist B	SH-US Hist B	SH-Wld Hist B	Wld Hist B	S.S.
C	Williamson	220	220	SH-Col Prep Sem B	SH-Eng 9B	Hum Con Comp	Hum Con Comp	SH-Eng 9B	SH-ECP	English
C	Wong	410	410	SH-Adv Phys Sci B	Phys Sci B	Physics B	SH-Adv Phys Sci B	Phys Sci B	Adv Phys Sci B	Science
A	Yetter	100	100	Int Math 2B	SH-Math 9B	Math 9B	Int Math 2B	Conf	Int Math 2B	Math
C	Yoshimura	403	403	Intro Art	Drawing	Design	Future Teachers	Painting	Design	Art
C	Zunino	PH	PH/463	Math 9B (PH)	Algebra 2B(PH)	SH-Int Math 1B	SH-Int Math 1B	Conf	Boys Track	Math

WASC 19424

Revised March 4, 1997

NEWCOMER CENTER
At Belmont High School
MASTER PROGRAM

REVISED 02/27/97

SPRING '97

TEACHER	1	2	3	4	5	6
BASSLER, V. 153	HEALTH BS	HEALTH BS	CONF	HEALTH BS	ART	ART
BRANTLEY 235	ESL 1B	ESL 1B	INTRO ESL A	CONF	ESL 1	ESL 1
CARRIZO 154-A	LAPL 1	LAPL 1	LAPL 3	LAPL 3	CONF	LAPL 4
CHANG 239	ESL 1A	ESL 1A	CONF	ECP SH	ESL 1A	ESL 1A
FERNANDEZ 439	ESL 1A	ESL 1A	LAPL 2	LAPL 1	LAPL 1	CONF
GONZALEZ 130	INTRO MATH A/B BS	MATH A BS	CONF	INTEG MATH 1A BS	INTEG MATH 1A BS SH	MATH A BS
GOSHORN 438/337	CONF	ECP BS	HEALTH BS	HEALTH SH	337 HEALTH BS	HEALTH BS
JOHNSON GYM/317-B	ADV PE	ADV PE	ADV PE	ADV PE	ADV PE	CONF
MC CLISH 232	CONF	MATH B BS	MATH A BS	MATH B BS	INTEG MATH 1B BS/SH	INTEG MATH 1A BS
MEI 157	ECP SH	ESL 2/2A	ESL 2/2A	CONF	ESL 1A	ESL 1A
MENJIVAR 101-A	INTEG MATH 1A BS	CONF	MATH A BS	MATH A BS	MATH B BS/SH	INTRO MATH A BS
PAALMAN 154-B	ESL 1	ESL 1	ESL 1A	ESL 1A	CONF	ECP SH
RODRIGUEZ 404	BIO A BS	BIO A BS	BIO B BS	CONF	BIO A BS	BIO A BS
RUIZ 109	SSS 2B	CONF	LAPL 3	SSS 1A/2A	SSS 2B	SSS 2A
SOLWAY 101-B	ESL 2	ESL 2	INTRO ESL A	INTRO ESL B	INTRO ESL B	CONF
WALLEY 362	LAPL 4	CONF	ESL 1B	ESL 1B	LAPL 3	LAPL 3
AUTISTA,R. GYM/233	PE	PE	PE	PE	PE	CONF

S.H. = Senior High
ECP = Ed. Career Planning
SH = Sheltered

D1030695.004

WASC 19425

BELMONT HIGH SCHOOL

1575 West Second Street, Los Angeles, CA 90026
(213) 250-0244 - CEEB Code #051540

1996-97 SCHOOL PROFILE

GENERAL INFORMATION

Principal:	Mr. Augustine Herrera
Asst. Prin., Counseling:	Ms. Linda Kay
College Counselor:	Mr. Michael Thorpe
Grades:	9-12 (Students from some junior high schools come to Belmont in 10th grade.)
Enrollment:	Fall, 1996
Total:	4475
9th:	1524
10th:	1211
11th:	995
12th:	745

SPECIAL PROGRAMS

Advanced Placement courses:

American History, U.S. Government, Calculus, Biology, English Literature, English Language, Chemistry, Spanish Language, and Spanish Literature

Honors courses:

English 9 & 10, American Literature, Contemporary Composition, World History, U.S. History, Economics, Biology, Spanish 3 & 4, and French 3 & 4.

(Not all AP and Honors courses are offered on all tracks.)

GPA & CLASS RANK

Grade point average is based on all courses except PE and ROTC taken after 9th grade. GPA and rank are weighted for Honors and Advanced Placement courses.

MEAN TEST SCORES

Number taking SAT: 262

Verbal: 374* **Math:** 396

* Most students at Belmont do not list English as their first and/or best language.

ETHNIC COMPOSITION

88.0%	Latino
5.4%	Asian/Pacific Islander
4.4%	Filipino
1.5%	African-American
0.6%	White
0.1%	Native American

CLASS OF 1996 FUTURE PLANS

52%	Two-Year Community Colleges
16%	California State Universities
6%	University of California
7%	Private Colleges and Universities
13%	Employment
6%	Military service

Reports from colleges show that about 60% of Belmont's graduates actually enroll in college (as opposed to the 81% that planned to enroll). About 25% of the graduates enroll in 4-year colleges, 35% in 2-year colleges.

ACCREDITATION

Belmont High School is accredited by the Western Association of Schools and Colleges.

GENERAL SCHOOL DESCRIPTION

Belmont High School is about one mile west of downtown Los Angeles. The area is a "first stop" for many new immigrants to the United States. As a result, the school has a high transiency rate and a great majority of students who are learning English as a second language. With students who have come from over 50 countries and who speak more than 30 languages, Belmont is often called the "United Nations High School." The economic status of most area residents is low to lower-middle; over 90% of the students are on the federally-subsidized lunch program. Belmont is known as a "good place to teach" because of the cooperation and respect displayed by the students.

Because of overcrowding in the attendance area, Belmont has been on a year-round schedule since July, 1981. The school is divided into three tracks, and one track is always on a two-month vacation. Although this schedule requires adaptability on the part of students and faculty, it also provides flexibility to students who may use vacations to work, take extra classes at local high schools and colleges, or participate in extracurricular activities.

College enrollment statistics show that about 85% of Belmont's college-bound graduates survive the freshman year in college and become sophomores. Although the SAT mean scores of Belmont graduates are about 150 points below average for students entering college, the grade point average they earn in college is nearly average. Despite their socio-economic limitations, Belmont students have strengths which enable them to succeed in college. They are eager to learn. They work hard and appreciate the help they are given. Most of them have learned how to adapt to a new culture and handle an urban environment, so adjusting to college life is relatively easy. Finally, the knowledge and appreciation of diverse cultures they have acquired at Belmont is an education in itself.

BELMONT HIGH SCHOOL

1575 West Second Street, Los Angeles, CA 90026
(213) 250-0244 - CEEB Code #051540

1995-96 SCHOOL PROFILE

GENERAL INFORMATION

Principal:	Mr. Augustine Herrera
Asst. Prin., Counseling:	Ms. Linda Kay
College Counselor:	Mr. Michael Thorpe
Grades:	9-12 (Students from some junior high schools come to Belmont in 10th grade.)
Enrollment:	Fall, 1995
Total:	4240
9th:	1432
10th:	1084
11th:	931
12th:	693

SPECIAL PROGRAMS

Advanced Placement courses:

American History, U.S. Government, Calculus, English, Chemistry, Physics, and Spanish Literature.

Honors courses:

English 9 & 10, American Literature, Contemporary Composition, World History, U.S. History, Economics, Biology, Chemistry, Physics, Spanish 3 & 4, and French 3 & 4

(Not all AP and Honors courses are offered on all tracks.)

GPA & CLASS RANK

Grade point average is based on all courses except PE and ROTC taken after 9th grade. GPA and rank are weighted for Honors and Advanced Placement courses.

MEAN TEST SCORES

Number taking SAT: 329

Verbal: 289* **Math:** 363

* Most students at Belmont do not list English as their first and/or best language

ETHNIC COMPOSITION

87.6%	Latino
5.6%	Asian/Pacific Islander
4.3%	Filipino
1.8%	Black
0.6%	White
0.1%	Native American

CLASS OF 1995 FUTURE PLANS

42%	Two-Year Community Colleges
26%	California State Universities
7%	University of California
6%	Private Colleges and Universities
15%	Employment
4%	Military service

Reports from colleges show that about 60% of Belmont's graduates actually enroll in college (as opposed to the 81% that planned to enroll). About 25% of the graduates enroll in 4-year colleges, 35% in 2-year colleges.

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CTBS/U DOC. 1.00
LANG. CLASSIFICATION

CTBS/U
MATCHED DIFFERENCE REPORT - MEAN PERCENTILES
SPRING 1995 (PRE) - SPRING 1996 (POST)
TITLE I PARTICIPANTS - TITLE I SCHOOL

BELMONT HS
SCH. CODE: 8543
COMPLEX 8543
CLUSTER: 12

GRADE	TOTAL READING N	TOTAL READING 1995	TOTAL READING 1996	TOTAL READING DIFF	VOCABULARY N	VOCABULARY 1995	VOCABULARY 1996	VOCABULARY DIFF	COMPREHENSION N	COMPREHENSION 1995	COMPREHENSION 1996	COMPREHENSION DIFF
EO+FEP+LEP												
1	.											
2	.											
3	.											
4	.											
5	.											
6	.											
7	.											
8	.											
9	.											
10	404	17	16	- 1	405	15	13	- 2	404	16	16	
11	435	14	18	+ 4	435	11	15	+ 4	436	12	22	+ 10
12	392	16	9	- 7	393	11	10	- 1	392	21	6	- 15
EO+FEP												
1	.											
2	.											
3	.											
4	.											
5	.											
6	.											
7	.											
8	.											
9	.											
10	217	27	24	- 3	217	23	22	- 1	217	29	27	- 2
11	246	22	26	+ 4	246	19	22	+ 3	247	25	33	+ 8
12	215	26	4	- 12	216	22	15	- 7	215	32	11	- 21
LEP												
1	.											
2	.											
3	.											
4	.											
5	.											
6	.											
7	.											
8	.											
9	.											
10	187	10	10		188	10	8	- 2	187	10	9	- 1
11	189	7	11	+ 4	189	7	8	+ 1	189	6	11	+ 5
12	177	8	5	- 3	177	5	7	+ 2	177	11	4	- 7

WASC 19428

NOTES: EO+FEP+LEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT + LIMITED ENGLISH PROFICIENT
EO+FEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT
LEP = LIMITED ENGLISH PROFICIENT

CTBS/U DOC. 2.00
LANG CLASSIFICATION

CTBS/U
MATCHED DIFFERENCE REPORT - MEAN PERCENTILES
SPRING 1995 (PRE) - SPRING 1996 (POST)
NON-TITLE I PARTICIPANTS - TITLE I SCHOOL

BELMONT HS
SCH. CODE: 8543
COMPLEX 8543
CLUSTER:

GRADE	TOTAL READING N	TOTAL READING 1995	TOTAL READING 1996	TOTAL READING DIFF	VOCABULARY N	VOCABULARY 1995	VOCABULARY 1996	VOCABULARY DIFF	COMPREHENSION N	COMPREHENSION 1995	COMPREHENSION 1996	COMPREHENSION DIFF
EO+FEP+LEP												
1	-											
2	-											
3	-											
4	-											
5	-											
6	-											
7	-											
8	-											
9	-											
10		47	59	59	47	57	51	- 6	47	59	64	+ 5
11		58	69	69	58	61	60	- 1	58	73	77	+ 4
12		48	60	62 + 2	48	53	62	+ 9	49	64	58	- 6
EO+FEP												
1	-											
2	-											
3	-											
4	-											
5	-											
6	-											
7	-											
8	-											
9	-											
10		43	64	64	43	63	57	- 6	43	64	68	+ 4
11		57	69	70 + 1	57	62	61	- 1	57	74	78	+ 4
12		44	66	67 + 1	44	58	66	+ 8	45	70	64	- 6
LEP												
1	-											
2	-											
3	-											
4	-											
5	-											
6	-											
7	-											
8	-											
9	-											
10		4	12	15 + 3	4	12	9	- 3	4	11	27	+ 16
11		1	22	16 - 6	1	18	12	- 6	1	26	21	- 5
12		4	13	14 + 1	4	15	18	+ 3	4	10	8	- 2

WASC 19429

NOTES: EO+FEP+LEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT + LIMITED ENGLISH PROFICIENT
EO+FEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT
LEP = LIMITED ENGLISH PROFICIENT

CTBS/U
MATCHED DIFFERENCE REPORT - MEAN PERCENTILES
SPRING 1995 (PRE) - SPRING 1996 (POST)
TITLE I PARTICIPANTS - TITLE I SCHOOL

