# BELL HIGH SCHOOL
# ACCREDITATION REPORT
## 1998-1999

WASC 25050

# BELL HI(

Bell High School
Bell
Self Study 1999

# L ACCREDITATION
## 1998-1999

# Bell High School Accreditation
# Revised Schedule for WASC Visit
# April 11-14, 1999

## Sunday, April 11, 1999

(12:00 noon) - 1:30 — Visiting Committee meet for brunch & to begin group discussion on perceptions of self-study.

2:00 - 3:30 — Meeting with principal, Self-Study Coordinator, and Steering Committee to clarify issues in the self-study & explain the visit. The V.C. & school leaders participate in a reflective discussion of the self-study; school leaders conduct a brief school tour for V.C.

3:30 - 4:30 — Meeting with *Parent/Community Committee.*

4:30 - 5:30 — Meeting with *Student Committee.*

5:45 — Meeting of V.C. to receive instructions from the chair, organize the work of the committee & examine supplementary materials.

## Monday, April 12, 1999

7:30 - 12:00 — Gathering Evidence: class/program observations, interviews, examination of student work.

7:30 - 9:36 — Meeting with *Vision, Leadership & Culture* Focus Group (Total V.C. or reps).

12:00 - 1:00 — Lunch in school cafeteria. Talk informally with students & staff.

1:08 - 2:00 — Gathering Evidence, class visits.

2:00 - 3:30 — Meeting with *Curricular Paths* (V.C. or reps).

3:30 - 5:00 — Meeting with *Powerful Teaching & Learning* (V.C. or reps).

5:15 — Dinner, discussion of findings and work on written summary. (V.C. alone).

## Tuesday, April 13, 1999

| | |
|---|---|
| 7:30 - 8:30 | Meeting with *Support Committee* (Total V.C. or reps). |
| 8:36 - 9:36 | Gathering Evidence, class visits. |
| 9:42 - 11:20 | Meeting with *Assessment & Accountability* (V.C. or reps). |
| 11:20 - 12:26 | Committee Work & lunch. |
| 12:26 - 1:08 | Informal contact with students & staff. |
| 1:08 - 2:40 | Meeting with *Support for Student Personal & Academic Growth* Focus Group (V.C. or reps). <br><br> Gathering Evidence, class visits. |
| 2:00 - 3:00 | District meeting at school site (V.C.chair and reps). |
| 3:15 - 5:00 | Meeting with *Discipline Committees* (Tentative). |
| 5:30 | Dinner & V.C. works on draft of its report (V.C. alone). |

## Wednesday, April 14, 1999

| | |
|---|---|
| 7:30 - 8:30 | Meeting with *Steering Committee* (Tentative). |
| 8:30 - 11:00 | Completion of draft report, contacting school staff as needed. |
| 11:15 - 1:06 | Meeting with *Steering Committee* & others invited by school to discuss/clarify findings of visit & V.C. Report. |
| 1:06 - 2:30 | Closure on issues raised in the earlier session discussing the draft V.C. Report. The V.C. may revise the report as a result of this meeting. V.C. members complete the final draft of the V.C. Report. |
| 3:15 | Report to staff/parents, etc. |

# BELL HIGH SCHOOL

# FOCUS ON LEARNING

## ACCREDITATION REPORT
## 1998-1999

### Administration
Melquiades Mares, Jr. - Principal
Antonio Solorzano, Jr. - Assistant Principal
Sandra J. Seegren - Assistant Principal
Kay Ward - Assistant Principal, Secondary Counseling Services
Rolf Janssen - Assistant Principal, Student Services
Scott Braxton - Assistant Principal, Student Services

### Accreditation Report

| | |
|---|---|
| Self-Study Coordinator | Nancy N. Brown |
| Administrator | Sandra J. Seegren |
| Clerical Support | Charlene Roche |
| Clerical Assistance | Margie Jimenez |
| Technical Assistance | Roman Hryniszak |
| Art | Mike Harp |

### LAUSD Administration
Dr. Richard Vladovic - Assistant Superintendent of Instruction
Robert Collins – Director of Instruction
Jorge Garcia – Cluster Administrator, Cluster 22

Los Angeles Unified School District
Bell High School
4328 Bell Avenue
Bell, California   90201

WASC 25054

This Accreditation Report has truly been a cooperative venture in which the certificated and classified staff, parents, students, and the community have contributed to the final product. Sincere gratitude goes to each and every person for his/her effort and support.

Bell High School has a dedicated and supportive school community. This dedication enabled us to ensure that this self-study was thorough and complete. This process has helped us to review our instructional program and to search for ways with which to assist our students to succeed.

We believe that positive changes that impact on student achievement will occur as a result of this process. Special thanks go to the following individuals who gave so much energy and creative thought to ensure a valid self-study of Bell High School:

- Maurice Shaw - Visiting Chairperson who was always kind and generous with his support and suggestions.

- Sandy Seegren - Assistant Principal, for giving so much time and heart.

- Nancy Brown - Accreditation Coordinator, who was dedicated to bringing this project to fruition.

- Bell Faculty and Staff - for all their hard work.

- Students and Parents - who provided us with data and feedback.

- The Steering Committee - who helped take everyone's ideas and put them into the appropriate words.

Enjoy your visit. There is much to see, in both quality and quantity!

Sincerely,

Melquiades Mares, Jr.
Principal

# Bell High Accreditation
# ACKNOWLEDGEMENTS

I have watched enough award shows to realize how silly it seems when someone tries to thank half of western civilization for his/her accomplishment. Now that I am in that situation, it isn't so silly any more. Anyone who has ever been involved in a project larger than writing a daily lesson plan knows that something like an accreditation report could never succeed without the help of many people in many ways. So, to the best of my ability, I would like to extend my heartfelt gratitude to the following:

...Sandy Seegren, who corrected, rearranged, smiled, corrected, rearranged – but always laughed *with* me,

...Mel Mares and the rest of the administration who gave me the time, technical and personal support to get the job done,

...the Steering Committee who understood that if we didn't pull together, we'd sink,

...my friends, who graciously realized the price of friendship was being asked to "volunteer",

...mis niños, my students, who were so wonderful about working on the Student Committee – even when everyone else was sleeping late,

...Charlene Roche, Connie Fernandez, Dee Picazzo, Freder Pastora, Margie Jimenez and Evelyn Aguirre, without whom the school would grind to a halt,

...Nancy Kodama, Tom Campbell and Pam Williams for work "above and beyond",

...Mike Harp, whose magnificent, original art is a treasure by itself,

...Justo Zeledon, who helped make the art "colorful",

...Jennifer Torres, my service worker, who ran every errand, remembered things I forgot, and generally kept me sane,

...Frank Calderon, who demonstrated great patience and the wonders he can work in the print shop and who, along with German Antillon (my service worker), created the ESLR posters,

...Ray Calderon who created beautiful maps and charts even though he was rushed,

...Pat Pangan and Vera Berekoff – the ladies in the Xerox room who never turned me down when I needed things five minutes ago,

...Joseph Garcia, who worked in the Xerox room and, no matter what I gave him, or when, always responded with a smile and, "It shall be done!",

...Gerardo and Ivan Mendieta for their excellent Spanish translations,

...Roman Hrynizask, who's *still* trying to teach me to use consistent formatting,

...so many other faculty and staff who rescued me, thanked me (even while saying this was a thankless job), offered more help (honest), and made the job more doable and the responsibility less difficult,

...I'd like to dedicate this report to my parents, May and Bill Brown, for their lifelong support of, and belief in, education.

As of this writing, there is no way to tell what the result of the Accreditation and the WASC Committee visit will be. However, organizing, sharing, discussing, writing and reviewing the Self-Study with the staff has already been a success. Thank you isn't enough, but it is sincere.

Nancy N. Brown
Accreditation Coordinator

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# Chapter III – Progress Report

# Chapter IV – Self-Study Reports

# Chapter V – Schoolwide Action Plan

# Appendix

General Information

WASC 25061

# Bell High School Accreditation

## Western Association of Schools and Colleges
# VISITING COMMITTEE
### April 11-14, 1999

**Mr. Maurice R. Shaw**
Director, Development of Facilities
Coronado Unified School District
555 D Avenue
Coronado, CA 92118

**Ms. Maria S. Barron**
Principal
Victor Valley High School
16500 Mojave Drive
Victorville, CA 92392

**Mr. Scott K. Mangrum**
Assistant Principal, Instruction
Alhambra High School
101 S. Second Street
Alhambra, CA 91801

**Mr. David Chavira**
Library Media Teacher
Centennial High School
1820 Rimpau Avenue
Corona, CA 91719

**Mr. Dan Salcedo**
Principal
Santa Ana High School
520 W. Walnut
Santa Ana, CA 92701

**Ms. Gayle Dare**
Teacher
Marshall Fundamental Secondary School
990 N. Allen Avenue
Pasadena, CA 91104

**Mr. Charles T. Salter**
Assistant Principal
Juan R. Cabrillo High School
2001 Santa Fe Avenue
Long Beach, CA 90810

**Ms. Rachel Quizon**
Student
Whitney High School
11634 Chesterton Street
Norwalk, CA 90650

# STEERING COMMITTEE
## 1998-1999

### Vision, Leadership and Culture

| | |
|---|---|
| Edward Gallegos | Teacher, Vocational Education (A) |
| Nancy Krusbe | Counselor, (A Track) |
| Michael Goldberg | Teacher, Computer Production (C) |
| Jean Woodrow | Teacher, English (C) |
| Glenda Wright | Teacher, English (B) |
| Melquiades Mares, Jr. | Principal |
| Antonio Solorzano, Jr. | Ass't. Principal |

### Curricular Paths

| | |
|---|---|
| Martha Valencia | Teacher, Foreign Language (A) |
| Larry Stone | Title I Coordinator |
| Bonnie Goldberg | Teacher, Photography (C) |
| John Reichert | Teacher, Social Studies (C) |
| Sandra J. Seegren | Ass't Principal |

### Powerful Teaching and Learning

| | |
|---|---|
| Tom Campbell | Digital High School Coordinator |
| Mike Harp | Teacher, Art (B) |
| Jan Biby | Teacher, English (C) |
| Richard Gurrola | Teacher, Mathematics (C) |
| Scott Braxton | Ass't. Principal |

### Support for Student Academic and Personal Growth

| | |
|---|---|
| Doug Swaim | Dean, A Track |
| Pamela Williams | Teacher, Science (A) |
| Timi Pickard | Teacher, Physical Education (B) |
| Mario Caldevilla | Teacher, Social Studies (C) |
| January King | Teacher, English (C) |
| Perry DiMassa | Teacher Educational Planning (C) |
| Kay Ward | Ass't Principal |

### Assessment and Accountability

| | |
|---|---|
| William Albano | Bilingual/EL Coordinator |
| Sue Kamiyama | Athletic Director |
| Nancy Kodama | Counselor, C Track |
| Sylvia Cervantes-Wagner | Teacher, Special Education |
| Rolf Janssen | Ass't Principal |

# ADMINISTRATIVE AND SUPPORT STAFF

| | |
|---|---|
| Melquiades Mares, Jr. | Principal |
| Charlene Roche | Administrative Assistant |
| Antonio Solorzano, Jr. | Assistant Principal |
| Sandra J. Seegren | Assistant Principal |
| Kay Ward | Assistant Principal, Secondary Counseling Services |
| Rolf Janssen | Assistant Principal,Secondary Student Services |
| Scott Braxton | Assistant Principal, Secondary Student Services |
| Doug Swaim | A Track Dean |
| Henry Santiago | B Track Dean |
| Jan Spurlock | C Track Dean |
| Otto Hernandez | A Track Counselor |
| Joan King | A Track Counselor |
| Nancy Krusbe | A Track Counselor |
| Tom Albertson | B Track Counselor |
| Gloria Ballard | B Track Counselor |
| Omar Linares | B Track Counselor |
| Nancy Kodama | C Track Counselor |
| William Welbourn | C Track Counselor |
| Anne Woodson | C Track Counselor |
| Chris Sloman | Title I Counselor |
| Karl Turner | Perkins Program Counselor |
| Salvador Velasco | SIS Coordinator |
| Anthony Therrattil | PSA Counselor |
| Gloria Granados | Psychiatric Social Worker |
| Harvey Von Stuck | Psychologist |
| Tony Reveles | College Center |
| Mimi Case | Career Center |
| Dorothy Owen | Librarian |
| Larry Stone | Title I Coordinator |
| William Albano | Bilingual/EL Coordinator |
| Tom Campbell | Digital High School Coordinator |
| Sue Kamiyama | Athletic Director |
| Ron Weightman | MacLab Coordinator |
| Andy Garcia | Healthy Start Coordinator |
| Rod Polte | Teenage Pregnancy Prevention Program |
| Elysa MacGegor | School Nurse |
| Lorraine Tibbets | Financial Manager |
| Dorothy Burnett | Plant Manager |
| Dartanion Catherill | Cafeteria Manager |

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# BELL FACULTY
## By Department and Track

| <u>A</u> | <u>B</u> | <u>C</u> |
|---|---|---|

## ART/MUSIC

| | | |
|---|---|---|
| Aileen Kozaki· | **Mike Harp** (Art) | Ligia Chaves-Rasas |
| Ron Walcott | **Jay Rogers** (Music) | Bonnie Goldberg |
| | Inez Reyes | |

## BILINGUAL/EL

| | | |
|---|---|---|
| Monte Andrews | | Kathleen McGuire· |
| Larry Herring | | Ivan Mendieta |
| **Cecile Johantgen** | | |

## DRIVER EDUCATION

| | | |
|---|---|---|
| Edwin Adams | Edwin Adams | Edwin Adams |

## EDUCATION AND CAREER PLANNING

| | | |
|---|---|---|
| Perry DiMassa | Perry DiMassa | Perry DiMassa |

## ENGLISH

| | | |
|---|---|---|
| Ron Conover | Diana Carbonara | Tom Atteridge |
| Carol Dufauchard | Deborah Carroll | Sandra Avila |
| Lucila Dypiangco | Richard Chur | Jesse Becerra* |
| Carolyn Hong | Kevin V. Dana | Jan Biby |
| Justin Howard | Angie Gomez | Brian Defer |
| Lucia Lowe | John Harley | Megan Falls |
| Sam McClintic | Jeff Jones | Kyle Fukumoto |
| Ed Murphy | Amy Larson | Cheryl Gillman |
| Georgia Paschalidis | Kathy Moore* | Karyn Grewer |
| Stephen Sato* | **Glenda Wright** | January King |
| Rosa Trujillo | Ken Wright | Jana Thompson |
| Dan Yamada | | Vincent Villalvazo |
| | | Jean Woodrow· |

# FOREIGN LANGUAGE

Sonia Fundukian
Tim Mathos·
Melesio Picasso
Martha Valencia

Darius Adle
Ruben Martinez
Dulce Scavone
Rosalba Velasquez
Sylvia Wagensberg

Petra Galarza
**Javier Narvaez**
Angelica Miranda
Salvador Ramirez

# HEALTH

Mary Ann Jackson·
William Sune

**Laura Van Dellen**

Sam Houston

# MATHEMATICS

John Bruno
Rocio Fernandez
Stuart Moeller
James Pruitt
Dan Somoano
Bruce Wagner
Howard Yaffe
William Zalewski

David Ayala
Jesus Contreras
Robert Cortez
Cecille Crunelle
Steve Emdee
Timothy Kim
Douglas McMonigle
Jose Robles
**Joel Tepper**

Ernesto Golan
Blanca Gurrola
Richard Gurrola·
Gerardo Mendieta
Chris Mucke
Michiye Rodgers
Stewart Seradsky*
Maria Talavera

# MISCELLANEOUS

John Bruno (Leadership)

Robin Jensen
  (Decathlon)
Laurel Solon
  (Teen Living Skills)
James Kato
  (Yearbook)

# PHYSICAL EDUCATION

Denise Barber
Sue Kamiyama
Robert Moroney
Al Palmer

Norma Escobedo·
Randy Kiehm
Eric Klein
Timi Pickard

**Dan Barton**
Sallie Kane
Ray Rodriguez
David Shemwell
Laurel Solon

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# SCIENCE

Constantin Brancov
Aurora Del Villar
**Lisa Minkin**
James Santilena
Pamela Williams
Charlotte Zaremba*

Ralph Benavente
Edward Cantu
Sun Choi
Matthew Moreno
Rosmery Tajiboy
William Thompson

David Arnold
Cesar Cazares
James Kato
James Lowe •
Robert Martinez

# SOCIAL STUDIES

Hugh Epton
Andrea Flores
Mike Keating
Robert McIntyre
William Rhyne
Mike Tarango

Andrew Ivanov
Jose Mercado
Alfred Paltus
Sara Quezada
Miguel Vazquez
Ron Vrooman
John Reichert
Bart Weissman

Ernest Aguirre
Mario Caldevilla
David Freedman
Robin Jensen
**Jim Lange**
Ralph Oronoz

# SPECIAL EDUCATION – CBI

Christina Domingo

# SPECIAL EDUCATION – ER

William Boonsiriseth

# SPECIAL EDUCATION – RSP

Katina Boyce
**Howard Hernandez** •

Andre DeWitte

Silvia Cervantes-
Wagner

# SPECIAL EDUCATION – SDC, LH, EH

Catherine Corbett
Nidia Diaz
Sheree Iwase

Audra Nauls
Shoan Zeleke

Franklin Jones

# VOCATIONAL EDUCATION

Paul Ashley·

Frank Calderon

Edward Gallegos

**Scott Morris**
  (Computer Production)

**Carol Savant**
  (Business Education)

Tranina Glover

Florence Kelly

Hugh Creamer

**Ray Calderon**
  (Industrial Arts)

Michael Goldberg·

Tina Rodriguez·

Names in bold print are department chairs
· marks Ass't. Chairs (necessary because department chair will be off-track 1/3 of time).
* Denotes teachers who began after January, 1999 and have not met with a Focus Group.

# ADDITIONAL STAFF

## CAFETERIA
Mariana Arriola
Sandra Baca
Patricia Barbosa
Samuel Cardenas
Esther Cardonne
Imelda Carranza
Socorro Castro
Dart Cathirell
Lupe Ceballos
Martha Ceballos
Esperanza Cervantes
Maria Diaz
Emeldina Escobar
Margie Esquivel
Lupe Figueroa
Maria Herrera
Esther Hernandez
Susan Jaramillo
Bertha Mendoza
Yolanda Molina
Julia Quinonez
Fatima Pazos
Minerva Racho
Rosa Ramos
Glenda Rayford
Cirila Rivero
Emma Santos
Adela Serratos
Maria Yocupicio

## CAMPUS POLICE
Duane Cabot
Jackie Thompson

## CLERICAL
Rosa Aguilar
Evelyn Aguirre
Rebecca Alvarado
Irene Almanza
Patricia De Leon
Rosario Del Villar-Estrada

Patricia Dembinsky
Aracely Diaz
Cecilia Enright
Connie Fernandez
Karen Goddard
Alma Gutierrez
Margie Jimenez
Isabel Melgoza
Lydia Oliva
Dorlene Picazzo
Frieda Reed
Charlene Roche
Bertha Ruiz
Demetrio Salazar
Lorraine Tibbets
Sandra Valencia

## CUSTODIANS
John Alvarado
Robert Arredondo
Dorothy Burnett
Mike Encinas
Raymond Felton
Jamal Jones
Lurene Lucious
Glenda Peten
Patricia Spicer
Herman Smith
Derrick Upson
Calvin Walker
Edwin Williams

## EDUCATION AIDES
Manuel Aguilar
Sandra Aguilera
Marcia Barajas
Vera Berekoff
Maria Bonilla
Noe Bonilla
Cheryl Brewer
Fran Burton
Juan Camacho

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Raul Chaidez
Blanca Dorado
Sophia Dou
Lucia Espinoza
Griselda Flores
Emma Galvan
Joseph Garcia
Teresa Gomez
Candelario Gonzalez
Margaret Gonzalez
Edward Hernandez
Jerry Kee
Teresa Lopez
Yolanda Macias
Linda Olague
Julio Cesar Paiz
Patricia Pangan
Gregory Phillips
Danika Piceno
Oscar Quintero
Olivia Quintero
Roxanne Quintero
Maria Ramirez
Carmen Rangel
Ana Maria Rojas
Maribel Rojas
Javier Romo
Frances Sanchez
Jose Silonxochitl
Omar Torres
Cecilia Trujillo
Maria Vega
Tawny Villa

## HEALTHY START/TPPP
Sandra Aguilera
Christine Banuelos
Maria Bonilla
Loretta Cousar
Daniel Delgado
Laura Ewing
Pat Lopez
Maryann Varela
Laura Velez-Garcia

## TEACHER ASSISTANTS
Ruben Aguilar
Raquel Aguirre
Teresa Aguirre
Henry Almengor
Liliana Avalos
Sonia Avitia
Christine Ayala
Christine Banuelos
Tim Brown
Donna Browne
Cecilia Cazares
Emily Del Villar
Daniel Gallardo
Berenice Garcia
Carmen Garcia
Joseph Garcia
Salvador Garcia
Diego Gonzalez
Hector Hernandez
Israel Hernandez
Ivania Hernandez
Roman Hryniszak
Endy Lopez
Guisela Lopez
Irene Lopez
Armelynda Negrete
Hector Nevarez
Freder Pastora
Esperanza Perez
Phillip Prado
Oscar Quintero
Daniel Racho
Fabian Ramirez
Maria Reyna
Juan Rosas
Maria Ruiz
Cecilia Trujillo
Tommy Tun
Lisa Van Putten
Sorin Varciag
Julie Vargas
Patricia Vargas

# BELL HIGH SCHOOL
## Bell Schedules
### As of March 31, 1998

## REGULAR BELL SCHEDULE

| | | | | |
|---|---|---|---|---|
| Period 1 | 7:30A.M. | to | 8:30A.M. | (60 minutes) |
| Period 2 | 8:36A.M. | to | 9:36A.M. | (60 minutes) |
| Homeroom | 9:42A.M. | to | 9:55A.M. | (13 minutes) |
| Nutrition | 9:55A.M. | to | 10:15A.M. | (20 minutes) |
| Period 3 | 10:21A.M. | to | 11:21A.M. | (60 minutes) |
| Period 4 | 11:27A.M. | to | 12:27P.M. | (60 minutes) |
| Lunch | 12:27P.M. | to | 1:02P.M. | (35 minutes) |
| Period 5 | 1:08P.M. | to | 2:08P.M. | (60 minutes) |
| Period 6 | 2:14P.M. | to | 3:14P.M. | (60 minutes) |

## SHORTENED DAY BELL SCHEDULE
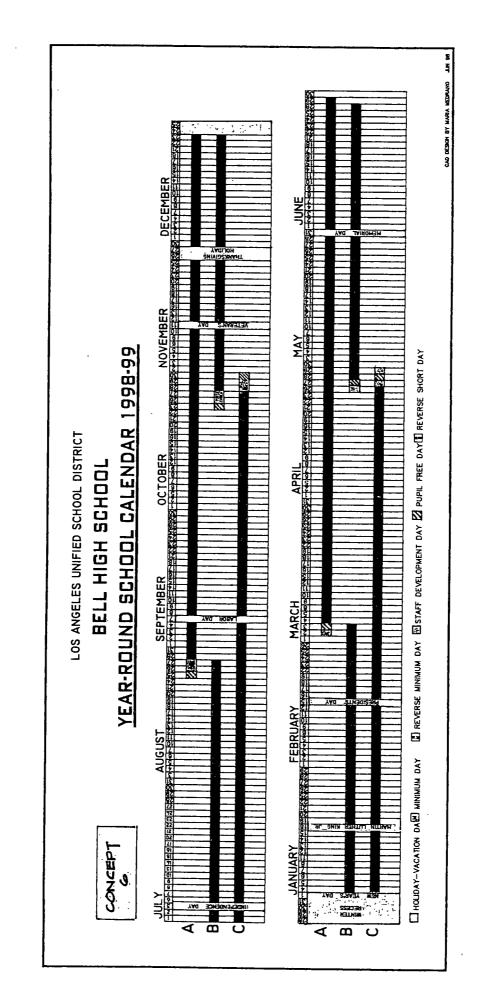
| | | | | |
|---|---|---|---|---|
| Period 1 | 7:30A.M. | to | 8:18A.M. | (48 minutes) |
| Period 2 | 8:24A.M. | to | 9:12A.M. | (48 minutes) |
| Homeroom | 9:18A.M. | to | 9:31A.M. | (13 minutes) |
| Nutrition | 9:31A.M. | to | 9:51A.M. | (20 minutes) |
| Period 3 | 9:57A.M. | to | 10:45A.M. | (48 minutes) |
| Period 4 | 10:51A.M. | to | 11:39A.M. | (48 minutes) |
| Lunch | 11:39A.M. | to | 12:14P.M. | (35 minutes) |
| Period 5 | 12:20P.M. | to | 1:08P.M. | (48 minutes) |
| Period 6 | 1:14P.M. | to | 2:02P.M. | (48 minutes) |

## MINIMUM DAY BELL SCHEDULE

| | | | | |
|---|---|---|---|---|
| Period 1 | 7:30A.M. | to | 8:07A.M. | (37 minutes) |
| Period 2 | 8:13A.M. | to | 8:50A.M. | (37 minutes) |
| Homeroom | 8:56A.M. | to | 9:08A.M. | (12 minutes) |
| Period 3 | 9:14A.M. | to | 9:51A.M. | (37 minutes) |
| Brunch | 9:51A.M. | to | 10:11A.M. | (20 minutes) |
| Period 4 | 10:17.A.M. | to | 10:54A.M. | (37 minutes) |
| Period 5 | 11:00A.M. | to | 11:37A.M. | (37 minutes) |
| Period 6 | 11:43A.M. | to | 12:20P.M. | (37 minutes) |

Approved: Sandra J. Seegren, Assistant Principal

WASC 25071

LOS ANGELES UNIFIED SCHOOL DISTRICT

# BELL HIGH SCHOOL

## YEAR-ROUND SCHOOL CALENDAR 1998-99

CONCEPT 6



JULY · AUGUST · SEPTEMBER · OCTOBER · NOVEMBER · DECEMBER

A · B · C

(INDEPENDENCE DAY) · LABOR DAY · VETERAN'S DAY · THANKSGIVING HOLIDAY

JANUARY · FEBRUARY · MARCH · APRIL · MAY · JUNE

A · B · C

NEW YEAR'S DAY · WINTER RECESS (FREE) · MARTIN LUTHER KING, JR. · PRESIDENTS' DAY · MEMORIAL DAY

☐ HOLIDAY—VACATION DAY  ☒ MINIMUM DAY  ☒ REVERSE MINIMUM DAY  ☒ STAFF DEVELOPMENT DAY  ☒ PUPIL FREE DAY  ☒ REVERSE SHORT DAY

CAD DESIGN BY MARIA MEDRANO

WASC 25072

# BELL CLUSTER

Jorge Garcia, Cluster Administrator
Patricia Huerta, Cluster Administrative Assistant
Rafael Balderas, Cluster Assistant Administrator
Yadira Vera, Office Assistant
Gloria Acosta, Community Liaison

Bell High School

Nimitz Middle School

Elizabeth St. Learning Center
(Kindergarten – Twelfth Grade)

Teresa Hughes Elementary and Magnet
Nueva Vista Elementary and Magnet

Corona Avenue Elementary
Fishburn Avenue Elementary
Heliotrope Avenue Elementary
Loma Vista Elementary
Park Avenue Elementary
Woodlawn Avenue Elementary

WASC 25073
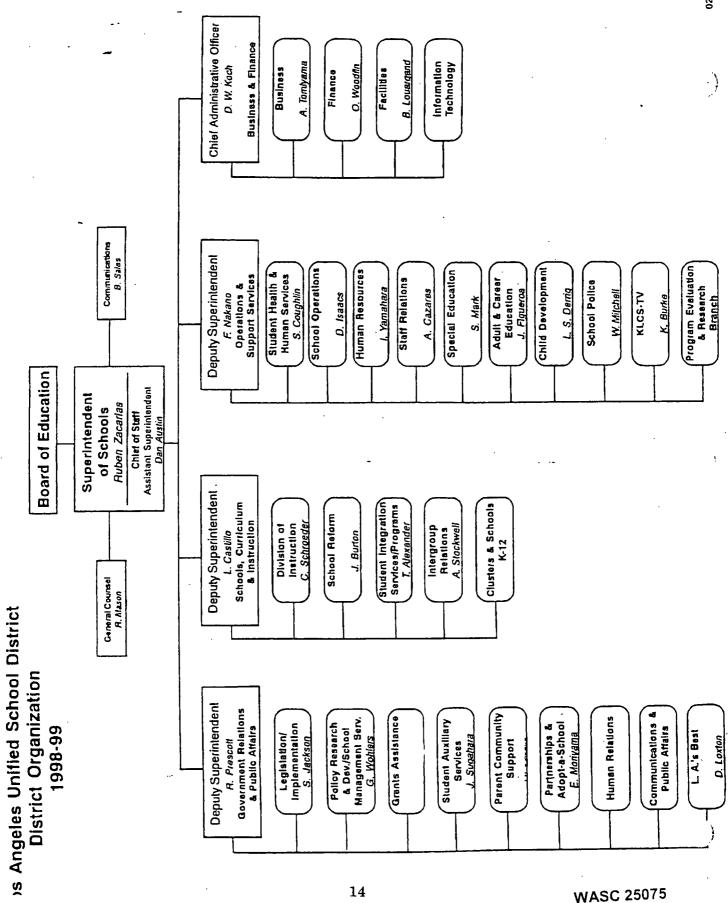
# LOS ANGELES UNIFIED SCHOOL DISTRICT

## 450 N. Grand Avenue
## Los Angeles, CA   90012

### Board of Education

| | |
|---|---|
| Ms. Victoria Castro, President | District 2 |
| Mrs. Barbara Boudreaux | District 1 |
| Ms. Valerie Fields | District 4 |
| Mr. Jeff Horton | District 3 |
| Mr. George Kiriyama | District 7 |
| Ms. Julie Korenstein | District 6 |
| Mr. David Tokofsky | District 5 |

### District Personnel

| | |
|---|---|
| Dr. Ruben Zacarias | Superintendent |
| Daniel W. Austin | Chief of Staff to the Assistant Superintendent |
| Edmundo M. Rodriguez | Special Assistant to the Superintendent |
| Brad Sales | Assistant to the Superintendent Communications |
| Richard K. Mason | General Counsel |
| Dr. Lilliam L. Castillo | Deputy Superintendent Instruction & Curriculum |
| Dr. Francis K. Nakano | Deputy Superintendent Operations & Support |
| Ronald Prescott | Deputy Superintendent Government Relations & Public Affairs |
| David W. Koch | Chief Administrative Officer |
| Dr. Richard Vladovic | Assistant Superintendent of Instruction |
| Robert Collins | Director of Instruction |
| Jorge Garcia | Bell Cluster Administrator |

02/99

**Board of Education**

**Superintendent of Schools**
Ruben Zacarias
Chief of Staff
Assistant Superintendent
Dan Austin

General Counsel
R. Mason

Communications
B. Salas

**Chief Administrative Officer**
D. W. Koch
Business & Finance
- Business — A. Tomiyama
- Finance — O. Woodfin
- Facilities — B. Louargand
- Information Technology

**Deputy Superintendent**
F. Nakano
Operations & Support Services
- Student Health & Human Services — S. Coughlin
- School Operations — D. Isaacs
- Human Resources — I. Yamahara
- Staff Relations — A. Cazares
- Special Education — S. Mark
- Adult & Career Education — J. Figueroa
- Child Development — L. S. Derrig
- School Police — W. Mitchell
- KLCS-TV
- Program Evaluation & Research Branch — K. Burke

**Deputy Superintendent**
L. Castillo
Schools, Curriculum & Instruction
- Division of Instruction — G. Schroeder
- School Reform — J. Burton
- Student Integration Services/Programs — T. Alexander
- Intergroup Relations — A. Stockwell
- Clusters & Schools K-12

**Deputy Superintendent**
R. Prescott
Government Relations & Public Affairs
- Legislation/Implementation — S. Jackson
- Policy Research & Dev./School Management Serv. — G. Wohlers
- Grants Assistance
- Student Auxiliary Services — J. Sugahara
- Parent Community Support
- Partnerships & Adopt-a-School — E. Moriyama
- Human Relations
- Communications & Public Affairs
- L.A.'s Best — D. Loxton

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WASC 25075

# LOS ANGELES UNIFIED SCHOOL DISTRICT
## 1997 - 1998

The Los Angeles Unified School District is the second largest school district in the United States. It encompasses an area of over 700 square miles, extending from San Pedro in the south to Sylmar in the north, from Venice and Woodland Hills in the west to the edge of the San Gabriel Valley in the east.

## SCHOOL DISTRICT EMPLOYEES

| | |
|---|---:|
| Teachers | 32,659 |
| Other Certificated | 4,900 |
| Classified (Non-Teaching) | 27,772 |
| **TOTAL REGULAR EMPLOYEES** | **65,331** |

## ENROLLMENT BY LEVEL

| | |
|---|---:|
| Elementary Schools | 345,645 |
| Middle Schools | 133,655 |
| Senior High School | 147,960 |
| Magnet Schools and Centers | 44,810 |
| Special Education Schools | 4,247 |
| Opportunity and Continuation Schools | 5,188 |
| **TOTAL K-12 ENROLLMENT** | **681,505** |

(The District also employs part-time, substitute and relief personnel.)

| | |
|---|---:|
| Community Adult Schools | 154,743 |
| Occupational and Skills Centers | 31,405 |
| Children's Centers and Infant Centers | 10,269 |
| **TOTAL ENROLLMENT** | **877,922** |

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## 1997 - 1998

"The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential."

### SCHOOLS

| | |
|---|---|
| Elementary Schools | 422 |
| Middle Schools | 71 |
| Senior High Schools | 49 |
| Multilevel Schools | 5 |
| Magnet Schools | 20 |
| Continuation Senior High Schools | 45 |
| Special Education Schools | 18 |
| Opportunity Senior High Schools | 11 |
| Community Adult Schools | 26 |
| Central Adult Senior High Schools | 1 |

**TOTAL SCHOOLS**                    **668**

### CENTERS

| | |
|---|---|
| Children's Centers | 102 |
| Infant Centers | 4 |
| Magnet Centers | 114 |
| Opportunity Centers | 6 |
| Newcomer Centers | 2 |
| Primary Centers | 4 |
| Regional Occupational Centers | 5 |
| Business and Industry School | 1 |
| Skills Centers | 4 |

**TOTAL CENTERS**                    **242**

**TOTAL SCHOOLS AND CENTERS**                    **910**

# SCHOOL/COMMUNITY PROFILE

# SCHOOL/COMMUNITY PROFILE

In 1876, James George Bell and his family were the first to settle in the area that was to ultimately bear his name. Mr. Bell was responsible for much of the development of Bell as well as Bel Air and Santa Fe. The agricultural area developed over the next fifty years into a more urban one, culminating in Bell High School being built in 1925. The original school consisted of only the main building which is still in use. Over the next seventy-five years, as the area's population grew, other buildings were added. The most recent, major addition was the Science Wing.

The original family home built by James Bell was eventually given to the city of Bell. The house was moved to its present location, fully restored and dedicated in November, 1998, for use by the Bell Chamber of Commerce. The Bell House is located just north of the street and high school which also carry the family name.

## Student Indicators

Bell High School is one of eleven schools in Cluster 22, a subdivision of the Los Angeles Unified School District (LAUSD). It is located in the southeastern section of Los Angeles County and serves the three independent cities of Bell, Cudahy and Maywood. The area is approximately 4.3 square miles with a population of over 90,000. The school population of the Bell cluster is 23,000, over 98% of which is Hispanic. The 1990 census identified 57% of the area's residents as immigrants. This population may not have been efficiently counted due to the numbers who are here without documentation and did not respond to the census. (The *Los Angeles Times* stated that the two populations that are least likely to be counted correctly are the homeless and those here without documents.) In some cases, multiple families share a housing unit intended for one family. Others are living in converted garages without appropriate heating or plumbing facilities. According to the 1990 census, the cities of Bell and Cudahy were rated as the two most densely populated areas in the nation, and the city of Bell had a per capita income of only $7,104.