BELMONT HS
SCH. CODE: 8543
COMPLEX 8543
CLUSTER: 12

GRADE	TOTAL MATHEMATICS N	1995	1996	DIFF	COMPUTATION N	1995	1996	DIFF	CONCEPTS & APPLICATIONS N	1995	1996	DIFF
EO+FEP+LEP												
1	.											
2	.											
3	.											
4	.											
5	.											
6	.											
7	.											
8	.											
9	.											
10	415	31	32	+ 1	415	28	36	+ 8	416	22	26	+ 4
11	426	28	33	+ 5	429	31	37	+ 6	426	22	32	+ 10
12	368	30	28	- 2	376	32	31	- 1	370	28	20	- 8
EO+FEP												
1	.											
2	.											
3	.											
4	.											
5	.											
6	.											
7	.											
8	.											
9	.											
10	226	42	44	+ 2	226	49	50	+ 1	226	36	38	+ 2
11	234	37	39	+ 2	236	44	42	- 2	234	33	36	+ 3
12	193	37	34	- 3	196	37	35	- 2	195	37	28	- 9
LEP												
1	.											
2	.											
3	.											
4	.											
5	.											
6	.											
7	.											
8	.											
9	.											
10	189	18	20	+ 2	189	16	15	- 1	190	13	14	+ 1
11	192	18	28	+ 10	193	19	29	+ 10	192	13	27	+ 14
12	175	22	21	- 1	180	26	26		175	18	13	- 5

WASC 19430

NOTES: EO+FEP+LEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT + LIMITED ENGLISH PROFICIENT
EO+FEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT
LEP = LIMITED ENGLISH PROFICIENT

CTBS/U DOC. 4.00
LANG. CLASSIFICATION

CTBS/U
MATCHED DIFFERENCE REPORT - MEAN PERCENTILES
SPRING 1995 (PRE) - SPRING 1996 (POST)
NON-TITLE I PARTICIPANTS - TITLE I SCHOOL

BELMONT HS
SCH. CODE: 8543
COMPLEX 8543
CLUSTER:

GRADE	TOTAL MATHEMATICS N	1995	1996	DIFF	COMPUTATION N	1995	1996	DIFF	CONCEPTS & APPLICATIONS N	1995	1996	DIFF
EO+FEP+LEP												
1	.											
2	.											
3	.											
4	.											
5	.											
6	.											
7	.											
8	.											
9	.											
10	44	79	82	+ 3	44	82	85	+ 3	45	67	74	+ 7
11	55	86	83	- 3	55	91	83	- 8	55	78	81	+ 3
12	47	89	85	- 4	48	94	92	- 2	47	84	76	- 8
EO+FEP												
1	.											
2	.											
3	.											
4	.											
5	.											
6	.											
7	.											
8	.											
9	.											
10	40	81	83	+ 2	40	85	88	+ 3	41	68	75	+ 7
11	53	88	84	- 4	53	93	89	- 4	53	81	83	+ 2
12	43	91	87	- 4	44	95	93	- 2	43	87	79	- 8
LEP												
1	.											
2	.											
3	.											
4	.											
5	.											
6	.											
7	.											
8	.											
9	.											
10	4	57	60	+ 3	4	55	65	+ 10	4	53	51	- 2
11	2	6	9	+ 3	2	4	6	+ 2	2	8	14	+ 6
12	4	23	36	+ 13	4	34	40	+ 6	4	18	31	+ 13

WASC 19431

NOTES: EO+FEP+LEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT + LIMITED ENGLISH PROFICIENT
EO+FEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT
LEP = LIMITED ENGLISH PROFICIENT

CTBS/U
MATCHED DIFFERENCE REPORT - MEAN PERCENTILES
SPRING 1995 (PRE) - SPRING 1996 (POST)
TITLE I PARTICIPANTS - TITLE I SCHOOL

GRADE	TOTAL LANGUAGE N	1995	1996	DIFF	LANGUAGE MECHANICS N	1995	1996	DIFF	LANGUAGE EXPRESSION N	1995	1996	DIFF
EO+FEP+LEP												
1	.											
2	.											
3	.											
4	.											
5	.											
6	.											
7	.											
8	.											
9	.											
10	400	26	26		400	26	29	+ 3	400	18	20	+ 2
11	437	24	31	+ 7	441	26	32	+ 6	437	18	28	+ 10
12	363	25	21	- 4	364	28	23	- 5	363	22	11	- 11
EO+FEP												
1	.											
2	.											
3	.											
4	.											
5	.											
6	.											
7	.											
8	.											
9	.											
10	219	38	39	+ 1	219	41	41		219	31	32	+ 1
11	251	36	38	+ 2	254	38	40	+ 2	251	31	34	+ 3
12	202	38	27	- 11	203	40	30	- 10	202	35	15	- 20
LEP												
1	.											
2	.											
3	.											
4	.											
5	.											
6	.											
7	.											
8	.											
9	.											
10	181	16	17	+ 1	181	16	18	+ 2	181	12	11	- 1
11	186	15	23	+ 8	187	15	23	+ 8	186	10	22	+ 12
12	161	14	15	+ 1	161	16	17	+ 1	161	8	8	

WASC 19432

NOTES: EO+FEP+LEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT + LIMITED ENGLISH PROFICIENT
EO+FEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT
LEP = LIMITED ENGLISH PROFICIENT

CTBS/U DOC. 6.00
LANG. CLASSIFICATION

CTBS/U
MATCHED DIFFERENCE REPORT - MEAN PERCENTILES
SPRING 1995 (PRE) - SPRING 1996 (POST)
NON-TITLE I PARTICIPANTS - TITLE I SCHOOL

BELMONT HS
SCH. CODE: 8543
COMPLEX 8543
CLUSTER:

GRADE	TOTAL LANGUAGE N	1995	1996	DIFF	LANGUAGE MECHANICS N	1995	1996	DIFF	LANGUAGE EXPRESSION N	1995	1996	DIFF
EO+FEP+LEP												
1	-											
2	-											
3	-											
4	-											
5	-											
6	-											
7	-											
8	-											
9	-											
10	44	80	77	- 3	44	83	80	- 3	44	63	63	
11	56	81	77	- 4	56	82	78	- 4	56	72	73	+ 1
12	46	75	74	- 1	46	77	77		46	70	62	- 8
EO+FEP												
1	-											
2	-											
3	-											
4	-											
5	-											
6	-											
7	-											
8	-											
9	-											
10	40	83	81	- 2	40	85	84	- 1	40	67	69	+ 2
11	55	81	77	- 4	55	82	80	- 2	55	73	73	
12	42	82	79	- 3	42	83	81	- 2	42	78	68	- 10
LEP												
1	-											
2	-											
3	-											
4	-											
5	-											
6	-											
7	-											
8	-											
9	-											
10	4	38	23	- 15	4	49	31	- 18	4	20	12	- 8
11	1	36	23	- 13	1	38	18	- 20	1	28	31	+ 3
12	4	8	19	+ 11	4	11	23	+ 12	4	4	10	+ 6

WASC 19433

NOTES: EO+FEP+LEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT + LIMITED ENGLISH PROFICIENT
EO+FEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT
LEP = LIMITED ENGLISH PROFICIENT

CTBS/U DOC. 7.00
LANG. CLASSIFICATION

CTBS/U
UNMATCHED DIFFERENCE REPORT - MEAN PERCENTILES
SPRING 1995 (PRE) - SPRING 1996 (POST)
TITLE I PARTICIPANTS - TITLE I SCHOOL

BELMONT HS
SCH. CODE: 8543
COMPLEX 8543
CLUSTER: 12

GRADE	TOTAL READING N	N	1995	1996	DIFF	TOTAL MATHEMATICS N	N	1995	1996	DIFF	TOTAL LANGUAGE N	N	1995	1996	DIFF
EO+FEP+LEP															
1	-														
2	-														
3	-														
4	-														
5	-														
6	-														
7	-														
8	-														
9	-														
10	594	642	15	13	- 2	602	656	22	26	- 4	598	627	22	23	+ 1
11	648	605	13	15	+ 2	671	594	24	30	+ 6	660	614	22	25	+ 3
12	617	450	14	9	- 5	615	428	26	28	+ 2	615	429	22	21	- 1
EO+FEP															
1	-														
2	-														
3	-														
4	-														
5	-														
6	-														
7	-														
8	-														
9	-														
10	229	281	24	24		234	291	33	41	+ 8	236	280	32	36	+ 4
11	280	295	22	26	+ 4	293	281	32	39	+ 7	288	302	33	37	+ 4
12	268	246	26	15	- 11	269	224	37	34	- 3	263	234	37	27	- 10
LEP															
1	-														
2	-														
3	-														
4	-														
5	-														
6	-														
7	-														
8	-														
9	-														
10	365	361	10	8	- 2	368	365	18	17	- 1	362	347	17	15	- 2
11	368	310	9	9		378	313	18	23	+ 5	372	312	16	18	+ 2
12	349	204	9	6	- 3	346	204	20	21	+ 1	352	195	15	15	

NOTES EO+FEP+LEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT + LIMITED ENGLISH PROFICIENT
EO+FEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT
LEP = LIMITED ENGLISH PROFICIENT

WASC 19434

LOS ANGELES UNIFIED SCHOOL DISTRICT
SPECIALLY FUNDED PROGRAMS, TECHNICAL SUPPORT AND MONITORING

BELMONT SR — S C H O O L P R O F I L E — Belmont Cluster

WASC 19435

PROGRAM ALLOCATIONS

	93/94	94/95	95/96
Compensatory Education	$1170256	$1210233	$1114002
Bilingual Education	$ 507780	$ 520056	$ 511785
School Improvement	$ 0	$ 0	$ 0

BUDGET ANALYSIS

	93/94	94/95	95/96
Certificated			
. Cat. Program Adviser	2.28	2.28	1.88
. Teacher	3.16	4.52	4.10
. Counselor	3.00	2.00	2.00
Para Professionals			
. Education Aide	11.50	14.00	14.42
. Teacher Assistant	24.75	24.00	25.00
Support Services			
. Nurse	.00	.00	.00
. SAAS	.80	.57	.80
. Psychologist	.20	.20	.20

(Number of Positions unless otherwise indicated)

DEMOGRAPHIC SUMMARY

	92/93	93/94	94/95	95/96
Enrollment (Dec)	4375	4277	4439	4416
LEP Students (Feb)	2015	2097	2295	2389
% Actual Attendance	81.8	82.1	81.1	
% AFDC	35.9	36.2	27.1	26.4
% Free Lunch	71.5	66.2	88.8	0
% Low Income	.0	.0	.0	89.4
Comp Ed Rank	36	37	38	270

STUDENT ACHIEVEMENT
Median National Norm Percentiles
CTBS, Form U

	Reading Gr 11	Mathematics Gr. 11
1990/91	20	35
1991/92	22	39
1992/93	20	39
1993/94	18	33
1994/95	18	31

Organization Code: 8543

3/28/96

profile2

CTBS/U DOC. 8.00
LANG CLASSIFICATION

CTBS/U
UNMATCHED DIFFERENCE REPORT - MEAN PERCENTILES
SPRING 1995 (PRE) - SPRING 1996 (POST)
NON-TITLE I PARTICIPANTS - TITLE I SCHOOL

BELMONT HS
SCH. CODE: 8543
COMPLEX 8543
CLUSTER:

GRADE	TOTAL READING N	N	1995	1996	DIFF	TOTAL MATHEMATICS N	N	1995	1996	DIFF	TOTAL LANGUAGE N	N	1995	1996	DIFF
EO+FEP+LEP															
1	.														
2	.														
3	.														
4	.														
5	.														
6	.														
7	.														
8	.														
9	.														
10	233	173	24	19	- 5	240	181	35	44	+ 9	231	171	33	28	- 5
11	174	130	35	30	- 5	174	136	58	55	- 3	177	126	45	43	- 2
12	107	66	41	52	+ 11	114	70	66	73	+ 7	113	68	53	60	+ 7
EO+FEP															
1	.														
2	.														
3	.														
4	.														
5	.														
6	.														
7	.														
8	.														
9	.														
10	138	85	39	49	+ 10	143	82	49	67	+ 18	139	80	51	65	+ 14
11	122	81	49	57	+ 8	120	81	69	73	+ 4	120	74	59	71	+ 12
12	80	56	58	61	+ 3	87	58	77	81	+ 4	87	58	66	67	+ 1
LEP															
1	.														
2	.														
3	.														
4	.														
5	.														
6	.														
7	.														
8	.														
9	.														
10	95	88	11	7	- 4	97	99	21	26	+ 5	92	91	18	12	- 6
11	52	49	14	7	- 7	54	55	35	30	- 5	57	52	23	16	- 7
12	27	10	11	9	- 2	27	12	39	25	- 14	26	10	19	17	- 2

NOTES: EO+FEP+LEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT + LIMITED ENGLISH PROFICIENT
EO+FEP = ENGLISH ONLY + FLUENT ENGLISH PROFICIENT
LEP = LIMITED ENGLISH PROFICIENT

WASC 19436

CTBS/U
QUARTILE DISTRIBUTIONS
UNMATCHED
TITLE I PARTICIPANTS - TITLE I SCHOOL

EO+FEP+LEP

	SPRING 1995 READING N	%	MATHEMATICS N	%	LANGUAGE N	%	SPRING 1996 READING N	%	MATHEMATICS N	%	LANGUAGE N	%
GRADE 9												
4TH QUARTILE												
3RD QUARTILE												
2ND QUARTILE												
1ST QUARTILE												
GRADE 10												
4TH QUARTILE	5	.84	24	3.99	29	4.85	7	1.09	33	5.0[illegible]	40	6.38
3RD QUARTILE	30	5.05	114	18.94	80	13.38	43	6.70	119	18.1[illegible]	105	16.75
2ND QUARTILE	137	23.06	206	34.22	192	32.11	149	23.21	221	33.6[illegible]	177	28.23
1ST QUARTILE	422	71.04	258	42.86	297	49.67	443	69.00	283	43.1[illegible]	305	48.64
GRADE 11												
4TH QUARTILE	18	2.78	38	5.66	40	6.06	22	3.64	45	7.5[illegible]	40	6.51
3RD QUARTILE	40	6.17	110	16.39	96	14.55	44	7.27	108	18.1[illegible]	104	16.94
2ND QUARTILE	130	20.06	216	32.19	194	29.39	137	22.64	219	36.8[illegible]	216	35.18
1ST QUARTILE	460	70.99	307	45.75	330	50.00	402	66.45	222	37.3[illegible]	254	41.37
GRADE 12												
4TH QUARTILE	21	3.40	39	6.34	37	6.02	5	1.11	37	8.64	15	3.50
3RD QUARTILE	39	6.32	100	16.26	93	15.12	26	5.78	58	13.5[illegible]	55	12.82
2ND QUARTILE	142	23.01	203	33.01	190	30.89	94	20.89	133	31.0[illegible]	156	36.36
1ST QUARTILE	415	67.26	273	44.39	295	47.97	325	72.22	200	46.7[illegible]	203	47.32

CTBS/U
QUARTILE DISTRIBUTIONS
UNMATCHED
TITLE I PARTICIPANTS - TITLE I SCHOOL

LEP

	SPRING 1995 READING N	%	MATHEMATICS N	%	LANGUAGE N	%	SPRING 1996 READING N	%	MATHEMATICS N	%	LANGUAGE N	%
GRADE 9												
4TH QUARTILE												
3RD QUARTILE												
2ND QUARTILE												
1ST QUARTILE												
GRADE 10												
4TH QUARTILE	1	.27	11	2.99	4	1.10	4	1.11	7	1.92	7	2.02
3RD QUARTILE	3	.82	44	11.96	23	6.35	8	2.22	40	10.96	29	8.36
2ND QUARTILE	41	11.23	115	31.25	106	29.28	32	8.86	110	30.14	87	25.07
1ST QUARTILE	320	87.67	198	53.80	229	63.26	317	87.81	208	56.99	224	64.55
GRADE 11												
4TH QUARTILE	12	3.26	13	3.44	21	5.65	11	3.55	22	7.03	16	5.13
3RD QUARTILE	7	1.90	46	12.17	25	6.72	8	2.58	38	12.14	31	9.94
2ND QUARTILE	39	10.60	106	28.04	84	22.58	30	9.68	97	30.99	85	27.24
1ST QUARTILE	310	84.24	213	56.35	242	65.05	261	84.19	156	49.84	180	57.69
GRADE 12												
4TH QUARTILE	9	2.58	18	5.20	15	4.26	3	1.47	16	7.84	6	3.08
3RD QUARTILE	12	3.44	36	10.40	24	6.82	8	3.92	15	7.35	17	8.72
2ND QUARTILE	38	10.89	94	27.17	87	24.72	17	8.33	41	20.10	47	24.10
1ST QUARTILE	290	83.09	198	57.23	226	64.20	176	86.27	132	64.71	125	64.10

GOLDEN STATE EXAMINATION

WINTER 1996 GOLDEN STATE SCHOLARS
WRITTEN COMPOSITION

CDS CODE: 19-64733-1930924
SCHOOL: BELMONT SENIOR HIGH

DISTRICT: LOS ANGELES UNIFIED

STUDENT NAME	GRADE	STUDENT ID	AWARD
MARGARITA A. GUZMAN	12	5649	SCHOOL RECOGNITION
LIZZETH HENAO	12	5867	SCHOOL RECOGNITION
MIGUEL G. LIZARRAGA	12	8607	HIGH HONORS
CHI G. PHAN	12	3992	SCHOOL RECOGNITION
ROSE M. RODRIGUEZ	12	9977	SCHOOL RECOGNITION
SUSANA N. ROSAS	11	3218	HONORS
XANDY LITZ T. SANTA AGUEDA	11	3444	SCHOOL RECOGNITION
HUNG E. TANG	12	4900	SCHOOL RECOGNITION
SHIRLEY WONG	12	4920	HONORS
JAMES Z. YU	12	3846	SCHOOL RECOGNITION

1	HIGH HONORS
2	HONORS
7	SCHOOL RECOGNITION
18	TOTAL TESTED

MANY FACTORS INFLUENCE THE COMPOSITION OF THE GROUP OF STUDENTS WHO TAKE THE GOLDEN STATE EXAMINATION (GSE) IN A PARTICULAR SCHOOL OR DISTRICT. THEREFORE, NEITHER SCHOOL-BY-SCHOOL NOR DISTRICT-BY-DISTRICT COMPARISONS SHOULD BE MADE. IN KEEPING WITH THE SPIRIT OF THE GSE AS AN INCENTIVE AND RECOGNITION PROGRAM FOR STUDENTS, YOU ARE ENCOURAGED TO EMPHASIZE INDIVIDUAL STUDENT ACHIEVEMENT WHEN REPORTING THESE RESULTS.

WASC 19439

LOS ANGELES UNIFIED SCHOOL DISTRICT
1996 Academic Decathlon
Manual Arts High School and Los Angeles Sports Arena - November 16, 1996

TOP 17 TEAM SUMMARY
Overall and Super Quiz

OVERALL SCHOOL WINNERS

1	48,914	El Camino Real
2	45,998	Marshall
3	45,664	Taft
4	45,316	Venice
5	43,933	Palisades
6	43,144	Belmont
7	42,968	Garfield
8	41,911	San Pedro
9	41,522	Los Angeles
10	40,858	Canoga Park
11	39,338	Van Nuys
12	38,931	Eagle Rock
13	38,919	Grant
14	38,772	University
15	37,989	Huntington Park
16	37,802	Chatsworth
17	36,327	North Hollywood

OVERALL SUPER QUIZ WINNERS

1	5,799	El Camino Real
2	5,733	Los Angeles
3	5,600	Marshall
	5,599	Garfield
4	5,467	Huntington Park
5	5,334	Palisades
	5,333	Venice
6	5,266	Taft
		Belmont
7	5,134	Van Nuys
8	4,999	Manual Arts
9	4,933	Chatsworth
10	4,800	Washington Prep
		Canoga Park
11	4,734	Eagle Rock
		Grant
	4,732	South Gate
12	4,601	University
	4,600	Carson
13	4,534	Lincoln
	4,533	Gardena
14	4,467	San Pedro
	4.466	USC Ma S T
	4,465	Fremont
15	4,399	Franklin
16	4,266	Bravo Medical Magnet
		Monroe
17	4,201	Foshay

Summary - High School Performance Report, 1994-95

School: BELMONT SENIOR HIGH
District: LOS ANGELES UNIFIED
County: LOS ANGELES
CDS code: 19-64733-1930924

Quality Indicator (Most recent year available)	Percent or Rate	Two-Year Growth	State Rank	Comparison Group Rank[1]
Students Staying in School				
4-year completion rate Complement of 4-year derived dropout rate (1993-94)	56.3	–	3	10
School to Work				
Career-vocational ed. Students enrolled in at least one course (1994-95)	14.1	1.2	9	7
Career-vocational ed. Enrollment rate (1994-95)	4.3	-0.4	13	9
A-f enrollment rate (1994-95)	40.7	-5.5	10	15
College Bound				
California public college attendance[2] (1993-94)	57.4	10.0	67	70
SAT/ACT Scores above national average, rate per 100 seniors (1994-95)	3.4	-1.1	8	11
Advanced Placement/ International Baccalaureate Tests qualifying for college credit, rate per 100 juniors and seniors (1994-95)	6.5	1.2	49	45

[1]The 100 most similar schools based on 1993-94 data for enrollment, percent receiving Aid to Families with Dependent Children, percent having limited English proficiency, district mobility, and average socio-economic status.

[2]Data are based on 1993-94 graduates.

School Statistics

1994-95	
% Limited English Proficient	56.1
% Receiving AFDC	27.1
% Eligible for Free or Reduced Meals	62.4
1993-94	
District Mobility	2.1
Dropouts	634
Reallocated Dropouts	14
Graduates	578

1994-95 Enrollments	
Grade 9	1,523
Grade 10	1,312
Grade 11	987
Grade 12	816

1994-95 SAT Average Scores	
Total	652
Verbal	289
Math	363
% of seniors tested	40.3

NOTES:
Dashes (–) denote missing, incomplete, or otherwise questionable data.

Values based on 30 or fewer students tend to be unstable from year to year and should be interpreted with caution.

Extremely large increases or decreases in the two-year growth measure may be the result of erroneous data and should be interpreted with caution.

Please refer to the Explanatory Notes for more detail.

WASC 19441

High School Performance Report, 1994-95

Table A - School Report

School: **BELMONT SENIOR HIGH**
District: LOS ANGELES UNIFIED
County: LOS ANGELES
CDS code: 19-64733-1930924

Quality Indicator / Performance Levels	Percent or Rate	Two-Year Growth	Base-Year Growth	Base Year	State Rank	Comparison Group Rank	Numbers at Specified Ranks: Statewide 25th	Statewide 50th	Statewide 75th	Comparison Group 25th	Comparison Group 50th	Comparison Group 75th
Students Staying in School												
4-year completion rate[1]	56.3	--	1.8	1992-93	3	10	79.8	88.1	93.0	64.5	75.3	84.5
1-year completion rate[1]	85.8	--	0.9	1992-93	3	14	96.2	98.2	99.2	88.7	93.4	96.6
School to Work												
Career-vocational education students	14.1	1.2	-9.2	1987-88	9	7	28.0	42.8	58.0	20.2	32.1	48.1
Career-vocational education enrollments	4.3	-0.4	-5.4	1987-88	13	9	6.3	8.7	12.5	6.4	8.0	11.0
A-f enrollments	40.7	-5.5	-3.6	1987-88	10	15	46.8	54.7	62.8	41.9	46.5	53.6
A-f mathematics and science	9.2	-7.2	-0.3	1987-88	6	12	14.2	17.9	22.1	10.3	13.6	18.5
All other a-f courses	31.5	1.7	-3.3	1987-88	23	33	32.3	36.8	41.1	30.6	33.3	36.9
College Bound												
A-f completions[2]	30.4	--	--	1993-94	47	59	21.9	31.8	43.3	17.2	27.5	39.2
California public college attendance[2]	57.4	10.0	16.7	1986-87	67	70	38.9	50.9	60.6	41.1	53.4	59.5
UC[2]	4.5	-1.1	-2.9	1986-87	46	50	2.6	4.9	8.4	3.2	4.6	6.6
CSU[2]	20.2	5.8	4.0	1986-87	97	99	5.1	7.8	10.9	6.6	8.7	11.8
Community College[2]	32.7	5.3	15.6	1986-87	43	38	25.3	35.5	43.3	27.1	35.9	42.4
SAT/ACT	3.4	-1.1	-0.4	1987-88	8	11	10.3	18.3	27.5	5.5	9.1	14.4
Advanced Placement/ International Baccalaureate	6.5	1.2	4.3	1987-88	49	45	2.5	6.8	14.4	4.3	7.0	11.0

[1]Data are based on 1993-94 dropouts.
[2]Data are based on 1993-94 graduates.
*These data should be interpreted with caution because community college attendance data may be incomplete.

Growth of more than 20 or less than -20 points may reflect erroneous or incomplete data and should be interpreted with caution.

Note: Values based on 30 or fewer students tend to be unstable from year to year and should be interpreted with caution. *Please refer to the Explanatory Notes for more detail.*

High School Performance Report, 1994-95

Table B Sub-Group Information

Displayed numbers are rates. The number of students meeting the quality indicator criteria (numerator) and the number of students in each subgroup (denominator) are separated by a slash(/) and printed under each rate.