The continuous and steep rise in this area's population was predicted as early as 30 years ago. There was a great deal of concern in the local school community. However, the reality is that no new schools were built in the area until a new elementary school in the early 1990's. There continues to be a much greater need. In 1980, the 9th grade was moved from what was then Nimitz Junior High School to Bell High School. Nimitz became a middle school and the sixth grade from the "feeder" elementary schools was moved to Nimitz. As a result, Bell High School and all other cluster schools were forced into a year-round schedule. At the time, Bell High School was one of only four high schools in the District which became year-round. Bell and the other three high schools became a part of the Concept 6, multi-

track, year-round program and have continued with its strengths and weaknesses for almost twenty years. According to Bruce Takeguma at School Management Services, the District will be at least 79,000 students beyond its present capacity by the year 2006. Of this number, more than 6,600 students will not have room to attend high school in the southeast area. Bell High School will need room for an additional 1,500 students over the next eight years.

The Concept 6, year-round calendar contains 163 instructional days for each track. This is seventeen days fewer than the "traditional" school calendar. To compensate for this, the school day is longer than the "traditional" school day by thirty-nine minutes. The day begins at 7:30 a.m. and ends at 3:14 p.m.; each period lasts sixty minutes.

In spite of the number of schools which are currently on some form of year-round calendar, the majority of programs, budgets, and thinking is that schools are on a traditional calendar. This can lead to varied problems (For example: new textbooks approved for a particular school year are frequently unavailable by July 1; many workshops for AP and professional development are offered in the summer, etc.). There are inherent difficulties with programming students, and their "emotional maturity," especially for B Track. Students on B Track leave middle school (8th grade) on one day and begin classes at Bell High School within one to three days. On B Track, 10th through 12th grade students have no break between grade levels as well. Although all tracks can be affected, B Track always has the most disruption for rescheduling, grade demotions, class balancing, etc., with major program changes sometimes occurring as late as four weeks into the mester. B Track does have one particular advantage. The vacations occur in the middle of each semester (unlike the other two tracks). Students who are having academic problems may attend an intersession which will "bring them up to speed" so they have the opportunity to achieve a passing grade by the end of the semester.

The Bell school community has a continuing stream of new immigrants. Others work hard to "move up" to other communities when financial circumstances allow. However, there is also a core of stable families, whose children are attending Bell for the second or even third generation. Many of the young adults return to or remain in the community to become civic leaders, to raise their families, and to hold varied jobs and responsible positions. A significant number of Bell High School graduates return to Bell (or other cluster schools) as teachers. The majority of parents in the community place a high value on education, even though they may not have completed many years of school themselves. Many parents want their students to continue their education after high school. However, the economic reality is that many families cannot provide the space, time and privacy that students need to complete intensive high school studies necessary for transition to college or university work. The other reality is that many students must hold a part-time, or even full time, job during high school and/or postsecondary education.

In high school, the job may be to assist with family finances. After graduation, a job is often necessary to pay for the postsecondary education.

The enrollment at Bell High School has increased nearly every year since 1980. The original high school site (main building, acreage and PE area) was designed for fewer than 800 students. Although additional classrooms, both bungalows and buildings, have been put on campus grounds, no overall acreage has been added. In previous years, as many as 1,200 students were bused to schools many miles from Bell. (One of the schools was Verdugo Hills High which is a 64 mile round trip.) In more recent years, the number of students bused to other high schools has dropped significantly. The total enrollment for 1998-99 is 4,580. This represents an increase of about 100 students each year over the previous years.

The ethnic composition of Bell High School is 98.4% Hispanic. Of the remaining 1.6%, slightly less than 1% is "white" and the remaining .5% is American Indian, Asian, Black, and Filipino. Ninth through 12th grade students attend Bell High School. Special needs and English Learners (EL) who need more time to complete courses required for graduation and post-secondary education are allowed to remain in high school until the age of twenty-two. Bell maintains a safe, closed campus (see surveys). There is one full-time LAUSD police officer on the campus who is available for meeting with classes, helping students and staff, as well as fulfilling the traditional "policing" responsibilities. There is another school officer assigned to a police car which patrols the cluster.

The drop-out rate for Bell was 15.95 percent in 1996-1997. The drop-out rate for 1997-1998 was significantly lower, 7.89%. The transiency rate is more difficult to measure since some students leave school, then re-enroll or move to Mexico or other Central American countries where it is unknown if they continue their education. As of December, 1997, the number of students enrolled in the free or reduced lunch program was 3,899 (90.8%). This statistic indicates that 90% of our students' families exist below the "national poverty level." Beginning with the 1996-1997 school year, the entire student body has been eligible for Title I Services based on the high percent of students who qualified for the lunch program. Approximately one-third of the students (1,554) are limited in English proficiency (LEP).

During the 1996-97 school year there were 629 suspensions at Bell and three expulsions. The suspensions do not indicate how many students were involved since some were suspended more than once. The rate of suspensions and expulsions has not changed significantly in the last several years.


## Attendance Patterns

For the last four school years, Bell High School has been officially recognized as the number one high school (out of 53 in the District) for in-seat attendance. There is, however, in irony behind this statistic. During 1997-98, Bell's in-seat

attendance dropped what should have been an inconsequential amount (1.34%) from the previous year. This drop represented a negative "benchmark" (see *Appendix*) among the factors which dropped Bell onto the list of 30 Worst Performing schools. So, while we were being honored for our fourth consecutive year of number one attendance, we were being penalized according to the "benchmarks" of the District!

The staff at Bell continues to implement many policies which encourage high attendance. Juniors and seniors sign a contract (see *Appendix*) at the beginning of their school year. The contract stresses attendance in all classes and carries penalties for absences above 10 days/70 periods per year. Juniors and seniors may not attend their activities (including the prom and graduation) unless they meet the contract. All students are eligible for incentive assemblies and recognition for perfect attendance. Four years ago, Bell agreed to pilot a program which would require attendance rosters for every period (instead of just in homeroom as many schools do). After the pilot period was completed, Bell's School Based Management Council (SBM) voted to continue the policy.

The growth of the special needs population at Bell High School has strained to the breaking point an already severely limited number of classrooms. During the last five years, the number of special education teachers has risen from five to sixteen. Each new "teaching line" of five classes requires a classroom. By mandate, special needs students have priority at the school and the District. Classrooms which were built for 35-45 students are used by twelve to fifteen students in the special needs program. Bell has used its own funds to split four classrooms (at a cost of about $20,000 per division) to continue providing desperately needed rooms. All indications from the middle and elementary schools are that the special needs enrollment will continue to increase at an overwhelming rate. As the enrollment increases, there is a concomitant problem with hiring enough teachers who have special needs' training. The number of available teachers lags far behind the number of special education classes.

Recently, Bell High School has been very successful in identifying additional students for the Gifted and Talented (GATE) program. Before the 1997-98 school year, Bell had received information identifying 233 students for the GATE program. During the school year, the GATE coordinator, with the help of the faculty, identified an additional 59 students. The total number has risen from 162 in 1995 to 303 (of whom 12 are highly gifted) in the current school year. The GATE coordinator has also made significant improvement in reaching out to the parents of GATE students. Meetings have been scheduled every month and simultaneous English/Spanish translations have been provided from the District. The California statewide district average for GATE identification is 3% to 5%. LAUSD identifies 6.2 %, which is well above the state average (*Gifted/Talented Programs Data*, May 26, 1998). Interestingly, Bell's 6.4 % of identified GATE students is slightly above even the LAUSD average.

## Student Performance

During the 1997-98 school year, Bell High School offered 30 sections of Advanced Placement (divided among three tracks). The classes were U.S. History, Biology, English Language, English Literature, Government, Chemistry, Physics, Calculus, Spanish Language and Spanish Literature. Three hundred and thirty one students took a total of 535 exams. Our students do extremely well in Spanish Language (often 100% earning a 3 or higher), very well in Spanish Literature and less successfully on the other exams. Although the number of AP sections offered in 1997-98 decreased by five from the previous school year, Bell High School remained among the top five schools in the number of AP classes offered. For the present school year, the number of AP sections has increased to 46, including AP Statistics on both B and C Tracks.

Since all LAUSD high school students take at least four years of English, three years of social studies, and two years each of mathematics and science, all of Bell's students are enrolled in some A-F classes. In the last two to three years, there has been an effort to increase the enrollment in the A-F classes which are "optional," such as foreign language, advanced math and electives in the major academic disciplines. Bell's pass rate in the A-F classes was 62.8% in 1997-98.

Bell was extremely successful in redesignating LEP students during the last school year. More than 350 students were redesignated or almost three times the number from the year before. Forty-seven percent of non-English speaking students were transitioned to English instruction.
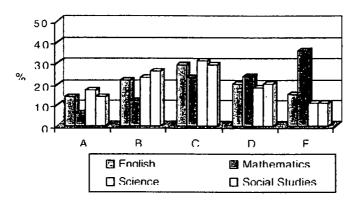
One of the most important factors of student performance is reflected in Bell High School's results from the 1998 Stanford 9 test (complete test results are in *Appendix*). The Aprenda scores showed an increase from the previous year. However, the composite school score dropped from the 26th to the 25th percentile. As a result of this, and other "benchmark indicators," Bell dropped from the list of "100 Worst Schools" to the more specific designation of "30 lowest performing schools." As a Category 3 school, Bell High School was placed on probation (see *Appendix*) with certain specific requirements. The most pressing factor is the improvement of the Stanford 9 test scores. Many elements of the Focus on Learning self-study are similar to those required by the District for Bell to move from probation/Category 3. A concerted, comprehensive effort must be made to address major weaknesses and yet continue to maintain strengths.

By June of 1997, 284 students had taken the S.A.T. (Scholastic Aptitude Test). The mean scores for Bell students were 378 in Verbal and 405 in Math. The College Advisor receives statistical information from colleges which Bell students attend. Although their S.A.T. scores were about 150 points below the average for students entering college, the G.P.A. earned by Bell students during college is

slightly above average. In addition, Bell students have taken the Golden State Exams in the following subjects; written composition, U.S. history, economics, algebra I, geometry, biology and chemistry. Bell students are most successful on the written composition. In the Spring of 1998, the AP exams were scheduled later in May than usual. This prevented many students from taking the Golden State exams in certain areas.

The chart which follows shows the marks given by department, for the school year 1996-97. A check of the School Accountability Reports for the last few years indicates that, although there is some statistical variation from year to year, overall the percents are consistent.

**Student Marks, (by Percent of Total Marks Given)
Academic Subjects, Spring, 1997**



English – 221 classes
Mathematics – 165 classes
Science – 91 classes
Social Studies – 112 classes

## Student Intentions after Graduation

The statistics below show the percentage of seniors for the school year 1996-97 who plan to attend postsecondary education. A total of 657 students graduated from Bell in June of 1997. The College Advisor stated that the percents vary only slightly from year to year.

| | |
|---|---|
| 4 Year Colleges | 23.28% |
| 2 Year Colleges | 46.52 |
| Vocational Schools | 4.36 |
| Military Service | 4.00 |
| Employment | 4.05 |

## School Surveys (surveys, responses and detailed analysis are in *Appendix*)

Student surveys were conducted in Spring, 1998. Staff surveys were held in early summer and parent surveys (in English and Spanish) were handed out at Parent Conference nights for all three tracks. Tracks B & C were held in August, A Track in October, 1998. The parents' survey indicated that they were well informed of the dress code, graduation requirements, most school activities, and their

of the dress code, graduation requirements, most school activities, and their students' progress. Parents also responded positively about the quality of instruction, amount of homework assigned to their students, and the support of the Counseling Office. The parent survey showed that teachers should communicate with the parents by phone more often and that parents needed information about Healthy Start.

Parents, staff and students felt the school was safe, that tutoring was available and that computer technology was an important factor at Bell. All three surveys showed that cleanliness is a serious concern.
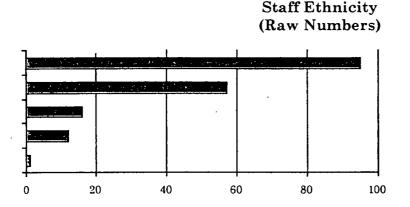
Eighty-six percent of the staff believe that Bell provides a safe environment and no one strongly disagrees with the statement. Almost half of the staff wished to improve communications between the faculty and administration. Many staff also wanted better communication between the students and administration and within the departments. There was a wide divergence regarding the issues of adequate classroom supplies, professional development and the faculty's academic qualifications. Although 52% of the staff agreed that they were "satisfied with the professional development," 37% said they were not satisfied. Forty-eight percent of the staff felt they had adequate school supplies. However, forty-two percent did not feel they had adequate supplies. Sixty percent of the staff believed that the "faculty are well-trained and/or academically prepared for their jobs." However, 23% did not agree.

Not surprisingly, there were discrepancies between staff and student viewpoints about certain issues. The staff believes that they treat students with respect and that school rules are enforced fairly. The student response to these statements is different. More than 30% of the students do not feel that adults treat them with courtesy and more than 40% do not believe the school rules are fairly enforced.

Students' surveys were tabulated by grade level. There is a significant difference between the responses of 9th and 12th graders. For instance, the 11th and 12th graders are much more aware of the career and college centers, school activities, having an adult in whom to confide. The older students used the computer more often for classwork and were more aware of the Internet. Ninth and 10th grade students did not feel their grades were as fair or that the counseling office helped as much as the older students. All grade levels reflected unhappiness with the Health Office. There are two reasons for this. For more than two years, Bell High School did not have a regularly assigned nurse. Although the school now has a regularly assigned and very cooperative school nurse, most students are unaware of the legal limitations to the amount of medical help that the Health Office can give. Parent and staff surveys also show that everyone needs to be better informed about the services and medical referrals offered by Healthy Start.
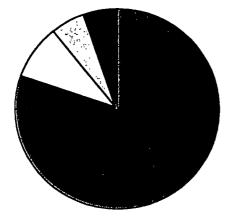
## Staff

In 1997-98, Bell High School had 181 faculty and administrators. Of this number, 71 were female and 110 were male. The chart immediately below shows the ethnicity of the faculty and administrators. Although information about age is not available, it is possible to look at years of experience.

### Staff Ethnicity
### (Raw Numbers)

| | |
|---|---|
| 95 | Other White |
| 57 | Hispanic |
| 16 | Asian |
| 12 | African American |
| 01 | Pacific Islander |

0   20   40   60   80   100

### Years of Experience
### (Raw Numbers)

| | |
|---|---|
| 138 | Five or more years |
| 10 | Fourth year |
| 16 | Third year |
| 10 | Second Year |
| 10 | First Year |

No one at Bell is teaching outside his/her credentialed area. One hundred fifty-two of Bell's teachers are fully credentialed, five are ROP instructors and more than 30 have emergency credentials. At the present time, there are twelve mentor teachers for the new, often inexperienced, teachers at Bell. There are a varying number of unfilled positions, usually covered by off-track teachers. The majority of teachers have two or three preparations.

Since Bell has such a large faculty, there are always teachers leaving at the end of the school year. The reasons for leaving are varied: retirement, desire to have

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a shorter commute, desire for a change, as well as inability to complete credential requirements in the requisite time.

For the last six years, the Professional Development Coordinator has aggressively and successfully sought funding for staff development from 1882 funds. Bell has received approximately $52,000 each year. This has been especially useful as we have increased participation in technology, implemented new reading and math programs, and encouraged all teachers to learn new teaching strategies by attending workshops and seminars. Each year about 125 faculty and 20-25 classified personnel have been able to take advantage of this funding.

Much of Bell's faculty is certified to teach in a native language other than English. Twenty-eight have a BCLAD/BCC and 18 have the CLAD/LDS. Additionally, 24 teachers have SDAIE (Specially Designated Academic Instruction in English) Certificates with another 18 in training.

Teachers who come here from other schools, or leave Bell to go to other schools, uniformly comment on how friendly, cooperative and generally great our staff is. Bell has a large number of experienced teachers willing to share expertise who are also open to new techniques and ideologies. There is also an increasing number of new, enthusiastic young people who bring to Bell an energy and willingness to learn. There is little of the professional jealously, pettiness or spite that is sometimes present in other schools. It may seem trite, but the majority of the faculty members operate like a large, albeit disparate, family unit.

## Pupil/Staff Ratios
For the school year, 1996-97 the pupil/staff ratios were as follows:

| | |
|---|---|
| 27 | English |
| 30 | Mathematics |
| 31 | Science |
| 33 | Social Studies |

Until recently, the average for all 9th and 10th grade classes was at a ratio of 30 to 1. Recent legislation is causing a significant change. As of January, 1999, all 9th grade English classes will be 20 to 1. In July, 1999, 9th grade math (or other academic) classes will have the same required ratio. The 11th grade literature and composition classes are mandated (the Morgan-Hart bill) at no more than 20 to 1. The Advanced Placement (AP) classes vary in size from as little as 10 to 1 to about 25 to 1. Unfortunately, this leaves many other classes, especially junior and senior classes, averaging close to 40 students. Many teachers are trying to cope with the demands of both individual curricula and standardized test requirements. Teachers usually have a variety of grade levels within their program and day so that one period may have 28 students and the next 41. The issue of teachers traveling within their school day is much more critical than class size to most teachers. The problem

of a limited number of classrooms is addressed throughout the School/Community Profile as well as several of the Focus Group reports.
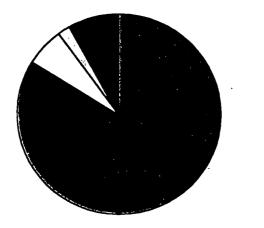
## District Policies/School Financial Support

The issue of teachers' salaries has often been a source of political debate between the District and the teachers' union (U.T.L.A.). Listed below are the salary figures for teachers and administrators from the school year, 1995-96. (These were the figures cited in the 1996-97 School Accountability Report.)

| Teachers | | Administrators | | Superintendent |
|---|---|---|---|---|
| Minimum | $29,529 | Minimum | $39,312 | $164,555 |
| Mid-Range | 45,074 | Mid-Range | 68,193 | |
| Highest | 54,958 | Highest | 94,318 | |
| Average | 44,834 | Average (Pr.) | 76,008 | |

The chart below reflects the Expenditures and Services for the LAUSD. Direct charges to schools primarily include the following:

### Expenditures and Services
### (by Percent)



| | |
|---|---|
| Instruction | 75 |
| Instructional Support | 9 |
| Pupil Services | 6 |
| School Maintenance | 2 |
| School Operations | 8 |
| Pupil Transportation | 0 |

Bell High School has received funding from other sources. The primary one is Title One funding from the Federal government. Six years ago, Bell began a concerted effort to enroll all qualified students in the Federal Lunch program. The result was inclusion in the Title One (then called Chapter One) funding. During the first year , the funding did not arrive until Bell's school year was almost half over. Therefore, the majority of the first year's monies were spent on equipment, especially technology. Since then, Bell has received a total of $7.8 million, the majority of which has funded salaries.