School Report

School: **BELMONT SENIOR HIGH**
District: LOS ANGELES UNIFIED
County: LOS ANGELES
CDS code: 19-64733-1930924

Quality Indicator Performance Levels	State	District	School	Gender		Ethnic Group						
				Male	Female	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White
College Bound												
A-f completions[2]	32.1	43.8	30.4 176/578	28.4 78/275	32.3 98/303	18.2 2/11	0.0 0/1	67.6 46/68	48.7 19/39	23.7 108/455	— 0/0	25.0 1/4
College attendance[2]	49.4	49.6	57.4 332/578	57.5 158/275	57.4 174/303	63.6 7/11	100.0 3/1	75.0 51/68	79.5 31/39	45.6 207/455	— 0/0	100.0 4/4
UC[2]	6.9	6.9	4.5 26/578	3.3 9/275	5.6 17/303	0.0 0/11	0.0 0/1	11.8 8/68	10.3 4/39	3.1 14/455	— 0/0	0.0 0/4
CSU[2]	8.1	10.6	20.2 117/578	21.5 59/275	19.1 58/303	0.0 0/11	100.0 2/1	39.7 27/68	28.2 11/39	14.1 64/455	— 0/0	0.0 0/4
Community College[2]	34.5	32.1	32.7 189/578	32.7 90/275	32.7 99/303	63.6 7/11	100.0 1/1	23.5 16/68	41.0 16/39	28.4 129/455	— 0/0	100.0 4/4
SAT/ACT	19.3	12.8	3.4 28/816	3.2 15/464	3.7 13/352	9.1 1/11	0.0 0/2	7.0 9/129	--	1.6 11/670	—	0.0 0/4
Advanced Placement	11.1	11.7	6.5 118/1803	4.3 44/1015	9.4 74/788	3.3 1/30	0.0 0/4	9.5 22/231	--	5.8 89/1529	—	0.0 0/9
International Baccalaureate	0.2	--	--	--	--	--	--	--	--	--	—	--

[2]Data are based on 1993-94 graduates.
*These data should be interpreted with caution because community college attendance data may be incomplete.
Note: Values based on 30 or fewer students tend to be unstable from year to year and should be interpreted with caution.
Please refer to the Explanatory Notes for more detail.

WASC 19443

High School Performance Report, 1994-95

Table B Sub-Group Information

Displayed numbers are rates. The number of students meeting the quality indicator criteria (numerator) and the number of students in each subgroup (denominator) are separated by a slash(/) and printed under each rate.

School Report

School: **BELMONT SENIOR HIGH**
District: LOS ANGELES UNIFIED
County: LOS ANGELES
CDS code: 19-64733-1930924

Quality Indicator Performance Levels	State	District	School	Gender		Ethnic Group						
				Male	Female	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White
Students Staying in School												
4-year completion rate[1]	81.1	63.1	56.3	--	--	--	--	--	--	--	--	--
1-year completion rate[1]	95.1	89.1	85.8	85.9	85.6	71.2	100.0	84.4	85.6	86.0	100.0	92.5
School to Work												
Career-vocational education students	43.1	22.4	14.1 654/4638	15.2 386/2543	12.8 268/2095	13.0 9/69	25.0 2/8	13.5 38/281	16.4 28/171	14.1 572/4063	20.0 3/15	6.5 2/31
Career-vocational education enrollment rate	9.2	8.4	4.3	--	--	--	--	--	--	--	--	--
A-f enrollments	52.8	43.8	40.7	--	--	--	--	--	--	--	--	--
A-f mathematics and science	17.4	10.0	9.2	--	--	--	--	--	--	--	--	--
All other a-f courses	35.4	33.9	31.5	--	--	--	--	--	--	--	--	--
Advanced science enrollments	30.3	28.7	14.0 253/1803	13.8 140/1015	14.3 113/788	13.3 4/30	0.0 0/4	31.7 45/142	22.9 19/83	11.8 180/1529	16.7 1/6	44.4 4/9
Advanced mathematics enrollments	28.9	23.2	22.5 701/3115	21.9 378/1728	23.3 323/1387	17.8 8/45	16.7 1/6	55.3 114/206	41.4 55/133	19.2 517/2698	25.0 2/8	19.0 4/21

[1]Data are based on 1993-94 dropouts.
Note: Values based on 30 or fewer students tend to be unstable from year to year and should be interpreted with caution.
Please refer to the Explanatory Notes for more detail.

WASC 19444

Summary - High School Performance Report, 1994-95

DISTRICT REPORT

District: LOS ANGELES UNIFIED
County: LOS ANGELES
CD code: 19-64733

Quality Indicator (Most recent year available)	Percent or Rate	Two-Year Growth
Students Staying in School		
4-year completion rate Complement of 4-year derived dropout rate (1993-94)	63.1	–
School to Work		
Career-vocational ed. Students enrolled in at least one course (1994-95)	22.4	-1.5
Career-vocational ed. Enrollment rate (1994-95)	8.4	-1.1
A-f enrollment rate (1994-95)	43.8	-5.3
College Bound		
California public college attendance[1] (1993-94)	49.6	-4.1
SAT/ACT Scores above national average, rate per 100 seniors (1994-95)	12.8	-0.6
Advanced Placement/ International Baccalaureate Tests qualifying for college credit, rate per 100 juniors and seniors (1994-95)	11.7	1.1

[1]Data are based on 1993-94 graduates.

District Statistics

1994-95	
% Limited English Proficient	28.9
% Receiving AFDC	21.9
% Eligible for Free or Reduced Meals	44.1
1993-94	
District Mobility	8.7
Dropouts	18,587
Graduates	25,349

1994-95 Enrollments	
Grade 9	48,505
Grade 10	49,273
Grade 11	35,719
Grade 12	27,229

1994-95 SAT Average Scores	
Total	769
Verbal	351
Math	418
% of seniors tested	41.7

NOTES:
Dashes (–) denote missing, incomplete, or otherwise questionable data.

Values based on 30 or fewer students tend to be unstable from year to year and should be interpreted with caution.

Extremely large increases or decreases in the two-year growth measure may be the result of erroneous data and should be interpreted with caution.

Please refer to the Explanatory Notes for more detail.

WASC 19445

High School Performance Report, 1994-95

Table A - District Report

District: **LOS ANGELES UNIFIED**
County: LOS ANGELES
CD code: 19-64733

Quality Indicator Performance Levels	Percent or Rate	Two-Year Growth	Base-Year Growth	Numbers at specified school ranks Statewide		
				Base Year	25th	50th	75th
Students Staying in School							
4-year completion rate[1]	63.1	--	-1.1	1992-93	79.8	88.1	93.0
1-year completion rate[1]	89.1	--	-0.4	1992-93	96.2	98.2	99.2
School to Work							
Career-vocational education students	22.4	-1.5	-3.1	1987-88	28.0	42.8	58.0
Career-vocational education enrollments	8.4	-1.1	-6.7	1987-88	6.3	8.7	12.5
A-f enrollments	43.8	-5.3	-10.7	1987-88	46.8	54.7	62.8
A-f mathematics and science	10.0	-5.9	-2.2	1987-88	14.2	17.9	22.1
All other a-f courses	33.9	0.6	-8.4	1987-88	32.3	36.8	41.1
College Bound							
A-f completions[2]	43.8	--	--	1993-94	21.9	31.8	43.3
California public college attendance[2]	49.6	-4.1	-5.0	1986-87	38.9	50.9	60.6
UC[2]	6.9	0.1	-1.5	1986-87	2.6	4.9	8.4
CSU[2]	10.6	-0.1	-2.8	1986-87	5.1	7.8	10.9
Community College[2]	32.1	-4.1	-0.7	1986-87	25.3	35.5	43.3
SAT/ACT	12.8	-0.6	-0.2	1987-88	10.3	18.3	27.5
Advanced Placement/ International Baccalaureate	11.7	1.1	4.6	1987-88	2.5	6.8	14.4

[1]Data are based on 1993-94 dropouts.
[2]Data are based on 1993-94 graduates.
*These data should be interpreted with caution because community college attendance data may be incomplete.

Growth of more than 20 or less than -20 points may reflect erroneous or incomplete data and should be interpreted with caution.

Note: Values based on 30 or fewer students tend to be unstable from year to year and should be interpreted with caution.
Please refer to the Explanatory Notes for more detail.

WASC 19446

High School Performance Report, 1994-95

Table B Sub-Group Information

Displayed numbers are rates. The number of students meeting the quality indicator criteria (numerator) and the number of students in each subgroup (denominator) are separated by a slash(/) and printed under each rate.

District Report

District: **LOS ANGELES UNIFIED**
County: LOS ANGELES
CD code: 19-64733

Quality Indicator Performance Levels	State	County	District	Gender		Ethnic Group						
				Male	Female	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White
Students Staying in School												
4-year completion rate[1]	81.1	74.1	63.1	--	--	--	--	--	--	--	--	--
1-year completion rate[1]	95.1	92.9	89.1	88.3	90.1	84.9	90.0	93.5	93.3	88.9	91.5	92.3
School to Work												
Career-vocational education students	43.1	35.1	22.4 36077/160726	24.6 19967/81031	20.2 16110/79695	24.3 5810/23909	26.8 144/538	14.3 1350/9414	18.1 688/3809	24.0 24392/101647	24.6 170/691	17.0 3523/20718
Career-vocational education enrollment rate	9.2	8.6	8.4	--	--	--	--	--	--	--	--	--
A-f enrollments	52.8	49.2	43.8	--	--	--	--	--	--	--	--	--
A-f mathematics and science	17.4	14.2	10.0	--	--	--	--	--	--	--	--	--
All other a-f courses	35.4	35.0	33.9	--	--	--	--	--	--	--	--	--
Advanced science enrollments	30.3	28.0	28.7 18064/62948	27.7 8632/31171	29.7 9432/31777	25.9 2417/9337	33.8 67/198	50.7 2213/4362	45.0 788/1750	23.9 8937/37408	31.5 94/298	37.0 3548/9595
Advanced mathematics enrollments	28.9	25.1	23.2 26022/112221	21.7 12195/56269	24.7 13827/55952	19.2 3217/16771	21.8 81/371	54.6 3740/6851	41.9 1179/2814	17.7 12360/69718	27.8 140/503	34.9 5305/15195

[1]Data are based on 1993-94 dropouts.
Note: Values based on 30 or fewer students tend to be unstable from year to year and should be interpreted with caution.
Please refer to the Explanatory Notes for more detail.

WASC 19447

High School Performance Report, 1994-95

Table B Sub-Group Information

Displayed numbers are rates. The number of students meeting the quality indicator criteria (numerator) and the number of students in each subgroup (denominator) are separated by a slash(/) and printed under each rate.

District Report

District: **LOS ANGELES UNIFIED**
County: LOS ANGELES
CD code: 19-64733

Quality Indicator Performance Levels	State	County	District	Gender		Ethnic Group						
				Male	Female	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White
College Bound												
A-f completions[2]	32.1	36.0	43.8 11097/25349	41.3 4850/11751	45.9 6247/13598	43.8 1730/3948	57.5 46/80	69.9 1646/2355	50.8 311/612	35.7 4925/13800	50.4 64/127	53.6 2375/4427
College attendance[2]	49.4	48.5	49.6 12594/25349	49.1 5767/11751	50.2 6827/13598	49.9 1970/3948	73.8 59/80	60.1 1415/2355	77.1 472/612	40.4 5560/13800	42.5 54/127	46.2 2041/4427
UC[2]	6.9	8.0	6.9 1757/25349	6.3 746/11751	7.4 1011/13598	4.3 171/3948	7.5 6/80	21.3 502/2355	11.1 68/612	3.7 504/13800	3.1 4/127	9.3 411/4427
CSU[2]	8.1	8.9	10.6 2694/25349	9.8 1148/11751	11.4 1546/13598	10.9 430/3948	16.3 13/80	12.9 304/2355	16.2 99/612	9.5 1305/13800	8.7 11/127	5.6 246/4427
Community College[2]	34.5	31.6	32.1 8143/25349	33.0 3873/11751	31.4 4270/13598	34.7 1369/3948	50.0 40/80	25.9 609/2355	49.8 305/612	27.2 3751/13800	30.7 39/127	31.3 1384/4427
SAT/ACT	19.5	16.3	12.8 3498/27229	13.5 1783/13192	12.2 1715/14037	6.4 243/3818	22.2 20/90	30.2 931/3080	--	4.4 702/15798	--	22.8 1011/4443
Advanced Placement	11.1	12.8	11.7 7380/62948	11.1 3468/31171	12.3 3912/31777	2.1 194/9337	15.2 30/198	29.4 1885/6410	--	7.0 2824/37408	--	18.8 1808/9595
International Baccalaureate	0.2	0.0	--	--	--	--	--	--	--	--	--	--

[2]Data are based on 1993-94 graduates.
*These data should be interpreted with caution because community college attendance data may be incomplete.
Note: Values based on 30 or fewer students tend to be unstable from year to year and should be interpreted with caution.
Please refer to the Explanatory Notes for more detail.

Summary - High School Performance Report, 1994-95

STATEWIDE REPORT

Quality Indicator (Most recent year available)	Percent or Rate	Two-Year Growth
Students Staying in School		
4-year completion rate Complement of 4-year derived dropout rate (1993-94)	81.1	–
School to Work		
Career-vocational ed. Students enrolled in at least one course (1994-95)	43.1	-1.0
Career-vocational ed. Enrollment rate (1994-95)	9.2	-0.3
A-f enrollment rate (1994-95)	52.8	1.8
College Bound		
California public college attendance[1] (1993-94)	49.4	2.0
SAT/ACT Scores above national average, rate per 100 seniors (1994-95)	19.5	0.5
Advanced Placement/ International Baccalaureate Tests qualifying for college credit, rate per 100 juniors and seniors (1994-95)	11.3	1.3

State Statistics

1994-95	
% Limited English Proficient	16.0
% Receiving AFDC	15.4
% Eligible for Free or Reduced Meals	26.6
1993-94	
Mobility	8.7
Dropouts	70,683
Graduates	253,083

1994-95 Enrollments	
Grade 9	420,643
Grade 10	381,364
Grade 11	334,408
Grade 12	285,132

1994-95 SAT Average Scores	
Total	902
Verbal	417
Math	485
% of seniors tested	41

WASC 19449

[1]Data are based on 1993-94 graduates.

Please refer to the Explanatory Notes for more detail.

High School Performance Report, 1994-95

Table A - Statewide Report

Quality Indicator Performance Levels	Percent or Rate	Two-Year Growth	Base-Year Growth	Base Year
Students Staying in School				
4-year completion rate[1]	81.1	--	0.1	1992-93
1-year completion rate[1]	95.1	--	0.1	1992-93
School to Work				
Career-vocational education students	43.1	-1.0	0.1	1987-88
Career-vocational education enrollments	9.2	-0.3	-3.3	1987-88
A-f enrollments	52.8	1.8	6.3	1987-88
A-f mathematics and science	17.4	0.4	3.3	1987-88
All other a-f courses	35.4	1.3	3.0	1987-88
College Bound				
A-f completions[2]	32.1	--	--	1993-94
California public college attendance[2]	49.4	2.0	-1.3	1986-87
UC[2]	6.9	0.2	-0.3	1986-87
CSU[2]	8.1	0.6	-2.1	1986-87
Community College[2]	34.5	1.3	1.1	1986-87
SAT/ACT	19.5	0.5	2.1	1987-88
Advanced Placement/ International Baccalaureate	11.3	1.3	5.2	1987-88

WASC 19450

[1]Data are based on 1993-94 dropouts.

[2]Data are based on 1993-94 graduates

Please refer to the Explanatory Notes for more detail

High School Performance Report, 1994-95

Table B Sub-Group Information

Statewide Report

Quality Indicator Performance Levels	State	Gender		Ethnic Group						
		Male	Female	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White
Students Staying in School										
4-year completion rate[1]	81.1	--	--	--	--	--	--	--	--	--
1-year completion rate[1]	95.1	94.7	95.4	91.9	93.7	97.4	97.2	92.7	94.5	97.0
School to Work										
Career-vocational education students	43.1	46.9	39.1	38.7	46.9	33.8	38.1	42.8	43.8	46.5
Career-vocational education enrollment rate	9.2	--	--	--	--	--	--	--	--	--
A-f enrollments	52.8	--	--	--	--	--	--	--	--	--
A-f mathematics and science	17.4	--	--	--	--	--	--	--	--	--
All other a-f courses	35.4	--	--	--	--	--	--	--	--	--
Advanced science enrollments	30.3	29.4	31.2	23.1	22.6	54.7	43.5	18.7	27.5	34.0
Advanced mathematics enrollments	28.9	27.4	30.4	19.1	20.2	57.0	41.7	16.8	25.9	33.5

WASC 19451

[1]Data are based on 1993-94 dropouts.

Please refer to the Explanatory Notes for more detail.

High School Performance Report, 1994-95

Table B Sub-Group Information — Statewide Report

Quality Indicator Performance Levels	State	Gender		Ethnic Group						
		Male	Female	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White
College Bound										
A-f completions[2]	32.1	30.0	34.1	27.3	22.1	52.4	38.1	20.5	24.3	35.1
College attendance[2]	49.4	48.8	50.0	46.3	70.0	63.5	65.6	40.8	---	43.5
UC[2]	6.9	6.4	7.3	3.8	7.9	20.0	8.2	3.5	---	5.1
CSU[2]	8.1	7.1	9.1	8.7	9.3	11.7	12.9	6.8	---	6.0
Community College[2]	34.5	35.3	33.7	33.8	52.7	31.8	44.5	30.5	---	32.4
SAT/ACT	19.5	18.9	19.8	6.9	23.9	31.1	--	6.0	---	21.7
Advanced Placement	11.1	10.5	11.7	1.8	7.3	24.7	--	5.7	---	10.0
International Baccalaureate	0.2	0.2	0.2	--	--	--	--	--	---	--

WASC 19452

[2]Data are based on 1993-94 graduates.
Please refer to the Explanatory Notes for more detail.

BELMONT 2-

LOS ANGELES UNIFIED SCHOOL DISTRICT
SPECIALLY FUNDED PROGRAMS, TECHNICAL SUPPORT AND MONITORING
ALLOCATION OF SELECTED SCHOOL RESOURCES
(1996 - 1997)

Belmont Cluster(12)
Org Code:8543

PROGRAM	COMPUTATION OF ALLOCATION ELIGIBLE PARTICIPANTS	RATE	ALLOCATION	RESERVE	AMOUNT AVAILABLE FOR BUDGETING
CATEGORICALLY FUNDED PROGRAMS					
BILINGUAL EDUCATION (EIA/LEP + Dist LEP)	2808	x $219 =	$ 614952		
LEP Reserve (5%)				$ 30748	
Potential Funding Variance (6%)				$ 36897	
					$ 547307
COMPENSATORY EDUCATION:					
TITLE I	4093	x $234 =	$ 957752		
Potential Funding Variance (6%)				$ 57466	
					$ 900286
EIA/SCE	4093	x $ 32 =	$ 130976		
Potential Funding Variance (6%)				$ 7859	
					$ 123117
SCHOOL IMPROVEMENT:					
Less Administrative Charge 3%			$ 0		
		Total =	$ 0		
Potential Funding Variance (6%)				$ 0	
					$ 0
TOTAL BILINGUAL, COMP ED, SI FUNDS = $ 1023590					
GIFTED/TALENTED	126 Participants		$ 7497		
Potential Funding Variance (6%)				$ 450	
					$ 7047

The allocations are based upon income estimates reflecting the most current financial outlook
Should subsequent events cause changes in funding, these allotments will be subject to change.

3/29/96

WASC 19453

BELMONT SF

LOS ANGELES UNIFIED SCHOOL DISTRICT
SPECIALLY FUNDED PROGRAMS, TECHNICAL SUPPORT AND MONITORING
A L L O C A T I O N O F S E L E C T E D S C H O O L R E S O U R C E S
1996 - 1997

Belmont Cluster(12)
Org Code:8543

PROGRAM	ALLOCATION	RESERVE	AMOUNT AVAILABLE FOR BUDGETING
GENERAL PROGRAM RESOURCES			
SUPPLEMENTAL 10th GRADE COUNSELING - TPA	$ 19227		
Potential Funding Variance (6%)		$ 1154	
SUPPLEMENTAL 10th GRADE COUNSELING - IMA	$ 3393		
			21466
TUTORIAL PROGRAM	$ 12418		
Potential Funding Variance (6%)		$ 745	
			$ 11673
YEAR-ROUND SCHOOL INCENTIVE PROGRAM	$ 326901		
Potential Funding Variance (6%)		$ 19614	
			$ 307287
COMPETENCY INSTRUCTION	$ 2867		
Potential Funding Variance (6%)		$ 172	
			$ 2695

The allocations are based upon income estimates reflecting the most current financial outlook
Should subsequent events cause changes in funding, these allotments will be subject to change.

3/29/96

WASC 19454

Los Angeles Unified School District
Specially Funded Programs: Technical Support and Monitoring

Categorical Program Budget Analysis
(Compensatory Education - Bilingual Education - School Improvement)

FOLPORT SR

Org Code 8543

BUDGET SUMMARY

	1992/93	1993/94	1994/95	1995/96
TOTAL BUDGET	$ 1644869	$ 1695163	$ 1772965	$ 1667427
PROGRAMS	CmpEd BIL	CmpEd BIL	CmpEd BIL	CmpEd BIL
CERTIFICATED	33%	29%	35%	30%
SUPPORT SERVICES	14%	15%	13%	12%
PARAPROFESSIONALS	37%	35%	32%	31%
CLASSIFIED	7%	7%	7%	7%
PROGRAM SUPPORT	7%	16%	14%	19%

BUDGET ANALYSIS

	1992/93	1993/94	1994/95	1995/96
CERTIFICATED				
Categorical Program Adviser	2.00	2.28	2.28	1.88
Teacher	3.00	3.16	5.00	4.10
Differential	2.00	2.28	2.28	1.88
X/Z-Time ($)	255895	158632	132229	127399
Training ($)	5000	12600	6000	1642
Other-Sub-Aux.etc. ($)		5481	15741	5066
SUPPORT SERVICES				
Nurse				
BAAS	.80	.80	.80	.80
Psychologist	.20	.20	.20	.20
Psychiatric Social Worker				
Counselor	3.00	3.00	2.00	2.00
X/Z-Time ($)	8286	16104	17873	16500
PARAPROFESSIONALS				
Education Aides	8.00	11.50	14.00	14.42
Teacher Assistants (hrs/pos)	31.83	24.75	24.00	25.00
Support Services Aides				
Campus Aides	7.00	.50		
Counselor Assistants (hrs)				
Other Aides ($)	39002	38000	49686	46050
Special Educ. Asst./Trainee				
Library Aide				
Training ($)				
Aide Z/Relief Time ($)	156583	160727	145632	105620
CLASSIFIED				
Clerical Support	3.00	3.01	3.00	3.00
Clerical Z/Relief/OT ($)	3342	3000	2488	2461
PROGRAM SUPPORT				
Equipment ($)	9000	124107	12000	3325
Instructional Services ($)	3300	7735	1800	2055
Parent/Community Involvement ($)	7694	13129	16789	21982
Instructional Material ($)	89120	126418	212700	297239

March 1996

NOTE: Percentages may not add to 100% due to rounding - Positions are listed as full time equivalents unless otherwise noted. Not all schools participate in the Comp Ed, Bilingual or SI program - IMA may include undistributed contingency

WASC 19455

LOS ANGELES UNIFIED SCHOOL DISTRICT
STAKEHOLDERS' SATISFACTION SURVEY
STUDENT SURVEY, GRADES 6-12, 1995-96

8543 BELMONT SH TOTAL SCHOOL RESPONDENTS: 989

In my school, I am generally satisfied with the:	AGREE	DISAGREE	UNSURE
1. range of elective classes available to me	59.2%	26.9%	11.9%
2. way teachers assign homework	61.8%	30.0%	7.4%
3. way teachers grade my work	61.7%	27.9%	8.9%
4. reports teachers give my parents about my progress	64.7%	26.3%	7.9%
5. career counseling I receive	53.3%	31.3%	13.7%
6. health services I receive	51.5%	32.0%	14.1%
7. assistance my family and I get for college planning	47.9%	33.2%	17.5%
8. influence I have in school decisions that affect me	38.9%	36.7%	22.1%
9. way student discipline is handled	44.2%	47.0%	7.4%
10. behavior of other students	30.1%	59.0%	8.6%
11. school rules	50.3%	42.6%	5.6%
12. enforcement of rules	46.4%	42.6%	9.4%
13. safety measures on campus	60.5%	29.6%	8.4%
14. way other students treat me	64.8%	24.8%	8.8%
15. student council	51.5%	29.2%	17.3%
16. school library	67.0%	23.6%	7.6%
17. after-school activities (sports, clubs, etc.)	75.8%	13.0%	9.3%
18. appearance of the school buildings and grounds	53.5%	34.7%	9.3%
19. help teachers give me to succeed	67.2%	22.2%	8.2%
20. amount of time scheduled for class periods	57.7%	34.7%	5.0%
21. cleanliness of the campus	45.9%	43.1%	8.7%
22. leadership of the principal	58.5%	23.1%	16.1%
23. support from others	55.6%	27.4%	15.0%
24. support from the counselors and other support staff	60.7%	24.9%	11.5%
25. support my school has received from parents and the community	49.5%	24.0%	24.6%

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

ENCUESTA ANUAL DEL GRADO DE SATISFACCION DE LOS INTERESADOS

ENCUESTA DE ESTUDIANTES EN GRADOS 6-12, 1995-96

8543 BELMONT SH RESPUESTAS OBTENIDAS EN LA ESCUELA: 989

En mi escuela, me siento generalmente satisfecho con.