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There are many other large grants and programs for which Bell has successfully applied. Digital High School, Healthy Start and the Teenage Pregnancy Prevention Program are the most recent. There is further information on these grants and programs included in the section on Attendance, refer to charts at the end of the School/Community Profile and in the *Appendix*.

Many of the faculty have applied for and received smaller and more specific grants which have benefited curriculum development, Internet access and student learning. Teachers have applied individually and in small groups for grants from the Los Angeles Educational Partnership (LAEP). The Title VII grants have provided theater trips, assemblies and "visiting artists" in the Sheltered and ESL classrooms. The chair of the Math Department wrote MASTRR Grants which garnered over $80,000 in just one year. Grants from NASA and ARPA provided Internet use in the main buildings. However, no money was included to "pull the wires" into the classrooms. Several teachers organized "wiring parties" and gave up part of their weekends to be sure the school could take advantage of the Internet access. A large E-rate grant will provide network equipment upgrades. Bell presents outstanding plays and musical performances several times a year. These productions are partially supported by faculty contributions.

## External Factors

There are several external factors which impact Bell High School, in both positive and negative ways (often at the same time). Two of the most recent examples are Proposition 227 and the LAUSD Board of Education vote to lower the ratio in 9th grade English classes to 20 to 1. The lower ratio in English classes will be implemented in January, 1999. By July of 1999, both English and another academic class (most likely math) will have a 20 to 1 ratio in the 9th grade.

Reducing the 9th grade student/teacher ratio would seem a cause for rejoicing. However, like many policies, the implementation is considerably more difficult. Lowering the ratio in 9th grade English classes at Bell High School necessitated twenty-seven additional sections/classes. The state legislature has specified that another 9th grade academic class (most likely mathematics) will have a student/teacher ratio of 20 to 1 beginning July 1, 1999. Unfortunately, the reality is that there are almost no rooms available even during single periods, much less for an entire new teaching "line". Bell's counseling office has been told that the school will need to add three more Special Education teaching lines on July 1. Bell is rapidly approaching the point where there isn't even room for additional bungalows. The SBM Council has made a proposal to acquire land on either side of the campus. This would require additional funding, closing of streets and overcoming the resistance of neighbors. There is also the issue of time. Last school year, Bell received an additional six portable classrooms. It took more than eight months for the bungalows to be made "usable" after they were on the campus. A further irony is that, even with the six new classrooms, the three largest departments received no

additional rooms. Three rooms were used to replace ones which were taken from departments for other uses, two rooms were given to the expanding Special Education program, and one went to the Science Department.

Proposition 227 was passed by voters in the June, 1998 elections. The proposition was often referred to as an "English-only" requirement for students and public education. The greatest changes have occurred at the elementary level.

There are two basic plans available to high school students, as selected by their parents. Students enrolled in Model A are immersed in an all English program for 20 days (one school month). The classes are self-contained and all instruction is in English with minimum help in the native language from an educational aide. After 20 days, the students are assigned to classes with SDAIE instruction. Model B requires a waiver from parents. Students are allowed to remain in bilingual classes for one year or "a necessary length." At Bell High School, all but two parents chose Model B for their students. It is necessary to have twenty students for an English immersion class. Therefore, the parents who chose Model A were informed their children would have to be sent to another school. The parents subsequently opted to put their children directly into Sheltered English classes so they could remain at Bell High School.

As with all legislated change, there was (and, in many cases, still is) much confusion and resistance. Throughout the state, different districts and individual schools have varied in their response to Proposition 227. Some seniors have been concerned about the postsecondary limitations put on them by Proposition 209. The local community, including many of the students at Bell High School, were deeply affected by the anti-immigrant feeling generated by Proposition 187. After Proposition 187 passed, there were many Bell students who failed to return to school for several days and a few who never returned.

An example of good intentions and complete frustration was the addition of a Computer Curriculum Company (CCC) lab to assist the low-achieving students in reading and mathematics. Superintendent of Schools, Ruben Zacarias, offered District funds for intervention to the schools on the "100 Worst List." Bell High School chose to use its funds for a CCC lab. The CCC lab has computer programs for reading, mathematics and spelling. Ninth grade students who scored in the lowest quartile for reading and mathematics on the Stanford 9 test as 8th graders were targeted for the CCC lab. In Spring of 1998, Bell and the CCC people worked together to complete all plans, orders, room layout and training so that the lab would be up and running by July 1, 1998.

Unfortunately, a series of delays resulted in the fact that the CCC lab was not open for student use until November 9, 1998. Therefore, one-half of all 9th grade students on C Track, who needed the CCC lab, were not able to benefit from it. Half of the A and B track students who needed the program received only part of

it. Because the CCC lab was not available, the students were moved to the Mac Lab where they were given assignments from the Internet which helped to build their reading and mathematics skills. However, they did not have access to the special curriculum from the CCC. Additionally, for four and one-half months, no one else in the school could use the Mac Lab for its original intent (research, Internet, computer skill building, etc.). For a school like Bell, which is aware of how important it is to improve the Stanford 9 scores, the delay was very discouraging.

## School Policies and Programs

As with all other schools in the state of California, Bell is subject to any and all state policies. Additionally, all District schools must work within the United Teachers of Los Angeles (UTLA) contract. In the Los Angeles School District, there are a variety of school governances possible. The following are listed in order of faculty involvement from least to most: Shared Decision Making, School Based Management, LEARN, and Charter Schools (Dependent and Independent). From 1990-91 through the 1993-94 school year, Bell operated with a Shared Decision Making Council. Following a written proposal and acceptance by the faculty, Bell High School changed to School Based Management Council. In conjunction with both state and District policies, Bell's School Based Management Council refines and extends individual school policies.

The School Based Management Council at Bell High School has control over or takes a role in the coordination of the funding of much of the school's resources. These include, but are not limited to, supplies and equipment, textbooks, additional (off norm) staffing, teacher training, technology and alterations and improvements (remodeling). Many of the steps taken to implement the recommendations in the Progress Report are based upon SBM funding decisions.

There are several active sub-committees of the SBM Council. The Curriculum Committee has dealt with the issues of increased Advanced Placement classes and academic electives. The Calendar Committee schedules all the activities to avoid conflicts of time and place. Six times a year, the Scheduling Committee must deal with the difficult issues of rooms and teacher-traveling. Another SBM sub-committee is Student Life and Discipline on which teachers, students, administrators and parents work together to discuss policies such as dress code, tardy rules and general discipline. Bell's dress code is very specific regarding safety issues. In Los Angeles Unified School District Bulletin No. 26, clothing may only be prohibited if "it disrupts the educational program, or creates a hazard to the student or others." Bell's code further delineates "no baseball-type hats unless they have Bell insignia or with school colors; no baggy pants; no belt buckles with initials; and no wallet chains." There are additional limitations for both health and "disruption" reasons: no muscle shirts or "spaghetti strap" blouses; nothing pierced except ears; no excessive cleavage; no cut-off pants that are not hemmed and nothing too short on males or females. Not surprisingly, there are complaints and

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sometimes challenges from the students. However, the school has been successful in making students and parents aware of the rules and codes (see surveys).

As mentioned previously, attendance is taken every period at Bell. Student rosters are turned into the Attendance Office every period during the day. The student's home is automatically dialed on the first day of absence. If a student is absent for several days, an attendance clerk will attempt to contact the home. If that is not successful, Bell has a full-time Pupil Services & Attendance (PSA) counselor who visits students and parents in their homes. He counsels them regarding attendance problems and offers choices (such as an alternative education plan) that may resolve some fears or concerns.

Students at Bell are evaluated every four weeks. After the first four and twelve weeks of the semester, a progress report is mailed home. At that time, letter grades or a slash which indicates a "C" or better are given. Mid-term grades are mailed after eight weeks and final grades after sixteen weeks. On their survey, parents indicated that they were extremely satisfied with notification every four weeks. Many teachers use computer grading programs which make it possible to give students a complete readout of their performance on all assignments. It also allows marks to be computed continuously. Computer-generated "roll-books" are accepted by the school/District and there is a special program which takes the place of hand bubbling the grades on scannable sheets.

# MAJOR GRANTS AT BELL HIGH SCHOOL

The staff has demonstrated its commitment to promoting student success by writing for (and winning) a number of grants. These grants have been sought in accordance with the school's plan to provide its students access to a number of resources and services which promote learning. Technology has been one major focus of this process; the aim has been to provide equity of access to Internet and other technical resources. In addition, grant monies have been used to improve student access to adequate health care and other social services. Education in pregnancy prevention and tobacco use prevention has also been a priority. What follows is a summary description of some of the more significant grants Bell High School has been awarded over the past several years.

**Physics—Teach to Learn** (circa 1983–1995)

A program developed within the LAUSD under the direction of Charles Schleiden, a Bell High School physics instructor, and funded by the National Diffusion Network under the auspices of the National Department of Education. Teachers working in this program developed, tested, and promulgated twenty-three instructional modules designed for the Apple IIc. The modules were designed to provide students with a fundamental and qualitative understanding of physical events in selected topic areas.

**Level I Model Technology Grant (AB 803)** (1987–1993)

Bell High School was awarded a Level I Model Technology Grant (AB 803) in 1987. Funding for this grant was continued through 1993. The school installed a local area network (LAN) in the English Department, which included five computers and a printer for each classroom. Teacher training was extensive and provided basic computer instruction for the majority of faculty. A specific student writing curriculum was developed based on word processing access. A computer program was reviewed and installed which provided computerized spelling, grammatical, and stylistic screening of student writing. Students were enabled to store their writing in individual folders on a server, thereby fostering the development of writing portfolios.

**Golden Eagle Academic Partnership Program** (1988–1992)

In order to better the education of the under–represented Hispanic population and to increase the pool of Hispanic minority students who enter and stay in college/university, Bell High School applied for and was awarded funding jointly by the California Academic Partnership Program of the

California State University Chancellor's Office and by the California Post-secondary Education Commission. Additional monies were provided by the Dwight D. Eisenhower State Grant Program. The following goals were set forth and pursued:

- The development of an intersegmental program that would tie together all strands of the existing school academic life and management needs with academic partnerships with selected universities/colleges and with parental, student, political, civic and service groups of our community.
- The implementation of a professional development program for all participating professors and Bell High School teachers within the target departments (mathematics, science, foreign language, social studies, and English).
- Implementation of a curricular and academic development program designed to focus upon enhanced counseling through a mentor program and produce the outcome that more of Hispanic students recognize that they possess the potential to achieve and be successful in the post–secondary arena.
- The development and implementation of a direct student intervention program that could be institutionalized.

Among other activities, the program sponsored several residencies for groups of high school students at a variety of California State University sites.

**Healthy Start (1993–Present).**

Healthy Start is funded by the California Department of Education and is designed to improve student performance by ameliorating the issues outside of school which adversely affect learning. These include medical and dental issues, mental health issues, family relations, economic issues, and many others. Healthy Start can be described as "an integrated service delivery system of Health and Human services that is presented in a holistic fashion that is both culturally sensitive and linguistically correct." This program offers clinical care for students and parents through the visit to each cluster school once a week of a nurse practitioner. In addition, the program sponsors a parent training program that covers such topics as parenting skills and preventative health measures.

**SB 1510 (1994–1996)**

This grant provided faculty staff development in the use of computer and video technology in a variety of disciplines. In support of an objective to make computer technology more widely accessible both to students and to the

high school community, the grant enabled the school library to remain open until 7 p.m. on school nights. The grant also provided five networked computers and a printer for the library (the computers were directly connected with the Internet via the school's LAN). Additional phone lines were installed in order to increase network connectivity. The grant provided funds for the establishment of a Bell High School television bulletin board broadcast into the community on a 24 hour schedule.

### NASA/ARPA/SAIC Network Implementation Grant (1995–1996)

In 1995, as a pilot effort, the National Aeronautics and Space Administration (NASA) funded the installation of a large scale fiber–optic digital network connecting nearly 60% of the classrooms on campus. Further support from volunteer staff and community members completed the networking. Additional help from Science Applications International Corporation (SAIC) and the University of Southern California (USC) enabled Bell High School to establish its own Domain Name Server (DNS) with a T1 connection through USC to Los Nettos, a regional Internet Service Provider (ISP) which supports Institutions of Higher Education (IHE) in this area. The Education First program from Pacific Bell enabled Bell High School to provide ISDN networked service to nine of its ten feeder schools.

### NSF Planning Grant (NSF 96-80) (1996–1997)

In 1995, Bell High School wrote for and was awarded a planning grant in response to the National Science Foundation's (NSF) Request for Proposal (RFP) 96–80. The school proposed the establishment of **Project Technovision X–33,** a program designed to use technology in the classroom and at home to promote and advance mathematical, scientific and engineering progress in support of research and education so as to ensure the nation's supply of scientists, engineers and science educators. Using the recently awarded NASA space shuttle and orbiter, the X–33, as a metaphor, **Project Technovision X–33 (TVX–33)** planned to catapult Cluster students and teachers into the cyberspace galaxy and boldly go into the 21st Century by serving as the next generation flagship which would sail into the vast realm of mathematical, scientific and engineering exploration. The **vision** of TVX–33 was use of technology to empower, to support, to expand a learner's view, and to change a learner's thinking. TVX–33's **mission** was to research, to study, to collaborate, and to arrive at and share replicable findings with other researchers and practitioners across the country, which could then be used to develop or modify pedagogical practices relating particularly to the growing Hispanic immigrant student population. The project was to have involved the collaboration of many different entities: K–12 teachers and administrators; university researchers and professors; governmental organizations; and private business.

The project was funded at $50,000 for one planning year, beginning September, 1996. Unfortunately, the grant description changed rather dramatically before the end of the planning year and became more orientated toward post-secondary applications; although a proposal was submitted for a similar grant with the hope of pursuing the main features of the vision developed by the planning grant, it was not funded.

Planning grant funds were devoted to staff development, the establishment of a plan for evaluating the effectiveness of technology in the curriculum, and support for further grant—writing efforts.

The chief aim of these grant—writing efforts has been to study the effects of access to technology on the education of a traditionally underrepresented, culturally and linguistically underserved student/parent population. It is hoped that such research will lead to the formation of policy and curricular change which will significantly affect education in urban, low-income communities into the twenty—first century.

**Teenage Pregnancy Prevention Program (TPPP) (1996—Present).**
The TPPP has two major goals: 1) to delay the onset of sexual activity; and 2) to reduce the teenage pregnancy rate. This program requires the use of an approved strategy and must serve an equal number of boys and girls. Designed not to be "just another sex education class," TPPP is a positive program that emphasizes the whole person, values and self-esteem. The strategy for achieving this goal is Community of Caring (CCP). It is a comprehensive values education program designed to integrate values and values discussion into our school communities. The CCP addresses destructive attitudes that frequently lead to the onset of sexual activities and the consequences of those activities. It is built around the five essential values of Family, Caring, Responsibility, Respect and Trust. CCP is aimed at parents and community members; in the classroom, the TPPP Coordinator works with Lead Teachers in our feeder schools and at Bell High School to develop materials across the curriculum that instill the CCP values.

**Xerox/LAUSD EIM Grant (1997—1998)**
Bell High School is one of fourteen pilot schools participating in a program sponsored jointly by Xerox Corporation and the Los Angeles Unified School District. The program is designed to provide teachers with supplementary resources, such as standards—based instructional models, texts, video and audio clips, graphics, software, tests and assessments, Internet links, etc., which can be accessed electronically on-site, can be ordered electronically, and delivered to the classroom within two working days. For

example, a teacher participating in this program might order a short story or poem from the electronic library and receive within 48 hours a class set of bound, consumable booklets which students could then both use in class and at home in furtherance of their lessons. The program is in its implementation and training stage; the focus is on mathematics and language arts.

### Digital High School (AB 64) (1998–2001)

Bell High School has recently been notified that it has received approximately $1.298 million in order to develop into a Digital High School. Since network infrastructure is already in place and is about to be upgraded through Proposition BB allocations, emphasis will be placed on extensive teacher training in use of technology in the curriculum in order to improve basic skills. In addition, student access to computer (and video) technology will be greatly increased. The grant provides approximately $188,000 per year for each of the two succeeding years to be spent in maintaining the programs and infrastructure established during the implementation phase. An important part of this grant is evaluating the effect of various educational technology strategies on student learning.

### E-Rate Discount (1998– Present)

The Federal Communications Commission (FCC) this year approved the Universal Service Order, (FCC 97-157), also known as E–Rate, an order which is designed to discount the cost of networking for schools and public libraries throughout the country. Bell High School is eligible for a 90% discount rate on contracts relating to the enhancement of its network infrastructure and is presently applying for specific work orders to enhance its computer network infrastructure.