		DE ACUERDO	EN DESACUERDO	INSEGURO
1.	La variedad de clases opcionales a mi disposicion	59.[illegible]%	26.9%	[illegible]
2.	La forma en que los maestros asignan las tareas	[illegible]	[illegible]	[illegible]
3.	La forma en que los maestros califican mi trabajo	[illegible]	27.9%	[illegible]
4	Los reportes de mi progreso que los maestros envian a mis padre	[illegible]	[illegible]	[illegible]
5.	La orientacion vocacional que recibo	53.3%	31.3%	13.7%
6	Los servicios de salud que recibo	[illegible]	[illegible]	[illegible]
7.	La ayuda que mi familia y yo recibimos para planificar mi carre	[illegible]	[illegible]	[illegible]
8.	La influencia que tiene mi opinion en las decisiones de la escuela que me afectan	38.[illegible]%	36.7%	[illegible]
9.	La manera en que se controla la disciplina estudiantil	[illegible]	[illegible]	[illegible]
10	El comportamiento de otros estudiantes	[illegible]	[illegible]	[illegible]
11.	Los reglamentos de la escuela	[illegible]	[illegible]	[illegible]
12.	La aplicacion de los reglamentos	46.4%	42.[illegible]%	[illegible]
13	Las medidas de seguridad dentro del plantel escolar	[illegible]	[illegible]	[illegible]
14.	La forma en que me tratan otros estudiantes	64.5%	24.[illegible]%	[illegible]
15.	El concilio estudiantil	51.5%	29.2%	[illegible]
16.	La biblioteca de la escuela	67.[illegible]%	23.6%	[illegible]
17.	Las actividades estracurriculares (deportes, clubs, etc.)	75.3%	13.2%	[illegible]
18.	La apariencia de los edificios y del predio escolar	53.5%	34.7%	[illegible]
19.	La ayuda que me brindan los maestros para tener exito	67.2%	22.2%	[illegible]
20.	El tiempo programado para mis periodos de clase	[illegible]	34.7%	[illegible]
21.	La limpieza del plantel escolar	45.9%	43.1%	[illegible]
22.	El liderazgo del director	58.5%	23.1%	16.1%
23.	El apoyo de los demas	55.6%	27.4%	15.0%
24.	El apoyo de los consejeros y otro personal auxiliar	60.7%	24.9%	11.5%
25.	El apoyo que mi escuela ha recibido de los padres y de la comunidad	49.5%	24.0%	24.6%

LOS ANGELES UNIFIED SCHOOL DISTRICT
STAKEHOLDERS' SATISFACTION SURVEY
PARENT SURVEY, 1995-96

8543 BELMONT SH TOTAL SCHOOL RESPONDENTS: 23

	AGREE	DISAGREE	UNSURE
COMMUNICATION			
1. Communication with my child's school is effective.	95.7%	4.3%	0.0%
2. The school keeps me informed about its instructional programs.	82.6%	0.0%	4.3%
3. Parents are informed about what children are expected to learn.	82.6%	4.3%	0.0%
4. LEARN educational reform goals are clearly articulated at my school.	30.4%	13.0%	43.5%
INSTRUCTIONAL PROGRAM			
5. I am satisfied with the quality of instruction at my school.	91.3%	0.0%	4.3%
6. The school encourages parent feedback about the instructional program.	91.3%	0.0%	0.0%
7. School staff are accessible to discuss the instructional program with parents.	91.3%	0.0%	0.0%
8. All students in the school are provided equal access to the curriculum.	82.6%	4.3%	4.3%
9. The school assists students in planning for middle school, senior high, or college and beyond.	78.3%	4.3%	8.7%
10. I am satisfied with the professional development for staff at this school.	91.3%	0.0%	0.0%
PARENT/COMMUNITY INVOLVEMENT			
11. I feel welcome at this school.	100.0%	0.0%	0.0%
12. Parents/community members are encouraged to participate in the school.	91.3%	0.0%	0.0%
13. Parents and community members have input into the school's planning process.	73.9%	0.0%	8.7%
14. The school keeps parents informed about their children's progress.	87.0%	4.3%	4.3%
15. I am satisfied with the parent education and training offered at this school.	78.3%	4.3%	0.0%
HEALTH/SOCIAL SERVICES AND GUIDANCE			
16. I am satisfied with district health/social services available in my school community.	95.7%	4.3%	0.0%
17. The school has a clear code of conduct the students must follow.	73.9%	17.4%	0.0%
18. Parents support the school's code of conduct the students must follow.	87.0%	4.3%	0.0%
19. I am satisfied with the school's efforts to improve student attendance.	82.6%	4.3%	0.0%
CAMPUS SAFETY AND ENVIRONMENT			
20. Our school is safe for students and staff.	91.3%	4.3%	4.3%
21. Our school buildings and grounds are usually clean.	69.6%	13.0%	4.3%
22. Our school buildings and classrooms are generally maintained in good repair.	73.9%	8.7%	8.7%
COLLABORATION			
23. High levels of trust and mutual respect exist in our school.	87.0%	4.3%	8.7%
24. Planning our school's budget is a collaborative process.	73.9%	4.3%	13.0%
25. The principal works collaboratively with all stakeholders (teachers, parents, staff, students).	73.9%	0.0%	13.0%
26. I am satisfied with the level of collaboration among all stakeholders.	73.9%	8.7%	4.3%
STAKEHOLDER ACCOUNTABILITY AND CONFIDENCE			
27. In general, I am satisfied with the efforts of these stakeholders to improve student achievement:			
a. students at this school	95.7%	0.0%	4.3%
b. parents at this school	82.6%	0.0%	4.3%
c. teachers at this school	78.3%	4.3%	4.3%
d. support staff at this school (clerical, paraprofessionals, cafeteria, custodial)	78.3%	8.7%	4.3%
e. principal at this school	73.9%	4.3%	8.7%
f. cluster leader office	73.9%	4.3%	8.7%
g. central offices	65.2%	13.0%	13.0%
h. superintendent of schools	65.2%	13.0%	13.0%
i. board of education	69.6%	13.0%	8.7%
OVERALL SATISFACTION			
28. In general, I am satisfied with my child's school.	78.3%	0.0%	4.3%

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

ENCUESTA ANUAL DEL GRADO DE SATISFACCION DE LOS INTERESADOS

ENCUESTA A LOS PADRES, 1995-96

6543 BELMONT SH RESPUESTAS OBTENIDAS EN LA ESCUELA: 23

	DE ACUERDO	EN DESACUERDO	INSEGURO
COMUNICACION			
1. La communicacion con la escuela de mi hijo es efectiva.	95.7%	4.3%	0.0%
2. La escuela me mantiene informado acerca de los programas educativos que ofrece.	82.6%	0.0%	4.3%
3. Se informa a los padres acerca de lo que se espera que los ninos aprendan	82.6%	4.3%	0.0%
4. Las metas de las reformas educativas LEARN estan claramente explicadas en mi escuela.	60.9%	13.0%	26.1%
PROGRAMA DE EDUCATIVO			
5. Estoy satisfecho con la calidad de ensenanza en mi escuela	91.3%	4.3%	4.3%
6. La escuela incentiva alenta a los padres a dar sugerencias acerca del programa educativo.	91.3%	4.3%	4.3%
7. El personal de la escuela esta a disposicion para hablar acerca del programa educativo u otras inquietudes con los padres.	91.3%	4.3%	4.3%
8. Todos los alumnos de la escuela tienen igual acceso al plan de estudios.	82.6%	4.3%	4.3%
9. La escuela ayuda a los estudiantes en la planificacion para asistir a la escuela media, secundaria, colegio universitario y demas estudios superiores.	78.3%	4.3%	8.7%
10. Estoy satisfecho con el desarrollo profesional que se ofrece al personal de esta escuela.	91.3%	4.3%	4.3%
PARTICIPACION DE LOS PADRES/COMUNIDAD			
11. Me siento bienvenido en esta escuela.	100.0%	0.0%	0.0%
12. Se exhorta a los padres y miembros de la comunidad a participar en la escuela.	91.3%	4.3%	4.3%
13. Los padres y miembros de la comunidad contribuyen con sugerencias respecto al proceso de planificacion de la escuela.	73.9%	8.7%	17.4%
14. La escuela mantiene a los padres informados acerca del progreso de sus hijos.	87.0%	8.7%	4.3%
15. Estoy satisfecho con la orientacion que se brinda a los padres y la capacitacion que ofrece esta escuela.	78.3%	4.3%	0.0%
GUIA RELATIVA A SERVICIOS DE SALUD/SOCIALES			
16. Estoy satisfecho con los servicios de salud/sociales del distrito disponibles en la comunidad escolar.	95.7%	4.3%	0.0%
17. La escuela tiene claras normas de conducta que los estudiantes deben cumplir.	73.9%	17.4%	0.0%
18. Los padres apoyan las normas de conducta de la escuela que los estudiantes deben cumplir.	87.0%	4.3%	0.0%
19. Estoy satisfecho con los esfuerzos que realiza la escuela para mejorar la asistencia de estudiantes.	82.6%	4.3%	0.0%
SEGURIDAD EN EL PLANTEL ESCOLAR Y EL MEDIO AMBIENTE			
20. Nuestra escuela es un sitio seguro para los estudiantes y el personal.	91.3%	4.3%	4.3%
21. Los edificios y el predio de la escuela estan generalmente limpios.	69.6%	13.0%	4.3%
22. Los edificios y salones de clase de nuestra escuela se mantienen generalmente en buenas condiciones.	73.9%	8.7%	8.7%
COLABORACION			
23. En nuestra escuela existe un alto grado de confianza y respeto mutuo.	87.0%	4.3%	8.7%
24. La planificacion del presupuesto escolar es un proceso de colaboracion.	73.9%	4.3%	13.0%
25. El director trabaja en colaboracion con todos los interesados (maestros, padres, personal, estudiantes).	73.9%	0.0%	13.0%
26. Estoy satisfecho con el nivel de colaboracion que existe entre los interesados.	73.9%	8.7%	4.3%

WASC 19459

LOS ANGELES UNIFIED SCHOOL DISTRICT
STAKEHOLDERS' SATISFACTION SURVEY
SCHOOL STAFF SURVEY, 1995-96

8543 BELMONT SH TOTAL SCHOOL RESPONDENTS: 168

	AGREE	DISAGREE	UNSURE
COMMUNICATION			
1. Communication among staff in my school is effective.	73.8%	21.4%	3.6%
2. The school keeps parents informed about its instructional programs.	64.9%	25.6%	6.5%
3. Parents are informed about what children are expected to learn.	51.2%	36.3%	8.9%
4. LEARN educational reform goals are clearly articulated at my school.	36.9%	20.8%	26.8%
INSTRUCTIONAL PROGRAM			
5. I am satisfied with the quality of instruction at my school.	66.1%	27.4%	5.4%
6. The school encourages parent feedback about the instructional program.	54.8%	34.5%	9.5%
7. School staff are accessible to discuss the instructional program with parents.	81.0%	13.7%	3.6%
8. All students in the school are provided equal access to the curriculum.	68.5%	22.6%	5.4%
9. The school assists students in planning for middle school, senior high, or college and beyond.	79.2%	13.1%	3.6%
10. I am satisfied with the professional development for staff at this school.	66.1%	26.2%	4.8%
PARENT/COMMUNITY INVOLVEMENT			
11. Parents feel welcome at this school.	82.7%	9.5%	7.1%
12. Parents/community members are encouraged to participate in the school.	81.0%	10.7%	7.1%
13. Parents and community members have input into the school's planning process.	71.4%	17.9%	9.5%
14. The school keeps parents informed about their children's progress.	83.9%	10.7%	4.2%
15. I am satisfied with the parent education and training offered at this school.	47.0%	31.0%	20.2%
HEALTH/SOCIAL SERVICES AND GUIDANCE			
16. I am satisfied with district health/social services available in my school community.	67.9%	17.3%	13.1%
17. The school has a clear code of conduct that students must follow.	76.8%	20.2%	2.4%
18. Parents support the school's code of conduct that students must follow.	54.2%	31.5%	12.5%
19. I am satisfied with the school's efforts to improve student attendance.	68.5%	23.2%	6.0%
CAMPUS SAFETY AND ENVIRONMENT			
20. Our school is safe for students and staff.	85.7%	11.9%	1.8%
21. Our school buildings and grounds are usually clean.	57.1%	39.9%	2.4%
22. Our school buildings and classrooms are generally maintained in good repair.	47.6%	47.0%	4.2%
COLLABORATION			
23. High levels of trust and mutual respect exist in our school.	67.3%	24.4%	7.7%
24. Planning our school's budget is a collaborative process.	61.9%	25.0%	11.9%
25. The principal works collaboratively with all stakeholders (teachers, parents, staff, students).	80.4%	12.5%	6.5%
26. I am satisfied with the level of collaboration among all stakeholders.	61.9%	23.8%	13.7%
STAKEHOLDER ACCOUNTABILITY AND CONFIDENCE			
27. In general, I am satisfied with the efforts of these stakeholders to improve student achievement:			
a. students at this school	58.9%	35.7%	3.6%
b. parents at this school	53.0%	38.1%	7.7%
c. teachers at this school	76.8%	16.7%	4.8%
d. support staff at this school (clerical, paraprofessionals, cafeteria, custodial)	75.6%	14.9%	8.3%
e. principal at this school	83.3%	8.9%	5.4%
f. cluster leader office	62.5%	13.7%	20.8%
g. central offices	47.0%	24.4%	26.8%
h. superintendent of schools	43.5%	29.8%	24.4%
i. board of education	38.7%	35.7%	22.6%
OVERALL SATISFACTION			
28. In general, I am satisfied with our school.	64.9%	14.3%	4.2%

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

ENCUESTA ANUAL DEL GRADO DE SATISFACCION DE LOS INTERESADOS

ENCUESTA DE LA FACULTAD DE LA ESCUELA, 1995-96

8543 BELMONT SH RESPUESTAS OBTENIDAS EN LA ESCUELA: 168

	DE ACUERDO	EN DESACUERDO	INSEGURO
COMUNICACION			
1. La communicacion entre la facultad de mi escuela es efectiva.	73.8%	21.4%	3.6%
2. La escuela mantiene a los padres informados acerca de los programas educativos que ofrece.	64.9%	25.4%	9.5%
3. Se informa a los padres acerca de lo que se espera que los ninos aprendan.	51.2%	36.3%	9.9%
4. Las metas de las reformas educativas LEARN estan claramente expresadas en mi escuela.	36.9%	20.8%	26.8%
PROGRAMA DE EDUCATIVO			
5. Estoy satisfecho con la calidad de ensenanza en mi escuela.	66.1%	27.4%	5.4%
6. La escuela incentiva alenta a los padres a dar sugerencias acerca del programa educativo.	54.8%	34.5%	10.7%
7. El personal de la escuela esta a disposicion para hablar acerca del programa educativo u otras inquietudes con los padres.	41.0%	50.7%	8.4%
8. Todos los alumnos de la escuela tienen igual acceso al plan de estudios.	68.5%	22.6%	8.4%
9 La escuela ayuda a los estudiantes en la planificacion para asistir a la escuela media, secundaria, colegio universitario y demas estudios superiores.	79.2%	13.1%	7.7%
10. Estoy satisfecho con el desarrollo profesional que se ofrece al personal de esta escuela.	66.1%	26.2%	7.8%
PARTICIPACION DE LOS PADRES/COMUNIDAD			
11. Los padres se sienten bienvenidos en esta escuela.	92.7%	3.5%	3.5%
12. Se exhorta a los padres y miembros de la comunidad a participar en la escuela.	81.0%	12.7%	6.2%
13. Los padres y miembros de la comunidad contribuyen con sugerencias respecto al proceso de planificacion de la escuela.	71.4%	17.9%	10.6%
14. La escuela mantiene a los padres informados acerca del progreso de sus hijos.	83.9%	10.7%	4.2%
15. Estoy satisfecho con la orientacion que se brinda a los padres y la capacitacion que ofrece esta escuela.	47.0%	31.0%	20.2%
GUIA RELATIVA A SERVICIOS DE SALUD/SOCIALES			
16. Estoy satisfecho con los servicios de salud/sociales del distrito disponibles en la comunidad escolar.	67.9%	17.3%	13.1%
17. La escuela tiene claras normas de conducta que los estudiantes deben cumplir.	76.8%	20.2%	2.4%
18. Los padres apoyan las normas de conducta de la escuela que los estudiantes deben cumplir.	54.2%	31.5%	12.5%
19. Estoy satisfecho con los esfuerzos que realiza la escuela para mejorar la asistencia de estudiantes.	68.5%	23.2%	6.0%
SEGURIDAD EN EL PLANTEL ESCOLAR Y EL MEDIO AMBIENTE			
20. Nuestra escuela es un sitio seguro para los estudiantes y el personal.	85.7%	11.9%	1.8%
21. Los edificios y el predio de la escuela estan generalmente limpios.	57.1%	39.9%	2.4%
22. Los edificios y salones de clase de nuestra escuela se mantienen generalmente en buenas condiciones.	47.6%	47.0%	4.2%
COLABORACION			
23. En nuestra escuela existe un alto grado de confianza y respeto mutuo.	67.3%	24.4%	7.7%
24. La planificacion del presupuesto escolar es un proceso de colaboracion.	61.9%	25.0%	11.9%
25. El director trabaja en colaboracion con todos los interesados (maestros, padres, personal, estudiantes).	80.4%	12.5%	6.5%
26. Estoy satisfecho con el nivel de colaboracion que existe entre los interesados.	61.9%	23.8%	13.7%

WASC 19461

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

ENCUESTA ANUAL DEL GRADO DE SATISFACCION DE LOS INTERESADOS

ENCUESTA DE LA FACULTAD DE LA ESCUELA, 1995-96

8543 BELMONT SH TOTAL DE LOS QUE CONTESTARON: 168

	DE ACUERDO	EN DESACUERDO	INSEGURO
RESPONSABILIDAD Y CONFIANZA DE LOS INTERESADOS			
27. En general, estoy satisfecho con los esfuerzos de los siguientes interesados para mejorar el nivel de rendimiento academico:			
a. Los alumnos de la escuela.	58.9%	35.7%	5.6%
b. Los padres de alumnos de la escuela.	53.0%	38.1%	7.7%
c. Los maestros de la escuela.	76.8%	16.7%	4.8%
d. El personal de apoyo de la escuela (administrativos, paraprofesionales, de cafeteria, de limpieza y seguridad).	75.6%	14.9%	9.5%
e. El/la director/a de la escuela.	83.3%	8.9%	5.4%
f. Oficina del lider de la agrupacion escolar (cluster).	62.5%	12.5%	25.0%
g. Las oficinas centrales.	47.0%	24.4%	28.6%
h. El superintendente de escuelas.	43.5%	29.2%	27.4%
i. La Junta de Educacion.	38.7%	35.7%	25.6%
SATISFACCION EN GENERAL			
28. En general, estoy satisfecho con nuestra escuela.	64.9%	26.2%	8.9%

WASC 19462

Student Interview

Please indicate the frequency you experience the following learning opportunities, circle the best answer:

1. How often are you given difficult but interesting problems for which there are often many possible answers?

A) often B) sometimes C) hardly ever D) never E) Not Applicable

2. How often do you research in the library and elsewhere with other students?

A) often B) sometimes C) hardly ever D) never E) Not Applicable

3. Are the resources, such as books and other materials at your school, adequate for your research projects and other activities?

A) often B) sometimes C) hardly ever D) never E) Not Applicable

4. How often do you talk about what you have just read with a group of students in your class?

A) often B) sometimes C) hardly ever D) never E) Not Applicable

5. How often do you give an oral report in front of your class?

A) often B) sometimes C) hardly ever D) never E) Not Applicable

6. How often do you keep a portfolio in class?

A) often B) sometimes C) hardly ever D) never E) Not Applicable

7. How often do you have homework in an English class?

A) 5 days B) 4 days C) 3 days D) 1 - 2 days E) never

8. How often do you have homework in a Science class?

A) 5 days B) 4 days C) 3 days D) 1 - 2 days E) never

9. How often do you have homework in a Math class?

A) 5 days B) 4 days C) 3 days D) 1 - 2 days E) never

10. How often do you have homework in a Social Studies (History, Government, Economics) class?

A) 5 days B) 4 days C) 3 days D) 1 - 2 days E) never

11. How often do you have hands-on activities in the class (not paper/pencil)?

A) often B) sometimes C) hardly ever D) never E) Not Applicable

12. Are you ever involved in a project, an assignment to supplement your regular class/homework?

A) yes B) no (if no skip to question 14)

13. When you are assigned a project, how often does the teacher give you a rubric (an example of what a good paper or project would be like)?

A) often B) sometimes C) hardly ever D) never E) Not Applicable

14. When you're doing well in class, how often does your teacher talk to your parents?

A) often B) sometimes C) hardly ever D) never E) Not Applicable

15. When you're doing poorly in class , how often does your teacher talk to your parents?

A) often B) sometimes C) hardly ever D) never E) Not Applicable

16. How often do you have a person other than your teacher speak to the class about something you are studying?

A) often B) sometimes C) hardly ever D) never E) Not Applicable

17. When you don't understand your assignment, how often does your teacher know that?

A) often B) sometimes C) hardly ever D) never E) Not Applicable

18. Are you aware that there is a tutoring program at Belmont? A) yes B) no

19. How often do you go before or after school to receive tutoring?

A) often B) sometimes C) hardly ever D) never E) Not Applicable

20. Do you believe what you are learning in school will help you in your future?

A) often B) sometimes C) hardly ever D) never E) Not Applicable

+20 RESPONSES

Student Interview

Please indicate the frequency you experience the following learning opportunities, circle the best answer:

1. How often are you given difficult but interesting problems for which there are often many possible answers?
   169 (24%) A) often, 387 (54%) B) sometimes, 103 (14%) C) hardly ever, 37 (5%) D) never, 33 (4%) E) Not Applicable
2. How often do you research in the library and elsewhere with other students?
   94 (13%) A) often, 290 (40%) B) sometimes, 175 (24%) C) hardly ever, 133 (18%) D) never, 29 (4%) E) Not Applicable
3. Are the resources, such as books and other materials at your school, adequate for your research projects and other activities?
   177 (25%) A) often, 324 (45%) B) sometimes, 124 (17%) C) hardly ever, 60 (8%) D) never, 38 (5%) E) Not Applicable
4. How often do you talk about what you have just read with a group of students in your class?
   247 (34%) A) often, 237 (33%) B) sometimes, 152 (21%) C) hardly ever, 68 (9%) D) never, 14 (2%) E) Not Applicable
5. How often do you give an oral report in front of your class?
   104 (14%) A) often, 298 (41%) B) sometimes, 182 (25%) C) hardly ever, 85 (12%) D) never, 23 (3%) E) Not Applicable
6. How often do you keep a portfolio in class?
   232 (32%) A) often, 223 (31%) B) sometimes, 140 (19%) C) hardly ever, 96 (13%) D) never, 28 (4%) E) Not Applicable
7. How often do you have homework in an English class?
   272 (38%) A) 5 days, 179 (25%) B) 4 days, 141 (20%) C) 3 days, 113 (16%) D) 1 - 2 days, 19 (3%) E) never
8. How often do you have homework in a Science class?
   174 (25%) A) 5 days, 156 (22%) B) 4 days, 127 (18%) C) 3 days, 125 (18%) D) 1 - 2 days, 115 (16%) E) never = 6 [illegible]
9. How often do you have homework in a Math class?
   413 (57%) A) 5 days, 118 (16%) B) 4 days, 74 (10%) C) 3 days, 36 (5%) D) 1 - 2 days, 58 (8%) E) never = [illegible]
10. How often do you have homework in a Social Studies (History, Government, Economics) class?
    158 (22%) A) 5 days, 166 (24%) B) 4 days, 149 (21%) C) 3 days, 95 (14%) D) 1 - 2 days, 134 (19%) E) never = [illegible]
11. How often do you have hands-on activities in the class (not paper/pencil)?
    106 (15%) A) often, 269 (37%) B) sometimes, 175 (24%) C) hardly ever, 112 (16%) D) never, 56 (8%) E) Not Applicable
12. Are you ever involved in a project, an assignment to supplement your regular class/homework?
    431 (60%) A) yes, 212 (29%) B) no (if no skip to question 14) (C) 24 D) 17 E) 4)
13. When you are assigned a project, how often does the teacher give you a rubric (an example of what a good paper or project would be like)?
    230 (32%) A) often, 238 (33%) B) sometimes, 96 (13%) C) hardly ever, 46 (6%) D) never, 18 (2%) E) Not Applicable (6 [illegible])
14. When you're doing well in class, how often does your teacher talk to your parents?
    36 (5%) A) often, 74 (10%) B) sometimes, 111 (15%) C) hardly ever, 395 (55%) D) never, 84 (12%) E) Not Applicable
15. When you're doing poorly in class , how often does your teacher talk to your parents?
    101 (14%) A) often, 119 (16%) B) sometimes, 113 (16%) C) hardly ever, 235 (33%) D) never, 129 (18%) E) Not Applicable
16. How often do you have a person other than your teacher speak to the class about something you are studying?
    62 (9%) A) often, 208 (29%) B) sometimes, 205 (28%) C) hardly ever, 195 (27%) D) never, 28 (4%) E) Not Applicable
17. When you don't understand your assignment, how often does your teacher know that?
    177 (25%) A) often, 275 (38%) B) sometimes, 144 (20%) C) hardly ever, 97 (16%) D) never, 15 (2%) E) Not Applicable
18. Are you aware that there is a tutoring program at Belmont?
    468 (65%) A) yes, 207 (29%) B) no (C) 19 D) 22 E) 4)
19. How often do you go before or after school to receive tutoring?
    41 (6%) A) often, 83 (12%) B) sometimes, 81 (11%) C) hardly ever, 436 (61%) D) never, 78 (11%) E) Not Applicable
20. Do you believe what you are learning in school will help you in your future?
    410 (57%) A) often, 219 (30%) B) sometimes, 44 (6%) C) hardly ever, 24 (3%) D) never, 18 (2%) E) Not Applicable

WASC 19464

TEACHER EVALUATION FORM

Dear Students,

This is an evaluation form that the faculty has created.

As part of the Accreditation process, now in progress, we are asking you to read it and respond to its questions. This is a formal opportunity for you to share your perceptions and opinions. Please be serious and honest in your responses.

Keep in mind that you are answering questions that pertain to the class you are in now.

Please bubble in your answers on the Scantron answer sheet your teacher has given you. DO NOT PUT YOUR NAME ON THE SCANTRON. DO NOT PUT YOUR TEACHER'S NAME ON THE SCANTRON. This survey is strictly anonymous. When you have finished, please return your answers and this sheet to your teacher. Thank you.

INSTRUCTIONS: Select the answer you consider most appropriate and bubble in the corresponding space on the answer sheet.