### Cisco Virtual Schoolhouse Grant (1998-1999)

The Cisco Academy is a program developed in conjunction with Cisco Systems, Inc. This is a four-semester curriculum that prepares students for certification as network technicians. The program was funded to increase student and staff access to technology. Students who complete the course of study will have many opportunities in a workforce which already has a severe shortage of network technicians and in colleges which are increasingly offering degrees in network engineering.

### Multilingual Teacher Career Academy Grant (1998-2001)

Bell High School's Multilingual Teacher Career Academy (MTCA) program opened in July, 1998. This District grant program addresses the critical need for teachers and creates a teacher career path for students beginning in the 9th grade. The class is taught through the World of Education and the Exploring Education classes. In the first semester, students learn

about the different ways students learn, how to work with students on one-to-one and small group bases, lesson planning, and educational philosophy. During the second semester, the students tutor youngsters in kindergarten to 5th grade in a local elementary school, four days a week. On the fifth day of the week, they debrief and then plan for the following week's assignments. All students in the MTCA program are enrolled in college preparation classes and must maintain their grades or go for tutoring themselves. The students who are doing well in the program volunteer four days a week to do peer tutoring after school at Bell. MTCA students are monitored, nurtured, guided, and encouraged to do their best. A monthly newsletter is published to inform parents and Bell High of the activities in which the students are involved. In addition to the classes, there is a Future Teachers' Club which is open to all students on campus. Through the Club, the rest of the student population can be involved in the Academy.

# Bell High School
## EXTRA-CURRICULAR ACTIVITIES

- Band
- California Scholarship Federation
- Cheer
- Ding-A-Ling Productions/Play Production
- Flags
- Friday Night Live – a statewide organization with activities to support positive lifestyles. Students who join must be drug, alcohol, and smoke free.
- Future Teachers Club
- Interact - a service club
- Latin Social Dance
- Latinas Guiding Latinas - UCLA affiliated program for student outreach
- MEChA – Movimiento Estudiantil Chicano de Aztlan
- MESA – Math Engineering Science Achievement
- New Life – a Bible based, student led club
- Project 10 – A drop-out and suicide prevention program targeting the gay/lesbian/bisexual/transgender student population.

Note – some activities above (Band, Cheer and Flags) are classes for which students receive a grade. However, they also require a commitment of out-of-class time.

ESLRs

# EXPECTED SCHOOLWIDE LEARNING RESULTS

**Bell High students will**
- become responsible and contributing members of the school and community.
- become critical thinkers who daily use logical problem-solving skills.
- improve their skills in all academic areas to the highest possible level.
- develop work habits and skills necessary for transition to post-secondary education or the work place.
- develop sufficient competence in the use of technology to provide for lifelong success.

# MISSION

The mission of Bell High School is to educate all students to the highest degree of their abilities and to meet the greatest extent of their needs.

# VISION

Educating young people for the 21st century is dramatically different from the preparation required for the 20th century. Modern high schools cannot limit their vision to the "Three R's." The vision of the Bell High School Community is to prepare students for the new millennium by helping them to

| | |
|---:|:---|
| raise expectations | - reject mediocrity |
| appreciate differences | - seek commonality |
| develop individuality | - work cooperatively |
| think globally | - act locally |
| respect the law | - challenge the status quo |
| take risks | - accept the consequences |
| understand the past | - prepare for the future |

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# EXPECTED SCHOOLWIDE
# LEARNING RESULTS
## AND
# MISSION/VISION PROCESS

Working with *Focus on Learning* in a year-round school is a challenge that only others in that situation can truly appreciate. Actually, anything that involves the entire school is very difficult. Things such as elections and testing have to be done twice (and provisions need to be made for the track which has already been involved when the second round comes). For B Track, student applications for November Homecoming must be submitted in August, and for the Prom Court in May, applications must be submitted in February. There are many examples of this dual or early process.

For the school year, 1998-99, the state legislature passed a law stating that no days for "teacher meetings" could be taken from student instructional time. For traditional school, this legislation required teachers to meet in the summer before school began. However, for year-round schools, there is no way or time for all three tracks of teachers to meet together because the only non-instructional time is the two days at Thanksgiving and the week between Christmas and New Year's. In the past, a great deal could be accomplished during a one/two day staff development with all three tracks together. Now in year-round schools, the "buy-back" days (additional paid working days) for staff development mean that things have to be presented three times. At two points during the 1998-99 year, staff development or pupil free days for two consecutive tracks (one was leaving and one was arriving) meant presentations for six days in a row.

The general schedule for accreditation was the following: a Steering Committee meeting on the first Tuesday of the month, followed by a full staff meeting for accreditation on the second Tuesday. Accreditation was always covered at the "standard" faculty meeting, and other meetings were scheduled as could be arranged. The ESLRs and the Mission and Vision were introduced, discussed, suggested, analyzed and finalized in accordance with the schedule below. Every attempt was made to include all staff, selected students and parents. All three tracks were involved in either the preliminary work on the ESLRs, Mission and Vision or the final versions.

- April 29, 1998. Steering Committee introduced concepts, general purpose of ESLRs and Mission/Vision. Reviewed District mission and vision.

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- May 12, 1998. Steering Committee brainstormed, writing ideas and phrases for ESLRs and Mission/Vision. Writing was revised and ideas were culled.

- May 26, 1998. Faculty met in Focus Groups to provide new ideas and /or discuss and "narrow down" ideas from Steering Committee.

- Early June, 1998. Accreditation Coordinator, Assistant Principal and six members of Steering Committee met to further refine suggestions.

- June 16, 1998. Steering Committee took faculty work and Steering Committee suggestions to finish.

- July, 1998. Final ESLRs presented to and approved by the Faculty, GATE parents, SBM Council, BAC/CEAC.

The ESLRs were printed, in English and Spanish, on bright 8 1/2" x 11" paper and placed in all the rooms. Later it was determined that this size paper was not visual enough and the Graphic Arts class printed large posters which were placed in all rooms and throughout the school.

Several methods have been used to familiarize the students and staff with the ESLRs and especially how those ESLRs impact the students' day-to-day education. An "ESLR Day" was scheduled on February 16 for B and C Tracks (the "Day" was repeated for A and C Track in mid-March). On the ESLR Day, the first five class periods were used to discuss the five ESLRs. For example, during Period One, the entire school discussed ESLR #1, Period Two covered ESLR #2, etc. During Period Six, everyone talked about the purpose and specifics of the visit in April. There was an Accreditation/Faculty Meeting before the ESLR Day at which staff met by Discipline Specific Committees. Each department, or group, discussed the ways in which each of the ESLRs applies to their subject. The head clerk in the Counseling Office asked all service workers assigned to the classes through that office to write short essays on the ESLR for the period they had service. Some of those essays are kept in an evidence folder, while others have been posted in school.

There has been and will continue to be an ongoing effort to completely integrate the ESLRs, Mission and Vision into the Bell community by such things as printing the ESLRs on book marks, printing Bell book covers which will have important information (ESLRs, Mission, Vision, essential phone numbers), and art contests for best illustration of an ESLR. One of the World of Education teachers had students make posters illustrating an ESLR. Several have been laminated and placed in rooms or other locations.

The overriding concern is to continue discussion, application and commitment to the ESLRs and Mission/Vision in every possible way.

1993-1999

# PROGRESS REPORT

# Major Recommendations

## The Committee Recommends

1. *That the school administration and Student Life and Discipline Committee investigate strategies to combat high absenteeism so that students can take better advantage of the school experience.*

The school administration and Student Life and Discipline Committee investigated strategies to combat high absenteeism. A new discipline policy was developed to emphasize individual student responsibility, the primacy of instruction, and uniformity of application. A new set of schoolwide rules along with a hierarchy of consequences and rewards was designed to support and implement it. The new policy was adopted by the School Based Management Council. A Tardy/Referral Room was added to support the maintenance of discipline. In addition, counseling services were restructured. Bell High School moved away from the whole-child concept in which the counselor handles both curricular counseling and attendance follow-up. Consequently, an Attendance Office was created. The staff further decided to adopt the PAAS attendance program which gives staff the ability to take period-by-period attendance. Other programs and/or policies were implemented as follows:

- Junior and Senior Attendance Contracts (see *Appendix*)
- Activities Contract
- Perfect Attendance Awards
- Minimum Day Activities, Winter/June Fest
- Period One home calls to absentees
- Locker Distribution based on attendance and marks
- DJ Contests
- Motivational assemblies.

These attendance programs and policies have facilitated an increase in in-seat attendance from 82% to at least 95% during the 1990s. In 1994-1995, Bell High School was recognized for the Most Improved Attendance. Subsequently, the Los Angeles Board of Education has named Bell as the high school with the Number One in-seat attendance for the last four school years.

2. *That the school administration and Local School Leadership Council seek ways to increase communication with students, parents and staff to maintain their engagement in school life.*

Better communication across all groups remains an absolute necessity and a goal difficult to attain. The issue of communication occurs throughout the self-study reports. As the population of the school has grown, so have communication difficulties. One of the areas of improvement in the schoolwide action plan deals specifically with communication and collaboration. However, there have been steps taken to meet recommendations of the previous WASC committee visit.

Parents receive a progress report/report card every four weeks containing grades and attendance. Parents are called by the staff in the attendance office whenever a student is absent. The *El Portavoz* newsletter is sent home each quarter which has a calendar of events and information about various projects and programs on campus. The newsletter is written in English and Spanish. There are many parent organizations on campus in which all parents may participate and gather additional information. The number of participants varies widely, depending on time of day, weather, and type of event. Parent conferences are held once each semester during which parents can speak with teachers about student grades, behavior and school programs. Parent Conference night begins at 4:00 p.m. It used to last for two hours. The time was extended until 7:00 p.m. in order to accommodate more parents. There has been a steady increase in parent attendance during recent years.

Every attempt is made to send worthwhile information to parents. Making sure they receive it is frequently the problem. All information sent home is written in both English and Spanish. Some material is sent through the mail, and some is given to the students to hand carry to their homes. Plans are in place to implement an advanced capability voice mail system. This would allow parents to be notified of important school information and events. Parents and/or students could call and leave messages or questions in teachers' voice mail.

The *Daily Bulletin* contains most of the information students need to have on immediate events. It is the policy to read the bulletin in homeroom every day. There are additional announcements made in homeroom on the public address system. However, overcrowding has forced placement of multiple homerooms in the student cafeteria and Library Media Center. Frequently it is difficult to hear announcements from either the P.A. or the bulletin. The P.A. system is not operative in many rooms. (By the end of May, Proposition BB money will provide a modern and complete system of room-to-room, room-to- home and office-to-room communication.) The *Daily Bulletin* is posted in a showcase near the front door of the school and is posted in offices and classrooms around campus. There are many bulletin boards with posters announcing various activities and events. Even if a student does not hear the bulletin, he/she is able to glean most of the needed information. Until recently, the *Daily Bulletin* was posted daily on the BellNet Site. When the new secretary in the Assistant Principals' office is trained in this procedure, the *Daily Bulletin* will be online again.

There are student and parent representatives on the School Based Management Council where decisions are made concerning school policy, budgets, curricular programs and activities.

Dates and time of important events are put on the marquee in front of school which provides information to students and parents driving by.

3. *That the administration and staff develop plans for improving the instruction of the integrated skills of thinking, learning, listening, speaking, writing, reading and calculating across the curriculum.*

Strategies to integrate basic skills and higher thinking skills into the curriculum have been a major emphasis of the Staff Development Committee over the last three years. We have stressed SDAIE and reading comprehension training in various on and off campus workshops. Bell High School has a very large LEP population and nearly all staff members are presently engaged in or have completed the SB 1969 certificate program or the BCLAD and CLAD. In previous years, the emphasis was placed on preparing for the CTBS test. Workshops were provided, groups and staff members shared ideas, and practice packets were developed and handed out to students for study.

In the last three years, the test administered at Bell has been the Stanford 9. As indicated in the School/Community Profile (with additional information in the Appendices), Bell students have not performed well on this test. As a result of this poor performance, Bell has developed many programs to raise student achievement and motivate students to approach the testing with greater seriousness and responsibility. Tutoring at lunch, after school and on Saturdays has been provided and many students have taken advantage of the opportunities. The CCC Lab is available to students as a class during the school day and for tutoring after school and on Saturday.

SB 1882 has provided funding for staff members (certificated and classified) to attend workshops and conferences to increase subject matter knowledge and improve teaching strategies. Approximately 125 faculty and 25 classified attend every year. Those who attend are used as facilitators at staff development sessions during the year to report what was learned at the various workshops. In recent years, our growing number of new teachers has been encouraged to attend workshops/seminars that emphasize classroom discipline and management, as well as those that increase subject matter knowledge. Also, many more teachers have attended Advanced Placement workshops because Bell has significantly increased the number and type of AP classes offered. We also invite experts to make

presentations to everyone at staff development sessions. There is also a large number of "experts" in many fields among the current staff.

The Math Department has adopted the integrated math program. Many of the math teachers have attended extensive workshops and training for preparation in integrated math. They have also taken workshops in the use of math manipulatives and technology.

Bell students have the opportunity to attend intersession classes at Bell and on other campuses as well. Intersession offers students the ability to make up classes at which they were not successful. More importantly, intersession provides the chance for students to take specialized vocational, business, and other classes that expand and enrich their learning opportunities.

4. *That the administration and staff investigate ways to increase the access to guidance and counseling services for all students.*

In an effort to meet the needs of the school community by increasing access to the guidance and counseling services for all students, the following services have been implemented through the counseling office:

- the addition of three counselors (one per track)
- the addition of Title I and Perkins counselors
- the addition of a Psychiatric Social Worker
- the addition of a full-time PSA Counselor plus assistance from the Cluster PSA Counselor, school attendance office and Healthy Start
- parenting classes for Bell High School parents
- the establishment of regular meetings between the high school and the feeder school
- a concerted effort to work with those students who lack credits for graduation
- scheduling evening meetings with parents
- scheduling staff to provide articulation directly to the feeder schools during their Open House and Orientation assemblies
- each counselor has a computer which is connected with SIS to provide instant information on the students. The computers are also used to enhance communication with parents. All counselors regularly mail letters regarding student progress toward graduation.
- increased the number of personal counseling contacts with students and parents/guardians
- off-track time is provided for deans to have parent conferences with students who have problems with behavior, attendance or inadequate credits.

5. *That the administration and department develop an ongoing staff development plan to increase the on-site technological expertise of its members thereby insuring the maximum utilization of the computers, software, and other instructional technology acquired through the Model Technology School Project.*

Bell High School has become the most technologically advanced school in the Los Angeles Unified School District since the last accreditation report in 1993. It is entirely possible that Bell is one of the top technological schools in the state and the country. This statement is based on three facts: the total number of computers on campus; the number of computers dedicated to student use; and the expertise of the staff (both in quality and quantity). The Technology Committee has kept on task and has incorporated all the schools in our cluster into the technology plan. All schools are connected through Bell to the Internet. The instructor of the Mac Lab and several of the Teaching Assistants are updating and expanding Bell's web page with a great deal of information about the school and staff.

Although the grant for the Model Technology School Project and its extension have expired, subsequent grants, staff development, curriculum expansion and staff enthusiasm have kept Bell in the forefront of the technology revolution. Ironically, the limits to maximum utilization of the computers and software have come from the age of the physical plant.

6. *That the District administration investigate ways to address and effectively resolve the on-going air conditioning maintenance and operation problems in all classrooms.*

Both the air-conditioning and heating systems continue to need repair and/or maintenance which is not provided in a timely manner. Problems in this area range from mild to extreme.

7. *That the Local School Leadership Council and departments develop and implement strategies that result in improved articulation with feeder schools.*

Since the last accreditation report, the District has reorganized into Clusters. Bell's cluster is comprised of one high school, one middle school, eight elementary schools, and one K-12 school, with a cluster office. There have been two cluster wide staff development days (in 1996 and 1997). In 1996, one of the major areas addressed at the meetings was "what students should know and be able to do" at each level of education. In 1997, much of the discussion was based on standards established by the District. These two staff developments involved approximately

900 teachers, 350 paraprofessionals, counselors and administrators from the cluster schools. However, funding no longer exists for this to continue, nor does a common meeting day, since all staff development must be done off-track.

Articulation with the feeder middle school is ongoing as the counselors go to the middle school to speak with and program the incoming 8th grade students. Teachers and Department Chairs have met several times at either the middle or high school to discuss testing of students and programs which should be or are available at the high school level.

Through the efforts of the cluster and the Bell High School Math Department, representatives from the elementary schools as well as the middle school and high school meet monthly to discuss continuity of programs. For the past three years, a small group of teachers from the middle school and high school have worked together as participants in a National Science Foundation program that assesses Algebraic Thinking. The Cluster's Math Task Force meets monthly with Cluster Administrator Jorge Garcia to assess the progress of the instructional program.

8. *That the Local School Leadership Council and departments develop strategies to infuse instructional technology into the mathematics curriculum; thereby increasing the time students spend on concepts and problem-solving through the manipulation of mathematical relationships.*

Another major component of the newly adopted Integrated Mathematics curriculum is the utilization of the scientific and graphing calculator in every lesson. Classroom sets of graphing calculators, as well as scientific and basic calculators, have been purchased for use in all classes. Many of the teachers in the department have become very proficient in using the calculators as part of their instruction.

As part of the schoolwide technology plan, the Math Department bungalows will be connected to the Internet system early next year (2000). The first rooms will go online by November, 1999. The BellNet system connects all classrooms' computers to the school network and also to the Internet. The school plan will eventually make it possible for every student to have his/her own account and be able to work on computer curriculum tasks anywhere in the school. The system will connect the math classes to the math students at the feeder schools which will enable our students to be tutors for the elementary and middle school students.

9. *That the District and school administration seek resources necessary to resurface damaged tennis courts enabling teachers full use of instructional areas.*

The issue of repairing the damaged tennis courts is now moot, since portable bungalows have been placed on top. The process is underway to redesign the area previously used for agricultural/horticultural classes for use by the Physical Education Department. The department is anticipating the use of the area for classes and a practice base/softball field, but is unclear when they will be able to use it.

10. *That the staff, counselors and school administration collaboratively develop a plan to improve articulation with feeder schools ensuring that copies of cumulative records (including up-to-date IEPs) of incoming 9th graders arrive prior to the beginning of school.*

Staff, counselors and school administrators of Bell High School and the feeder school have developed an articulation program in which the teachers from Bell meet twice each year with the feeder school representatives to discuss and collect incoming data and current IEPs. A high school special education teacher on each track presents the program to the 8th grade special education student prior to graduation from middle school.

The Bell High School Special Education Department has also added a secretary to facilitate transferring information from the feeder schools to the Bell classroom teachers. The Special Education secretary is also a key person in scheduling IEPs and insuring that records are kept up-to-date.

11. *That the school administration, Local School Leadership Council and staff develop a strategy for acquiring multiple computer stations to facilitate the implementation of computer assisted instruction for special needs students.*

The department has received and extensively utilized several used Apple II computers. In addition, most teachers received a Mac 575 for classroom use. The need still exists for more computers, especially G-3s, in the classroom. Several members of the Bell staff have become proficient in computer repair, eliminating the need for removing broken equipment from the school site. The utilization of the Digital High School Grant will continue to alleviate this problem.

12. *That the Vocational/Technical Arts staff expand the use of technology in all classrooms enhancing student learning and preparing students for a technologically oriented work place.*

Five of the Vocational/Technical Arts classrooms (graphic arts, drafting, two business rooms, electronics) have six or more computers and, therefore, qualify as computer labs. The remaining four classrooms have one to five computers. The appropriate software is being used. Five rooms have Internet access. One business room will have a local area network for printers.

Technologically oriented tasks are taught in Vocational/ Technical Arts classes. Graphic Arts uses computers for project layouts. The Computer Assisted Drafting Class has produced many local and state award winners, as well as generating postsecondary jobs for students. The Cisco Network Academy Class trains students who may qualify for a national test to become Cisco Associate Network Engineers.

13. *That the school administration and staff develop and implement a Master plan to address the needs for repair, maintenance and replacement for instructional equipment.*

Repair services for specific jobs has been reduced. The response to "trouble calls" can take a long time before someone responds. One of the printing presses has been "red-tagged" for several months, awaiting repairs and/or replacement. There is machinery repair and sharpening on a regular basis.

Computer repair after the warranty expires can be extremely slow. However, with the implementation of the Digital High School Grant, the response time and quality of repairs has improved. Teachers' aides have been trained to set up, program and repair computers.

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# THE PROCESS COMMITTEE

## The Committee Recommends:

1. *That the school administration and the School Based Management Council seek new avenues to educate parents about the importance of schooling as the key to future student success.*

Twice a year, Bell holds a College and Career Fair for parents and students to meet with advisors from various colleges, universities, and technical schools, as well as representatives from businesses and the armed forces. The Fair is held during the school day and students may come at lunch and other periods with teacher permission. Although the Fair is open to parents as well as students, generally parents are not able to attend during the day. Part of the Schoolwide Action Plan is to have a College and Career Fair held in the late afternoon and/or evening.

In April, 1996, the Bell Cluster initiated a Cluster-Wide Parent Involvement Conference to familiarize parents with school policies, the use of computers and the Internet, parents' role in a LEARN school (Elizabeth Street Learning Center, Corona Avenue Elementary School, Loma Vista Elementary School, Nueva Vista Elementary School, and Woodlawn Elementary School), and many other topics relating to education and/or parenting. The first conference had more than 950 parents and students participating. Parents attended a general session as well as individual workshops. These conferences have continued to the present year and have been very successful.

The Bell Cluster Healthy Start Grant provided money for parent training classes. More than two hundred parents have been trained to work as volunteers in the school and assist other parents in relating to the schools, as well as various state and local health organizations. The parents are recruited from all levels, including Bell High School; however they primarily work in the elementary and middle schools. Even though the Healthy Start facilities are located on the Bell campus, additional health services/referrals are offered to the entire community, not just students at Bell.

The articulation for incoming 9th grade students and has been expanded to three separate meetings, one for each track. At these meetings, parents' role in the education of their children is strongly emphasized.

The Bell High School Library Media Center is open from 3:30 p.m. to 5:30 p.m., Monday through Thursday. This has allowed the Bell community to become familiar with the school and the members of the faculty who have provided afternoon

tutoring services. Although the majority of students come to the Library Media Center for tutoring, all other library services are available for use as well. The addition of nine computers, seven of which are connected to the Internet, and electronic access to print media has increased student use of the Library Media Center. Adult school students and parents may use the Bell Library Media Center and its resources.

2. *That the school administration and Student Life and Discipline Committee investigate strategies to combat high absenteeism so that students can take better advantage of the school experience.*

The school administration and Student Life and Discipline Committee investigated strategies to combat high absenteeism. A new discipline policy was developed to emphasize individual student responsibility, the primacy of instruction, and uniformity of application. A new set of schoolwide rules along with a hierarchy of consequences and rewards was designed to support and implement it. The new policy was adopted by the School Based Management Council. A Tardy/Referral Room was added to support the maintenance of discipline. In addition, counseling services were restructured. Bell High School moved away from the concept of the whole-child. Consequently, an Attendance Office was created. The staff further decided to adopt the PAAS attendance program which gives staff the ability to take period-by-period attendance. Other programs and/or policies were implemented as follows:
- Junior and Senior Attendance Contracts (see *Appendix*)
- Activities Contract
- Perfect Attendance Awards
- Minimum Day Activities, Winter/June Fest
- Period One home calls to absentees
- Locker Distribution based on attendance and marks
- DJ Contests
- Motivational assemblies.

These attendance programs and policies have facilitated an increase in in-seat attendance from 82% to at least 95% during the 1990s. In 1994-1995, Bell High School was recognized for the Most Improved Attendance. Subsequently, the Los Angeles Board of Education has named Bell as the high school with the Number One in-seat attendance for the last four school years.

3. *That the School Based Management Council develop and implement strategies to communicate in a timely and effective manner with the school community to allow for concerned feedback and to ensure a knowledgeable constituency.*

Information from School Based Management meetings is announced during regular faculty meetings. Notes of the meetings are left on the white board in the Faculty Cafeteria for a minimum of one week after the meeting. Notes are also taken by the Administrative Assistant on a laptop computer and are printed and distributed to all staff, as well as parent, student and community members of the School Based Management Council.

Bell High School provides articles to the Bell cluster newspaper to keep the school community up-to-date on events. This newspaper is published four times a year by the cluster office. Once a month, the city of Bell publishes the *Bell Bulletin* which is delivered free to all homes in the city. Bell High School provides information on school activities to the *Bell Bulletin* on a regular basis.

Bell High School is using computer technology to communicate with the school community. Bell received funding from the Bell/Cudahy Cable Network to update, expand and manage the Bell High School Cable Bulletin Board and Network. Various Bell High School events are telecast on the BellNet, and upcoming events are announced to help the Bell community become aware of Bell's activities. A Bell connection to the Internet and a Bell Home Page on the World Wide Web were established with the aid of a SB 1510 grant, federal assistance from ARPA, and the efforts of a dedicated group of teachers. Many of our teachers have accounts on BellNet. Through this connection, they are able to use email and communicate easily with one another regarding school business. Minutes from all School Based Management meetings and sub-committee meetings will be accessible via the Web in the near future.

4. *That the school administration and staff seek ways to involve more parents in the educational process, ensuring more support for student success.*

Increasing parent involvement in the educational process to a level commensurate with the number of families with children at Bell has been and continues to be one of the most difficult problems to solve. The steps listed below have helped:
- Changing the time slot for Parent Conference Night to 4:00 p.m. to 7:00 p.m. (an earlier and longer time period than previously used), has led to a steady increase in parent attendance.
- As previously explained, the annual Cluster Wide Parent Involvement Conference, the Parent Training classes which are part of the Healthy Start grant, articulation for all incoming 9th graders and their parents, and better communication/promotion of meetings such as GATE, BAC/CEAC have all resulted in increased parent attendance.

• *El Portavoz*, the *Bell Bulletin*, and information sent home in Spanish and English also increase publicity for school programs. However, finding new methods of encouraging parental involvement is a major factor in the Schoolwide Action Plan.

5. *That the District and school administration promote and encourage the school's restructuring effort, seeking funding which would allow more planning time thereby enabling the school to better meet the needs of the diverse student population.*

Faculty, administration, non-certificated staff and parents have been encouraged to attend professional development conferences. This has helped members of the school community become more familiar with the goals of *Second to None, The Scans Report* and *America 2000*. The professional development seminars have been and will continue to be funded by the SB 1882 Staff Development grant.

# THE PROGRAM COMMITTEE

## The Committee Recommends:

1. *That the school administration and School Based Management Council seek ways to increase communication with off-track students, parents and staff to maintain their engagement in school life.*

   A concerted effort has been made by the offices to coordinate mailings to the off-track students (and also to off-track staff) regarding events during their off-track time. Notices are given in bulletins, by public address system and in posters of activities. Announcements are made just before a track leaves so that students and staff are aware of upcoming events. The school bulletin goes to schools where Bell students are attending Intersession to announce events so students may participate in those events. The school newsletter, *El Portavoz*, is mailed out to the homes of all students once a quarter. The calendar of events is included. These events are also noted in the school newspaper.

2. *That the administration and the School based Management Council examine ways to enhance library media resources thereby encouraging more students to make use of the library facilities.*

   The SB 1510 grant funded personnel so that the Library Media Center could remain open until 7:30 p.m., Monday through Thursday. This grant also provided five new computers and a printer to be set up for student use. These computers are networked through our Wide Area Network (WAN) to the Internet so students can do research. However, when the grant ended, these hours were cut back. Now with the assistance of Tutoring and Rodriguez Consent Decree funds, we have been able to keep the Library Media Center open until 5:30 p.m. Newer more powerful computers purchased through Digital High School funds have replaced the SB 1510 computers. The librarian sends out forms to every staff member each year requesting titles of publications and/or books to be purchased and added to the library shelves. However, funding is a problem. Library monies from the state have been continually cut over the last few years. The school has tried to budget items through grants to enhance the resources provided by the Library Media Center. The longer hours have helped a great deal to encourage student use of the facility. Parents and adult school students also use the Library Media Center during the extended hours.

3. *That the school administration, counseling staff and teachers develop a plan to expand group counseling services provided to at-risk students to increase their success in school.*

The Impact program is the most significant group counseling service provided at-risk students at Bell High School. Impact groups have been formed to assist with teen problems such as parenting (both mothers and fathers), drug and alcohol abuse, anger management, and other teen crises such as grief, depression and family conflict. New groups, called Impact Plus, are being formed to train students to become leaders and conflict resolution facilitators. All Impact groups are led by a trained staff member. One of Bell's action steps is to train even more Impact leaders, especially those who are bilingual.

There is an active Project 10 group on campus which is well-publicized both in the *Daily Bulletin* and on posters in individual classrooms.

All counseling groups help students help themselves and each other. The goal is to raise students' self-esteem in the hope that they will function at an increased learning level.

4. *That the school administration and the School Based Management Council review the structure and function of the homeroom period and implement modifications that would more effectively utilize the instructional time.*

The issue of homeroom use is complicated by several factors. There are considerably more homerooms than there are classrooms. Therefore, multiple homerooms meet in the student cafeteria, as well as the Library Media Center. It is extremely difficult to inform, make announcements, and work with students under these conditions. Also, juniors and seniors have much more "business" which needs to be dealt with than freshmen and sophomores. Many homeroom teachers feel that the twelve minute time frame is not enough to do anything constructive. Others have their homeroom students use the time after announcements and roll as a study period. There is an attempt made to keep homerooms intact from the freshmen year through graduation. However, most 12th grade homerooms have fewer than 50% of the students who began as 9th graders. The reasons for this are as follows: students are retained in a grade because they do not have enough credits to pass to the higher grade, students move from the area, and homerooms must be combined in order to maintain sufficient numbers in the homerooms.

**5.** *That the School administration and staff develop plans for improving the instruction of the integrated skills of thinking, learning, listening, speaking, writing, reading and calculating across the curriculum.*

Strategies to integrate basic skills and higher thinking skills into the curriculum have been a major emphasis of the Staff Development Committee over the last three years. We have stressed SDAIE and reading comprehension training in various on and off campus workshops. Bell High School has a very large LEP population and nearly all staff members are presently engaged or have completed the SB 1969 certificate program for BCLAD and CCLAD. In previous years, the emphasis was placed on preparing for the CTBS test. Workshops were provided, groups and staff members shared ideas, and practice packets were developed and handed out to students for study.

In the last two years, the test administered at Bell has been the Stanford 9. As indicated in the School/Community Profile (with additional information in the Appendices), Bell students have not performed well on this test. As a result of this poor performance, Bell has developed many programs to raise student achievement and motivate students to approach the testing with greater seriousness and responsibility. Tutoring at lunch, after school and on Saturdays has been provided and many students have taken advantage of the opportunities. The CCC Lab is available to students as a class during the school day and for tutoring after school and on Saturday.

SB 1882 has provided funding for staff members, certificated and classified to attend workshops and conferences to increase subject matter knowledge and improve teaching strategies. Approximately 125 faculty and 25 classified attend every year. Those who attend are used as facilitators at staff development sessions during the year to report what was learned at the various workshops. In recent years, our growing number of new teachers have been encouraged to attend workshops/seminars which emphasize classroom discipline and management as well as those which increase subject matter knowledge. Also, many more teachers have attended Advanced Placement workshops because Bell has significantly increased the number and type of AP classes offered. We also invite experts to make presentations to everyone at staff development sessions. There are also a large number of "experts" in many fields among the current staff.

The Math Department has adopted the integrated math program. Many of the math teachers have attended extensive workshops and training for preparation in integrated math. They have also taken workshops in the use of math manipulatives and technology.

Bell students have the opportunity to attend intersession classes at Bell and on other campuses as well. Intersession offers students the ability to make up classes at which they were not successful. More importantly, intersession provides

the chance for students to take specialized vocational, business, and other classes
that expand and enrich their learning opportunities.

### 6. *That the school administration and staff investigate ways to increase the access to guidance and counseling services for all students.*

In an effort to meet the needs of the school community by increasing access to
the guidance and counseling services for all students, the following services have
been implemented through the counseling office:
- the addition of three counselors (one per track)
- the addition of Title I and Perkins counselors
- the addition of a Psychiatric Social Worker
- the addition of a full-time PSA Counselor plus assistance from the Cluster
  PSA Counselor, school attendance office and Healthy Start
- parenting classes for Bell High School parents
- the establishment of regular meetings between the high school and the feeder
  school
- a concerted effort to work with those students who lack credits for graduation
- scheduling evening meetings with parents
- scheduling staff to provide articulation directly to the feeder schools during
  their Open House and Orientation assemblies
- each counselor has a computer which is connected with the SIS to provide
  instant information on the students. The computers are also used to enhance
  communication with parents. All counselors regularly mail letters regarding
  student progress toward graduation.
- increased the number of personal counseling contacts with students and
  parents/guardians
- off-track time is provided for deans to have parent conferences with students
  who have problems with behavior, attendance or inadequate credits.

The fastest growing department is Special Education. In recent years, the
department has gone from five "teaching lines" to fifteen, with two or three more
needed beginning July 1, 1999. There is a full time psychologist who provides testing
services.

Bell also has full time Career and College Counselors. Both Career and College
Centers have a constant flow of students requesting the services provided there.

Bell High School has established a Crisis Team which helps with trauma
situations on campus. These situations have involved off-campus shootings and
suicides or attempted suicides. Students are aware they have people on campus who
are helpful and caring.

Students now have much greater access to counseling services. Because the education system is also the social services center of the community, Bell's Healthy Start program is helpful to the students and their families.

7. *That the School Based Management Council, the school administration, staff and students collaborate on methods to nurture a more mutually-respectful atmosphere during interactions between students and office staff.*

As noted in the student and staff surveys, there is a discrepancy between the perceptions of staff and students regarding the issue of adult respect to students. The clerical staff were reorganized with clarification of duties that made their positions easier to perform and spread the work-load more evenly. This reorganization has lessened the complaints by students about office personnel. Students need to be reminded that office personnel are usually doing what they have been directed and don't have much control of how quickly a student can be seen by the person they need. Better information about office procedures and personnel responsibilities would continue to improve this situation.

# The Resource Committee

## The Committee Recommends:

1. *That the District and school administration collaborate on the development of a process by which the cost of site maintenance, custodial services and resources is shared by all who are using the site.*

Bell has asked Adult School to share in the cost of general maintenance and cleaning, especially the bathrooms. So far, Adult School has not cooperated. We will continue to try to obtain some cooperation.

2. *That the District Special Programs' Office collaborate with the school administration to determine whether Bell High School meets the criteria for Chapter I Funding.*

A schoolwide effort to qualify for Chapter 1 funding was successful in the fall of 1993. Later, the program was renamed Title I and Bell has received more than 7 million dollars during the six years we have participated in the federally funded program.

3. *That the School Based Management Council and staff initiate a formal process to seek supplemental funding for high-priority site programs and needs.*

We have written successful grants which have assisted Bell in supporting the education needs of our students such as the School Safety Grant, Healthy Start Grant (cluster wide), SB 1882 Grant, SB 1510 Technology Grant, NSF Technology Planning Grant, Teenage Pregnancy Prevention Grant, and one Title VII grant, (information on many of the grants is available in the *Appendix*). As general education funding declined over the last two decades, concerned staff at Bell realized that supplemental funding would be needed and could be garnered from a wide variety of grants. We have been successful in writing for both large and small grants. Bell continues with a successful and active grant writing committee who investigate and seek additional funding sources.

# STUDENT COMMITTEE

## The Committee Recommends:

1. *That the school administration and staff address the perception of many students that they are not always treated with respect.*

   The students feel they are being treated with more respect by most of the staff and administration. As noted in the student and staff surveys, there is some discrepancy between the perception of staff and students regarding the issue of adults' respect for students. In the accreditation update of 1996, one of the students' major complaints was a problem with the clerks in some of the offices. The clerical staff has been reorganized with clarification of duties that made their positions easier to perform and spread the workload more evenly. This reorganization has lessened the complaints by students about office personnel. Students need to be reminded that office personnel are usually doing what they have been directed and don't have much control of how quickly a student can be seen by the person they need. Better information about office procedures and personnel responsibilities would continue to improve this situation.