1. The teacher is on time to class. A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

2. The teacher clearly explained the course requirements and grading system. A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

3. The teacher cares about his/her students. A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

4. The teacher demonstrates knowledge of the subject matter. A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

5. The teacher shows enthusiasm and interest in the course. A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

6. The teacher is organized and prepared for class each day. A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

7. The teacher explains the subject matter clearly. A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

8. The teacher uses a variety of teaching methods (i.e. class discussion, group work, projects.) A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

9. The teacher assigns regular and appropriate homework. A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

10. The teacher checks and responds to homework assignments. A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

11. The teacher administers tests, quizzes, essays, and projects which reflect the material covered in class. A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

12. The teacher returns all written work in a timely manner. A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

13. The teacher provides extra help when it is needed (i.e. schedules appointments to meet individually with students who need or request them). A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

14. The teacher is sensitive to the responses of the students. A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

15. The teacher has a clear and fair grading policy. A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

16. The teacher has a system so students may review or check their grades (e.g. posted grades or conferencing) A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

17. The teacher is rarely absent. A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

18. The teacher dresses in a professional manner. A (**strongly agree**), B (**agree**), C (**disagree**), D (**strongly disagree**), or E (**does not apply**)

19. Was the ***amount*** of work required in this class A. **excessive**, B. **more than average**, C. **average**, D. **less than average**, E **too little**?

20. How would you rate this teacher's overall teaching ability? A. **excellent**, B. **very good** C. **average** D. **below average** E. **poor**

Results Student Survey TEACHER EVALUATION FORM*

Percentage of students responding listed for each answer.

ORIGINAL INSTRUCTIONS:
Dear Students,

This is an evaluation form that the faculty has created.
As part of thejAccreditation process now in progress, we are asking you to read it and respond to its questions. This is a formal opportunity for you to share your perceptions and opinions. Please be serious and honest in your responses. Keep in mind that you are answering questions that pertain to the class you are in now.

Please bubble in your answers on the Scantron answer sheet your teacher has given you. Do not put your name on the Scantron. Do not put your teacher's name on the scantron. This survey is strictly anonymous. When you have finished, please return your answers and this sheet to your teacher. Thank youj.

Select the answer you consider most appropriate and bubble in the corresponding space on the answer sheet.

1. The teacher is on time to class. A (strongly agree) **53%**, B (agree) **36%**, C (disagree) **6%**, D (strongly disagree) **4%**, or E (does not apply) **2%**.

2. The teacher clearly explained the course requirements and grading system. A (strongly agree) **39%**, B (agree) **43%**, C (disagree) **11%**, D (strongly disagree) **5%**, or E (does not apply) **3%**

3. The teacher cares about his/her students. A (strongly agree) **36%**, B (agree) **43%**, C (disagree) **11%**, D (strongly disagree) **6%**, or E (does not apply) **6%**.

4. The teacher demonstrates knowledge of the subject matter. A (strongly agree) **44%**, B (agree) **42%**, C (disagree) **8%**, D (strongly disagree) **3%**, or E (does not apply) **2%**.

5. The teacher shows enthusiasm and interest in the course. A (strongly agree) **42%**, B (agree) **40%**, C (disagree) **10%**, D (strongly disagree) **5%**, or E (does not apply) **2%**.

6. The teacher is organized and prepared for class each day. A (strongly agree) **44%**, B (agree) **40%**, C (disagree) **9%**, D (strongly disagree) **4%**, or E (does not apply) **2%**.

7. The teacher explains the subject matter clearly. A (strongly agree) **38%**, B (agree) **42%**, C (disagree) **11%**, D (strongly disagree) **6%**, or E (does not apply) **2%**.

8. The teacher uses a variety of teaching methods (i.e. class discussion, group work, projects.) A (strongly agree) **37%**, B (agree) **39%**, C (disagree) **13%**, D (strongly disagree) **6%**, or E (does not apply) **5%**.

9. The teacher assigns regular and appropriate homework. A (strongly agree) **35%**, B (agree) **37%**, C (disagree) **10%**, D (strongly disagree) **5%**, or E (does not apply) **12%**.

10. The teacher checks and responds to homework assignments. A (strongly agree) **40%**, B (agree) **36%**, C (disagree) **8%**, D (strongly disagree) **4%**, or E (does not apply) **12%**.

*Teacher Evaluation Form. Students were surveyed in all period 2 and 3 classes. Most students were surveyed twice. All teachers should have been evaluated at least once. Total student responses: 4,356.

Results Student Survey TEACHER EVALUATION FORM*

Percentage of students responding listed for each answer.

11. The teacher administers tests, quizzes, essays, and projects which reflect the material covered in class. A (strongly agree) **45%**, B (agree)**38%**, C (disagree) **8%**, D (strongly disagree) **5%**, or E (does not apply) **6%**

12. The teacher returns all written work in a timely manner. A (strongly agree) **32%**, B (agree) **40%**, C (disagree) **14%**, D (strongly disagree) **6%**, or E (does not apply) **8%**

13. The teacher provides extra help when it is needed (i.e. schedules appointments to meet individually with students who need or request them). A (strongly agree) **36%**, B (agree) **38%**, C (disagree) **12%**, D (strongly disagree) **8%**, or E (does not apply) **5%**

14. The teacher is sensitive to the responses of the students. A (strongly agree) **31%**, B (agree) **42%**, C (disagree) **14%**, D (strongly disagree) **8%**, or E (does not apply) **4%**

15. The teacher has a clear and fair grading policy. A (strongly agree) **39%**, B (agree) **40%**, C (disagree) **10%**, D (strongly disagree) **7%**, or E (does not apply) **3%**.

16. The teacher has a system so students may review or check their grades (e.g. posted grades or conferencing) A (strongly agree) **29%** B (agree) **35%** . C (disagree) **17%**, D (strongly disagree) **9%**, or E (does not apply) **7%**.

17. The teacher is rarely absent. A (strongly agree) **43%**, B (agree) **32%**, C (disagree) **11%**, D (strongly disagree) **8%**, or E (does not apply) **4%**

18. The teacher dresses in a professional manner. A (strongly agree) **36%**, B (agree) **39%**, C (disagree) **10%**, D (strongly disagree) **7%**, or E (does not apply) **5%**

19. Was the ***amount*** of work required in this class A. excessive **25%**, B. more than average **30%**, C. average **34%**, D. less than average **4%**, E too little **5%**?

20. How would you rate this teacher's overall teaching ability? A. excellent **42%**, B. very good **33%**, C. average **15%**, D. below average **4%**, E. poor **6%**.

*Teacher Evaluation Form. Students were surveyed in all period 2 and 3 classes. Most students were surveyed twice. All teachers should have been evaluated at least once. Total student responses: 4,356.

SUPERINTENDENT'S CALL TO ACTION FOR IMPROVING STUDENT ACHIEVEMENT 1995-2000

Student Achievement

GOALS	TARGET
Establish districtwide learning standards in order to measure achievement in grades 3, 7, 9 and 12 in language arts, math, science and history/social science.	June 30, 1996
This year's pre-K and K students will meet district reading standards by the end of the third grade.	June 1999
All schools will establish target goals for next five years.	Begin 1995-96
Students in targeted grades within elementary, middle and senior highs schools will meet or exceed the national average in reading, language, math, science, history/social science.	Within five years
80% of LEP students in this year's grades 6 and 9 will move into all-English instruction.	Within three years
95% of LEP students in this year's grade 1 will move into all-English instruction by the end of grade 5.	Within five years
Increase actual student attendance to at least 95%.	Within five years
Every high school student will be enrolled annually in four or more a-f requirements (college preparatory courses).	Within five years
Increase Advance Placement (AP) enrollment by 25%. Increase by 25% students taking AP exams. Meet or exceed national average of students receiving scores 3, 4 and 5 on AP exams.	Within five years
All K-12 students will be enrolled in a comprehensive mathematics program, including algebra or college preparatory mathematics at the middle school level.	Within five years
All K-12 students will be enrolled in a comprehensive science program, with all secondary students enrolled in two laboratory science courses.	Within five years
All students will be expected to graduate from high school.	Within five years
All students will graduate with an individual career portfolio	June 30, 1996
High schools will track their graduates and also improve transition rates from school to post-secondary education or employment.	June 30, 1996

Student Achievement (Cont'd)

GOALS	TARGET
All remedial courses for 9th-grade students will be eliminated.	July 1, 1996
All remedial courses for 10th- through 12th grade students will be eliminated. Alternative strategies will be developed.	By 2000
Superintendent will present districtwide plan regarding professional development for all employees.	June 30, 1996
Superintendent will present recommendations to the Board of Education regarding increased graduation requirements.	June 30, 1996
Golden State exams phased in & administered to 10 percent of secondary students.	Jan. 1, 1996
Exact percentage of students to take proposed pilot test determined.	Jan. 1, 1996
Target goal for the California State Proficiency Examination of students determined.	Jan. 1, 1996
All racial, ethnic and language groups, as well as male and female students, shall meet the Call To Action goals.	Begin 1995-96

Performance Benchmarks/Accountability

GOALS	TARGET
Evaluate senior management based on performance, consistent with level of accountability applied to Superintendent by Board, with clear consequences for poor performance.	June (each year)
Progress report on new frameworks for employee evaluation.	April 1, 1996
With bargaining units, establish system to intervene in schools that fail to meet standards and performance.	April 1, 1996
Cluster leaders held accountable for evaluating principals, using the Annual Progress Report composite.	During 1995-96
Evaluate principals and cluster leaders on parent involvement satisfaction, per LEARN and Cluster Leader Satisfaction Surveys.	June 30, 1996
95% of staff and parents will indicate satisfaction with central offices, per LEARN Satisfaction Survey.	Within five years

LEARN Four-Year Plan

GOALS	TARGET
Distribute time task strategic "planner" to all non-LEARN schools, which is to be used to submit timeline and strategies schools will follow to implement LEARN principles.	Nov. 11, 1995
Transfer to cluster leaders accountability for support and implementation of LEARN principles and practices within their clusters.	Begin 1995-96

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LEARN (Cont'd)

GOALS	TARGET
Expand LEARN Satisfaction Survey to all Pre K-12 schools and children's centers.	March 1996
Pilot District Comprehensive Assessment System in LEARN schools.	1996-97
Expand implementation of Per Pupil Budget Allocation System to all Pre K-12 schools and children's centers. • allocate at least 80% of general revenue funds to schools based on ADA. • hold schools accountable for operating within pupil allocation. • schools to manage resources within bargaining unit agreements, district policies and state laws. • all school on-line with Integrated Financial System for purchasing as they become LEARN schools.	June 30, 1998
Accelerate pace of new LEARN schools and "school families." Focus on Goals 2000 schools for Phase 4 implementation:	
Add 100 LEARN schools and 16 LEARN school families.	1996-97
Add 100 LEARN schools and 32 LEARN school families.	1997-98
Add remaining Pre K-12 schools to LEARN and 49 LEARN school families.	1998-99
Identify "Families of Schools" eligible for 1995-96 Los Angeles Annenberg Metropolitan Project (LAMP) family grants.	Dec. 1, 1995
Superintendent presents Memorandum of Understanding for district participation in LAMP Challenge Grant.	Nov. 30, 1995
Present to Board 1995-96 Evaluation Training Institute (ETI) report on LEARN implementation.	April 30, 1996
ETI evaluation expanded to central offices.	During 1996-97

Student Health and Human Services

GOALS	TARGET
All high school complexes will establish Resource Coordinating Councils, to identify major barriers to student achievement and to determine how to provide health and human services to students. Approximately 15 complexes per year will establish the councils, beginning this year.	June 30, 1999
Each high school complex will establish a family resource center.	June 30, 1999
Coordinated services model will improve student attendance, student and mental health and family functioning.	By 2000

School Safety and Intergroup Relations

GOALS	TARGET
Reduce school related crimes in all categories by 5% or more.	June 30, 1996
95% of all parents and staff will indicate their schools are safe, per LEARN Satisfaction Survey.	Within five years
Identify and report on programs and initiatives implemented in 1995-96 which followed Educating for Diversity policies.	June 30, 1996
Office of Intergroup Relations will report on hate crimes and bias motivated incidents during 1995-96. Information to be used as baseline data for strategies to reduce such incidents in 1996-97.	August 31, 1996

Parent Involvement

GOALS	TARGET
All schools will have written frameworks and provisions for parent involvement, covering (but not limited to): • Strategies to help parents support and reinforce student learning at home. • Techniques for effective parenting skills. • Access to community support services. • Clear, two-way communications between school and family as to school programs, achievement standards, students' progress. • Parental involvement in instructional and support roles at schools. • Parental involvement as decision makers and equal partners in governance, advisory and advocacy roles.	June 30, 1997
95% of parents will indicate satisfaction with parent involvement, as indicated on the LEARN Satisfaction Survey, Cluster Leaders' Survey and evaluations.	Within five years
The Parent Community Services Branch will assist schools and families in meeting parent involvement goals by: • Providing incentive programs in support of parent involvement efforts. • Coordinate resources for parent involvement. • Provide access to resources and training which support student learning. • Provide recognition of exemplary parent involvement activities. • Provide resources to support school staff in outreach efforts to parents of diverse cultural and ethnic backgrounds. • Provide support to LEARN with resources to expand parental involvement in school reform • Develop model student-school-parent compacts and encourage development of individual school compacts.	Begin 1995-96
Results of above reported.	June 30, 1996
100 new school parent centers will be established.	June 30, 1996

WASC 19470