2. *That the District and school administration investigate creative, yet inexpensive ways of providing nutritious and appealing food offerings for students and staff.*

   Working within LAUSD guidelines, the cafeteria manager has worked with students to improve the variety and quality of the cafeteria food. Outside vendors now supply choices to students such as Subway sandwiches and Pizza Hut pizzas. Unfortunately, the choices are still somewhat limited and the cafeteria usually runs out of the more popular choices.

3. *That the school administration and staff explore staff development activities which would lead to improved instructional strategies.*

   Students believe that most teachers are using more creative ways of teaching. Few teachers use only the lecture-note taking method any more. The "computer revolution" has greatly enhanced the curriculum techniques and offerings. The wide variety of large and small grants have brought innovations to the Bell campus.

4. *That the school administration, staff and students study ways to broaden the scope of communication in order to ensure participation of*

*Limited English Proficient and incoming students in the school's daily activities.*

All communications between Bell and the students' homes are available in English and Spanish. Some announcements over the Public Address system are done in Spanish. Events are publicized with flyers prepared in both languages. In 1994, all homerooms were made inclusive, placing special education, EL and LEP students in general homeroom classes. EL students are seated next to a student fluent in both English and Spanish to translate and provide information to the EL student.

One of the action steps in the Freshmen Academic Intervention Program addresses the need to increase the involvement of incoming students.

# PARENT/COMMUNITY PROFILE

## The Committee Recommends:

1. *That the staff develop and implement strategies resulting in increased parental understanding of, and support for, the schoolwide discipline policy.*

    According to the parent survey (see *Appendix*), parents feel they are well informed of the Bell High School discipline policy. The discipline policy has been discussed by, presented to, and approved by the School Based Management Council. Letters, newsletters, meetings and telephone calls keep parents informed.

2. *That the school administration keep parents fully informed about the measures now being taken to ensure the safety of their children, in order that active parental support will encourage students to cooperate fully in carrying out necessary security procedures.*

    The Parent Survey also indicates that parents and students generally feel safe on the Bell campus. There are two full-time LAUSD school police on campus or patrolling the perimeters every day.

    Off-track teachers are used to direct late students to the Tardy Room, check hall passes, question loitering students and generally make certain that all students are in class or that appropriate action is taken with students who are not. This use of off-track teachers has been extremely helpful to the instructional program and the safety of the campus. Students are aware of the consequences of being out of class without a pass. Parents are phoned when a student is sent to the Tardy Room for a third time. Subsequent tardies require additional action and parents are informed of all steps.

    During instructional time, the campus is quiet and orderly and classroom teachers can conduct classes without dealing with discipline problems outside their doors. Students who do not belong on campus are questioned and either escorted off campus or further dealt with by school police. Students who are disorderly in class can be escorted out by security aides or campus police.

3. *That the School Based Management Council and school staff develop and implement strategies to increase the number of parents involved in school programs.*

Increasing parent involvement in school programs to a level commensurate with the number of families with children at Bell has been and continues to be one of the most difficult problems to solve. The steps listed below have helped.

- Changing the time slot for Parent Conference Night to 4:00 p.m. to 7:00 p.m. (a longer time period than previously used) has led to a steady increase in parent attendance.
- As previously explained, the annual Cluster Wide Parent Involvement Conference, the Parent Training classes which are part of the Healthy Start grant, articulation for all incoming 9th graders and their parents, and better communication/promotion of meetings such as GATE, BAC/CEAC have all resulted in increased parent attendance.
- Increased publicity of school programs with *El Portavoz*, the *Bell Bulletin*, and information sent home in Spanish and English.

Although elections are held for the parent/community representatives for the School Based Management Council, only a few respond to the invitation to be involved with this policy-making body. However, when recommendations are brought before various parent groups, all felt parent involvement in the school was extremely important.

It is obvious that Bell needs to seek new methods of increasing parent involvement, such as having a College/Career Fair in the evening, which is one of the actions steps in the schoolwide action plan. It has become apparent that daytime activities are very difficult for parents to attend due to jobs and/or child care. The difficulty of parking in and around school is also an issue for nighttime activities, especially on Monday through Thursday when Adult School is in session.

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# BELL-AT-HARBOR COLLEGE

## The Committee Recommends:

1. *That the school administration and staff investigate expanding the Bell-at-Harbor College electives to further capitalize on the available educational resources of the college.*

2. *That the District and school administration and Bell-at-Harbor College Coordinator explore the possibility of aligning the program's academic year with the college calendar in order to have full use of the college facilities and resources.*

The Bell-at-Harbor program was discontinued by the LAUSD in 1994. There are several reasons for the cessation of the program: Bell's new science wing was completed; the main building was refurbished; the "play area" was reevaluated to include a higher number of square feet for recreation. As a result, Bell's enrollment cap was raised significantly. Additionally, LAUSD felt the transportation costs were prohibitive.

Students who would have been enrolled in the Bell-at-Harbor program were accommodated in the Honors classes at Bell. In addition, students have the opportunity to enroll in the Humanitas program, which retains many of the same advantages as the Bell-at-Harbor provided. Humanitas students take a set of classes given by teams of from two to six teachers in an integrated, thematic, interdisciplinary, academic program. During the last five years there have been several Humanitas classes on each track. Humanitas programs have been developed for SDAIE as well as "regular" students.

# DRIVER EDUCATION

## The Committee Recommends:

1. *None given, however, certain changes have taken place during the last six years which have affected the program.*

The LAUSD no longer provides a free driver training program. Students under the age of eighteen must pay for private instruction to qualify for a license. Driver Education is taught in the 9th grade and provides students with knowledge of the rules of the road.

The Department of Motor Vehicles changed the road test in 1994. The examination is now "pass or fail." Therefore the 100% AAA Driver Award program was discontinued.

Effective on July 1, 1998, the state of California changed the parameters for teenage drivers. The new legislation is called the Graduated (Three-Stage) Driver's License. Among the changes are the following: a young person must have his/her permit for six months; a teenager may not have passengers under 20 unless a licensed driver over the age of 25 is present; a teenage driver may not drive between midnight and 5:00 a.m. unless going to school activities, employment or seeking medical help.

There remains a need for more SDAIE materials for students who have limited English proficiency.

# EDUCATIONAL AND CAREER PLANNING

## THE COMMITTEE RECOMMENDS:

1. *That the department and Bilingual/EL Coordinator identify instructional materials in Spanish and/or arrange for translation of English language materials in order that English-learners will access the core curriculum with a greater degree of success.*

Teachers of the Educational Planning Class now have little need of non-English materials although there are some available. The EL students do not actually take educational and career planning classes until they have gained enough English proficiency to be enrolled in one of the SDAIE classes. Since all of the teachers have had SDAIE training, these teachers use these techniques even in regular classes. Educational and Career Planning is a 9th grade core class for regular students.

2. *That all teachers of the department utilize District provided instructional materials that stimulate greater student interest and motivation.*

Department members are provided with the District Instructional Course Outline. The course outline offers forty-six units to cover in an eight week period. While this number may seem overwhelming, the course outline provides the teachers with options to deal with the most pressing academic and career needs of the individual students. These topics come with teaching strategies as well as teaching materials for the units.

3. *That the school administration and department collaborate to achieve greater alignment between student curriculum needs and staff expertise in the area of departmental assignments.*

The department now has a standard textbook to be used by the students in Educational and Career Planning. Currently, the department has a chairperson who is the full-time instructor for the department. At present, a single staff member teaches the eight week course, as opposed to several teachers who used to teach one or more periods each. One staff member teaches two, sixteen week Educational Planning Courses which are part of Bell's Humanitas Program. This concentration of instruction provides for a better continuity of instruction and enables the course to be more aligned with the District Standards.

# ENGLISH DEPARTMENT

## The Committee Recommends:

1. *That the school administration, faculty, and other staff members responsible for textbook accounting develop a plan to encourage student responsibility for protecting and returning textbooks complimenting the new computer accountability program, so that funds can be most effectively used for instruction of students.*

The computer accounting method is no longer used by the textbook room to monitor textbooks, especially checkouts. The computer program could not be properly adapted for use by Bell High School. The peculiar demands of year round school require textbooks to be checked in and out six times during one calendar year. Additionally, there is not enough time between books being checked in and the next sets needing to be checked out. Frequently, textbooks are checked in and reissued to another teacher on the same or next day! The Social Studies Department was used as a pilot program for one year. It became very clear that there was not enough "turn around" time for students to receive books in a timely manner. The serial numbers of any books that are recovered from the locker clean out at the end of the semester are kept in a computer for future reference. Teachers are responsible for issuing textbooks to students, and students are directed to use protective book covers on all volumes in the book inventory. Transcripts are withheld for students who leave school without returning books. Students may not enroll in the next semester at Bell without clearing accounts for lost or damaged textbooks.

Bell High School spent more than $250,000 during (1997-98) to meet essential, schoolwide textbook needs for this school year, 1998-99. Every student will have his/her own textbook(s) in academic classes.

English teachers who have been successful in limiting textbook losses are being asked to share their "collection methods" with others. The mentor program gives new teachers strategies for helping students protect and return books.

2. *That the District, school administration and department identify ways to reduce class loads in 9th grade English and composition classes which will encourage more interaction between teachers and students allowing teachers to more systematically assess student writing and give more immediate and relevant feedback which encourages at risk students by improving feelings of success.*

Class size averages are determined by negotiations between the District and UTLA and are not under the purview of the English Department. As of January, 1999, state legislation requires a 20 to 1 ratio in all 9th grade English classes. For at least the last eight years, 11th grade American Literature & Composition classes have been limited to a schoolwide average of 20 to 1.

*3. That the school administration and department establish a more effective, well-defined articulation process between the high school and the middle school creating a transition for students into the English curriculum at the high school level by agreeing on a logical sequence of basic skills and core literature instructions.*

School administration and department members work closely with teachers and administration at the middle schools to develop an effective articulation process. To further assist articulation efforts with middle school teachers and staff, the Department Chairperson arranged to have a list of core literature texts linked to the Bell High School English Department Home Page on the World Wide Web.

Articulation meetings were planned with the middle school. Teachers of the entire cluster have met twice, once at the high school and once at the middle school. One of the areas discussed was expectations for students at each grade level for each subject. High School English teachers met with language arts teachers across all grade levels and discussed grade level standards and the California State Framework.

Advanced Placement classes on all grade levels have been "vertically teamed." The teachers of Honors and AP classes work together to coordinate writing assignments, literature and sharing common concerns.

The English Department continues to participate in the Humanitas program. Humanitas is a teaming of two to six teachers, one of whom teaches Language Arts, who have students in common and develop a curriculum that is thematic and integrated.

Last year the Language Arts teachers worked collaboratively to create a resource for teaching writing skills. Included are a "generic" rubric, check lists, pre-writing exercises and four writing prompts for every grade level except kindergarten. Additionally, the Bell Cluster has funded four days of training for all Language Arts teachers in the cluster to attend the UCLA Writing Program. The teachers will attend during this school year.

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4. *That the school administration and department develop an ongoing staff development plan to increase the on-site technological expertise thereby insuring the maximum utilization of the computers, software, and other instructional technology acquired through the Model Technology School Project.*

The English Department, along with the entire school, continues to focus staff development time and effort on the effective integration of instructional technology into the curriculum.

Bell High School has received a *Digital High School* grant that, in connection with *Proposition BB* (a local bond issue) funding and the federal *Universal Service Discount* (E-Rate), will complete the schoolwide technology networking infrastructure that began with the Model Technology School network in the English Department. The Digital High School grant also provides all teachers with a comprehensive training plan designed to ensure the effective integration of computer, network, and video technology into all disciplines. During the 1998-99 school year, all faculty members will complete 24 hours of intensive "basic training" in technology classroom use and an additional 24 hours of technique- or application-specific training. The culminating activity is the development of a demonstrated and peer-reviewed learning activity in which technology is used as a tool to enhance student learning. The English Department will work as a department and in concert with other departments in this process.

For the past year, the English Department has been a continuing participant in the Electronic Instructional Materials (EIM) Library project. This pilot project is jointly sponsored by the Los Angeles Unified School District (LAUSD) and the Xerox Corporation. English and mathematics teachers participating in this program use the Internet to access an electronic library, a database containing a wide variety of textual and graphic instructional materials. Teachers search this database for material to supplement other instructional materials. Once they have identified material in the database that they wish to use, they place an electronic order specifying number of copies and printing instructions. Within two working days, a bound class set of the ordered material arrives on campus to be distributed as consumable texts to students. Approximately 80% of the English Department's faculty have been trained in the use of the EIM library facilities.

One English teacher has recently been trained as a Technology Teacher Leader (TTL) in the Los Angeles County Office of Education (LACOE) Technology for Learning (TFL) program. He, in turn, has provided training in instructional technology for an additional twenty teachers (from all departments) and has joined the teacher/leader team of the Bell High School Digital High School program.

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The Mac Lab is available to English classes to provide additional technology based instruction.

5. *That the school administration and department investigate alternate strategies for the remediation of reading deficiencies within the core curriculum.*

The English Department has developed and/or is participating in many strategies for intervention of reading deficiencies. Sustained Silent Reading (SSR), fifteen to twenty minutes of silent reading during a sixty minute class period, is used by the English Department. SSR is also used by teachers in other departments.

Teachers are encouraged to use SDAIE techniques in the classroom to assist students with their reading comprehension. For three years, 1995-97, staff development centered on sharing and learning reading comprehension techniques and strategies across the disciplines.

Following a Steve Krashen Staff Development in August, 1997, each English teacher was allotted $500 to purchase books for "classroom libraries." The department realized there was a need to have more print material available in classrooms. The books purchased met a wide range of interest and reading levels. As a result of special programs or grants, subscriptions to the *Los Angeles Times* and the *Long Beach Press-Telegram* provide newspapers for classroom use.

The installation of the Computer Curriculum Corporation (CCC) computer laboratory is a further example of the use of instructional technology by the English Department. Thirty-seven Macintosh G3 computers are programmed to provide individualized, computer-assisted instruction in basic reading skills to all entering 9th graders who test in the lower quartile in reading ability. Students so identified are assigned to a one-semester class in the lab. Progress in reading skill is measured on a weekly basis.

# ENGLISH AS A SECOND LANGUAGE

## The Committee Recommends:

1. *That the School Based Management Council and site staff assess Limited English Proficient student needs relative to their equal access to all curricular and co-curricular problems.*

Bell High School follows the District plan entitled *Instruction and Implementation of Proposition 227* when enrolling Bilingual/English Learner students. Because we only have enough students to have a full program on two tracks, we have chosen to enroll these students on either A or C track.

In order to determine language placement of a student, each parent fills out a Home Language Survey for his/her child indicating the language commonly spoken in the home. If the language is anything other than English, the Bilingual Coordinator must administer the Language Assessment Scale (LAS) in both English and Spanish. (If a student has a home language other than English or Spanish, the District is notified. If they have a person who speaks the language of the student, he will come out to the school to determine placement.)

After the LAS test is administered, an assessment is made by the Bilingual Coordinator. He informs the parent and the Bilingual/EL Counselor of the student's language placement. If the parent prefers to have his/her child in Model A of the Immersion Program, the child is enrolled in EL classes to complete his/her 9th grade English requirement, as well as the necessary SDAIE or regular academic and elective classes at Bell. If the parent prefers Model B of the Immersion Program, the parent must write a statement waiving his right to have the student in Model A. The majority of the parents of Bilingual/EL students at Bell have chosen Model B.

Students in Model B take the following course of study:

| Year One | Year Two |
|---|---|
| EL I AB | EL II AB |
| EL Lit. Dev. | EL Lit. Dev. |
| Bil. Math AB | SH Math AB |
| Bil. Biology AB or | Bil. Chemistry AB or |
| Span. SP. IAB or | Span. SP II AB or |
| SH Fine Art AB | SH Fine Art AB |
| Bil. World History & Geography AB | Bil. U.S. History AB |
| Phys. Educ. 9AB | Phys Educ. 10AB |

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| Year Three | Year Four |
|---|---|
| EL 3/4 (Equiv. of English 9AB) | SH Am. Lit/Cont. Comp. |
| EL 3/4 (Elective credit) | SH Mod. Lit./Expos. Comp. |
| SH English 10 AB | |

Under the *Instruction and Implementation of Proposition 227* plan provided by the District, teachers of EL IA, IB, 2A and 2B students may recommend them for acceleration to the next higher level after eight to ten weeks. If the Bell High School Language Appraisal Team (LAT) approves the recommendation, however, a student may be moved at any time during the semester. Only a few students qualify to be moved ahead in this manner each semester.

All of the Bilingual courses provided for the Bilingual/EL students are taught by teachers who are qualified in their subject, and have the BCLAD or CLAD certification. In a few instances, where teachers are not fluent in Spanish, they have a Teacher's Assistant who provides Spanish translation as necessary.

In Physical Education classes, as well as some elective classes, bilingual student service workers perform the function of the Teacher's Assistant, helping non-English speaking students to follow teacher instructions when they are not given in Spanish. Since the majority of our student body is Spanish speaking, there are many bilingual service students to assist teachers. Through our Multilingual Teacher Career Academy and our Future Teachers Club (both established in 1998), we have begun to train students as tutors who will be able to provide bilingual classroom assistance to classmates.

SDAIE classes are provided for students in EL 3 and 4. These are scheduled with teachers who have the BCLAD, CLAD, or 1969 (SDAIE training). Again, if it is necessary to place a student with a teacher who is not fully trained, we provide a Teacher's Assistant fluent in Spanish to assist the teacher and his/her students.

All limited English proficient (LEP) students who have mainstreamed into the regular program will continue to take SDAIE sections of courses until they have been reclassified functional English proficient (RFEP), as a result of passing the LAS test. Although every limited English proficient student is tested each year, for some students reclassification does not occur until they are 12th graders. In the 1997-98 school year, of the 1,628 limited English proficient students enrolled at Bell, 359 were reclassified.

2. *That the School Based Management Council and staff collaborate in the design and implementation of additional staff development activities related to second language acquisition, integrated skills, and*

*SDAIE instruction resulting in more limited English proficient students having access to the core curriculum.*

One of the major committees under our School Based Management Council is the Staff Development Committee. This Committee under the direction of our SB 1882 Coordinator (SB 1882 is a District grant which funds a coordinator and provides approximately $40,000 to $50,000 yearly per school for staff development) plans and implements all staff development at Bell. The Committee is made up of the Coordinator, the UTLA Chapter Chair or her representative, other teachers who are organizing or presenting in a particular staff development, and an administrator.

During the 1993-94 school year, the District required each high school to provide twenty-four hours of staff development in SDAIE teaching techniques for all teachers. The Staff Development Committee brought in District and outside experts, as well as teachers from our own Bilingual/EL Department, to provide bilingual/ EL teaching theory and methodology. This background made teachers in all disciplines more aware of the need to use visuals, diagrams, demonstrations, realia, and collaborative projects when teaching limited English proficient students. In fact, the Committee felt that using these kinds of materials when working with any group of students is just good teaching, and that all teachers should be using them.

During this school year, the District began to require teachers who were working with limited English proficient students to get their BCLAD or CLAD Certificates, or to be in training, and started to offer the SB 1969 SDAIE certificate training on Saturdays or during vacation periods. Schools that did not have all bilingual or SDAIE classes taught by a properly certificated teacher were found to be out of compliance by the District. Unfortunately, finding a cadre of qualified instructors is not an easy task to accomplish. Both BCLAD and CLAD certificates require teachers to complete many additional hours of training, and SB 1969 certificate classes were not provided in sufficient numbers or at times convenient for teachers on the Concept 6 school calendar. To date, twenty-eight of our teachers have the BCLAD, seventeen the CLAD, thirty-three the SB 1969 training, and sixteen are currently in training.

As part of the planning for each school year, the SB 1882 Coordinator does a needs assessment. In 1994, it was determined that staff development at Bell for the next two or three years needed to concern itself with improving reading comprehension, improving student achievement, and standards development and alignment. With that in mind, listed below are some of the topics related to second language acquisition on which we provided staff development:

• Scaffolding techniques in reading comprehension

- Using groups to create reading comprehension
- Increasing reading comprehension teaching techniques in all subject areas
- Reading Levels - Determining Student Ability
- Scope and Sequence of the Stanford Achievement Test - Ninth Edition
- Test Taking Skills
- SDAIE - Its Effect on Departments (Collected original lesson plans from each faculty member)
- Multiple Intelligences
- Right brain/Left brain Theory
- Free Reading
- District Standards — What they are and how to incorporate them into the curriculum.

During the 1997-98 school year, we were fortunate to have three staff development days when all three tracks of teachers were present. On two of those days, speakers made all day presentations at Bell, outlining strategies that were useful in most disciplines:

1. **Stephen D. Krashen** discussed language acquisition, bilingual/EL/SDAIE education, and how to improve reading comprehension in August, 1997.

2. **T. Roger Taylor, President, Curriculum Design for Excellence, Inc.** In March, 1998, Dr. Taylor spoke at Bell. His topics included information on various theories of educational philosophy, such as Multiple Intelligences, Right and Left Brain Research, the Interdisciplinary curriculum. He provided extensive resource material for each teacher to use in his/her classroom.

In addition to these and other exemplary Staff Development presentations on the Bell High School campus, almost all teachers have attended workshops and seminars on a wide range of topics relating to their disciplines which have been funded yearly through SB 1882 grant monies. Because of the broader understanding by Bell teachers of SDAIE teaching strategies, as well as various other strategies, there has been a noticeable change in the manner in which materials are presented to students. Many more students are able to access core curriculum successfully.

# FOREIGN LANGUAGE DEPARTMENT

## The Committee Recommends:

1. *That the District administration, school administration and staff explore ways to improve the physical facilities, including classroom space and number of desks to accommodate the needs of large class sizes as well as effect a proper learning environment.*

School administration and staff have met and recommendations have been proposed to improve the physical facilities, including classroom space, but conditions have not been ameliorated. The problem of class size, small rooms and overcrowding is endemic throughout the school. There are several important reasons for this:
   - general population growth.
   - increased demand for special needs classrooms
   - ratio of 9th grade English classes has dropped to 20 to 1
   - District rather than local control over cap limits.

2. *That the District administration investigate ways to address and effectively resolve the on-going air-conditioning maintenance and operation problems in all classrooms.*

Both the air-conditioning and heating systems continue to need repair and/or maintenance which is not provided in a timely manner. Problems in this area range from mild to extreme. Local site options have been exhausted. BB money may alleviate some of this problem. However, it is a chronic problem which often interferes with optimal learning conditions.

3. *That the school administration and staff focus attention and services in providing a specialized foreign language course for the non-college bound student in order to increase motivation and maximize potential.*

There is no differentiation made between college and non-college bound students taking foreign language classes. All students are encouraged to take classes in a foreign language. Classes for beginning students in Spanish, French and Japanese are offered at Bell. Advanced foreign language classes are also offered. Placement tests in Spanish are given at Nimitz Middle School, from which the majority of Bell students come.

4. *That the school administration and staff explore the feasibility of offering Spanish and French during the intersession period in order to accommodate remediation needs of the students.*

Students who fail the first semester of a language course must retake that course. A language teacher may have both repeat and new students in any given class. The LAUSD does not provide funding for Foreign Language intersession at any of its schools.

# HEALTH DEPARTMENT

## The Committee Recommends:

1. *That the school administration and Local School Leadership Council review the appropriateness of teaching Health Education at the 9th grade level, utilizing student maturity factors in order to maximize student readiness for the curriculum.*

The Health Department remains concerned with the maturity level of the topics as presented to the 9th graders. The department believes that a 10th grade program would be more beneficial for the students. The administration has noted that there is no room for another required course in the 10th grade curriculum.

Therefore, we have developed a curriculum that basically prepares the student with a strong mental health approach. Self-esteem, values setting, goals preparing, risk taking, assertiveness training, communication, problem solving and stress management are topics that help prepare 9th grade students for difficult decision making. It is believed that with this foundation, a student would be able to make healthy decisions.

The department has incorporated more guest speakers into the curriculum These speakers have come from the community as well as from Bell's Healthy Start program. Two major innovations are the incorporation of the "Baby Think It Over" program and the Tobacco Use Prevention Education Program (TUPE), including cessation groups. Students access the Internet to research health information.

Faculty members of the Health Department continue to attend seminars and workshops to remain current with health education topics.

2. *That the department increase opportunities to utilize basic learning skills in order for students to develop a high level of competency contributing to lifelong learning.*

The Health Department is strongly aware of the need to present their program in a manner which emphasizes basic skills. Varied approaches to individual and group reading are widely used. Oral and written reports are required on a regular basis. These reports involve outside research efforts. The use of graphs, finding percents and means, etc., are mathematics requirements necessary for homework and or reports. Data presentations and analysis of materials are emphasized throughout the course. Students are taken to the Mac Lab to increase computer

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skills in conjunction with the health curriculum. Reading health books and articles are utilized to strengthen basic comprehension skills.

In summary, oral and written skill requirements are given much attention in the health curriculum by all health instructors.

# MATHEMATICS DEPARTMENT

## The Committee Recommends:

1. *That the School Based Management Council and department develop and implement strategies that result in improved articulation with feeder schools.*

Through the efforts of the cluster and the Bell High School Math Department, representatives from the elementary schools as well as the middle school and high school meet monthly to discuss continuity of programs. For the past three years, a small group of teachers from the middle school and high school have worked together as participants in a National Science Foundation program that assesses Algebraic Thinking. The Cluster's Math Task Force meets monthly with Cluster Administrator Jorge Garcia to assess the progress of the instructional program.

2. *That the School Based Management Council and Math Department develop ways to expand the tutorial services available to all students in order to improve student achievement in mathematics.*

The Bell High School Mathematics' Department offers a comprehensive tutoring program throughout the school day in various classroom locations, as well as after school and on Saturdays. The program is coordinated by a certificated District mentor math teacher with the assistance of fellow math teachers and Teacher Assistants and is funded by ELSA and/or Bell's SBM Council. The program consists of the following components:

#### In the Library Media Center, (Monday-Thursday)
- lunch tutoring
- after school tutoring, 3:30 p.m. - 5:30 p.m.

#### Individual teacher classrooms, (Monday-Friday)
- before school
- nutrition
- lunch
- after school

#### Math Tutoring Center, (Saturdays)
- morning workshops, 8:30 a.m. - 11:30 a.m.

The Math Department and the Title I office provide a comprehensive math enrichment program for students during the school week as well as on weekends and some holidays, appropriately named **SMMAP** (Students Making Math a Priority). These workshops are coordinated and led by the Title One mathematics resource teacher. The program consists of the following components:

<u>Monday Madness</u>    6:20-7:20 a.m.
Using a Graphing Calculator
Training/explorations – beginner

<u>Wacky Wednesdays</u>    6:20-7:20 a.m.
Using a Graphing Calculator
Training/explorations – intermediate

<u>Saturday/Holiday</u>    8:00-11:30 a.m.
Topical content – statistics, probability, etc.

3. *That the department expand the use of cooperative learning strategies throughout departmental offerings to increase the achievement levels of special population students.*

Last year, Bell High School completed its third year of implementing our three year Integrated Mathematics course sequence. A major component of the sequence is the utilization of cooperative/collaborative learning strategies in the classroom which should lead to improved student achievement. Most of the math staff have been intensively trained in cooperative and/or collaborative learning strategies and utilize them in the classroom regularly. Many teachers meet on a weekly basis to discuss strategies and implement the new course sequence. Teachers continue to attend workshops and seminars throughout the year to upgrade and maintain their skills.

4. *That the School Based Management Council and department develop strategies to infuse instructional technology into the mathematics curriculum thereby increasing the time students spend on concepts and problem-solving through the manipulation of mathematical relationships.*

Another major component of the newly adopted Integrated Mathematics curriculum is the utilization of the scientific and graphing calculator in every lesson. Classroom sets of graphing calculators, as well as scientific and basic calculators, have been purchased for use in all classes. Many of the teachers in the

department have become very proficient in using the calculators as part of their instruction.

As part of the schoolwide technology plan, the Math Department bungalows will be connected to the Internet system early next year (2000). The first rooms will go online by November, 1999. This BellNet system connects all classrooms' computers to the school network and also to the Internet. The school plan will eventually make it possible for every student to have his/her own file/account and be able to work on computer, curriculum tasks anywhere in the school. The system will connect the math classes to the math students at the feeder schools which will enable our students to be tutors for the elementary and middle school students.

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# PHYSICAL EDUCATION DEPARTMENT

## The Committee Recommends:

1. *That the District administration and staff repair the broken lockers in the Physical Education locker room to eliminate the sharing of lockers by three to four students.*

Funds from Proposition BB have repaired the broken lockers in the Physical Education locker rooms. Prior to this, one of the PE faculty had been voluntarily repairing lockers to the best of his time and ability. The repair situation had become extremely critical because it was no longer possible to obtain parts from the District. Any replacement parts must be purchased from outside the District. It is unknown at this time if the repairs made from Proposition BB funds will maintain lockers in the future.

2. *That the District, school administration and staff develop a schedule of facility and equipment upkeep in order to meet the needs of a comprehensive physical education program.*

Major improvements have been made to the football and baseball fields. The difficulty is that when improvements are to be made, the Physical Education Department is not told or notified ahead of time so they can schedule around the work. Frequently, the first indication of a pending job is the arrival of a truck with fertilizer to be dumped on a field, rendering it useless for a period of time.

The District repairs facilities, but they are very slow. The swimming pool is frequently out of use, once for a period of one and a half years. The Gym was closed for almost a year. These repairs add to an already existing problem of limited teaching stations and overcrowding. The feeling is that repairs should and could be done in a shorter period of time. Facilities are currently impacted by Proposition BB trenching. The SBM Council has funded materials and equipment to refurbish the weight training facilities with the work being done gratis by the Department Chair.

Major changes have occurred on the campus, which have impacted the Physical Education Department. In order to place an additional six portable bungalows on campus, two tennis courts were removed from use. The southeast corner of campus is no longer used for an agriculture class. Most of the outbuildings such as sheds and the greenhouse have been removed. The "A" building (agriculture classroom) is still there but cannot be used because of grading scheduled for the area. Once the

grading is complete, the area will be used as a practice base/softball field. The work is slow, but in progress.

3. *That the school administration and staff examine and effect a change, where needed, ensuring that security is maintained in the Physical Education area preventing unauthorized visitors from entering the campus.*

General security and class disruptions have been alleviated by the use of off-track teachers for supervision, funded by the Principal's discretionary money. The public telephones in the PE area have been removed and new public phones are available for student use in the East Quad.

Vehicular traffic has been somewhat curbed by directing many service vehicles to other gates. The department also would like the addition of surveillance cameras, to catch perpetrators of graffiti, vandalism, and thefts from their facility. Additional on-campus security is always welcome.

4. *That the school administration and the department institute a plan allowing for students to have equal access into physical education programs.*

All 9th grade students (except Adaptive PE) are programmed into Basic Team which provides for an eight week rotation through basic sports programs. Tenth grade students have a choice of any sport available on their track and all are officially programmed into Advanced PE Any young person who wishes to try out for, and is placed on, a team may do so regardless of his/her track. Team members who wish to do so may enroll in an off-track class for 2.5 credits. This option is available only to team members who are coming for practice.

The District does not allow any other mester classes for 2.5 credits. This limits equal access by students who are not on teams. However, every attempt is made to give students a wide variety of sports' exposure in the 9th and 10th grades.

4. *That the District and school administration seek resources necessary to resurface damaged tennis courts enabling teachers full use of instructional areas.*

The issue of repairing the damaged tennis courts is now moot, since portable bungalows have been placed on top of them. For a period of five months, a third tennis court has been taken to house Proposition BB construction equipment and

materials. The process is underway to redesign the area previously used for agricultural/horticultural classes for use by the Physical Education Department. The department is anticipating the use of the area for classes and a practice base/softball field, but is unclear when they will be able to use it.

The PE Department strongly believes they need a full time custodian for the PE area. There is a continual problem with trash removal in all PE facilities, locker rooms, etc.

# SCIENCE DEPARTMENT

## The Committee Recommends:

1. *That the department develop expanded course offerings for students who seek extended scientific knowledge.*

The Science Department currently teaches AP Physics, AP Biology and AP Chemistry on each track. Honors classes in biology, chemistry and physics have also been added to each track. Science Fundamentals, an elective science class, has been added to the curriculum for students who need to improve their math skills before being enrolled in the required chemistry classes. (Science Fundamentals is a transition class which will only be offered in the 1998-99 school year.) Science teachers are willing and able to teach elective classes in the sciences. However, there is no space available in the Science Department or in the rest of the school to house these classes during the school day. In addition, many teachers are teaching auxiliary classes to accommodate the number of students who need to take the required science classes.

2. *That the school administration, counseling staff and department utilize assessment information in the area of mathematics, reading and success in the sciences at the middle school level in the placement of students to increase the opportunity for student success.*

Ninth grade biology has been available to students for several years. Placement in the class is contingent on demonstrating competency in math and reading (based on middle school assessment information).

Students who are enrolled in Honors English and Integrated Math 2A are concurrently enrolled in Honors Biology.

3. *That the school administration and department seek methods to provide for the opportunity and time for teachers to meet within the department, with other departments and with middle school staff to increase integration of academic skills.*

The Science Department faculty has become involved in the Humanitas program and other academic pairings to integrate the instruction of skills between and among departments. It is anticipated that in the 1999-2000 school year, a minimum of three teachers and eight classes will be involved in Humanitas groups.

Plans have been made for two Humanitas science teachers to visit Nimitz Middle School during the spring semester
- to promote the proper assessment of achievement and placement of 8th graders into high school science classes,
- to promote the upward integration of academic skill achievement, and
- to investigate the opportunities for teacher and student/school to school visitation that could go back and forth between the two schools (e.g., student and teacher visit high school classes, lab demonstrations by students, etc.).

The Science Department conducts official lunch department meetings several times a year. Additionally, many members meet unofficially at lunch and nutrition.

# SOCIAL STUDIES DEPARTMENT

## The Committee Recommends:

1. *That the department develop additional strategies to assist LEP students with the many challenges confronting their educational progress.*

World History in native language (Spanish) is offered on two tracks (A and C). There are SDAIE classes available for all required social studies classes on all three tracks. Additionally, LEP students can enroll in A-F electives such as geography, anthropology, sociology, Latin America and Native American studies. Most department members have attended staff and/or professional development in teaching strategies to assist LEP students. Nine members of the department have either their SB 1969 certificate or have passed the BCLAD or CLAD exams.

2. *That the department pursue identifying the acquired world history support materials that are closely aligned with the California State Framework so that teachers and students are supplied with appropriate instructional resources.*

World History was moved from the 9th to 10th grade which is in compliance with the California State Framework. At that time (1995), textbooks and support materials were purchased. In the spring of 1998, all social studies textbooks that were dated prior to 1990 were slated to be discarded. New textbooks were ordered for all grades. This has provided even more up-to-date texts and support materials for World History, as well as assuring that every student has his/her own textbook.

3. *That the school administration and department work toward developing elective courses for Social Science thus providing students with stimulating and interesting learning experiences in addition to the core curriculum.*

During the year that World History was moved from 9th to 10th grade, the Social Science Department had to develop a "one-time only" curriculum provided for all 9th graders. The decision was to have all 9th graders take one semester of geography and one semester comprised of two eight week mini-units developed by the teachers. Many members of the department would like to continue and/or expand the electives. However, the constraints of the master schedule tend to

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determine which electives and how many electives are on each track. Additionally, the social science electives are limited to those that meet the A-F requirements.

4. *That the school administration, faculty, students and other staff members responsible for textbook accounting develop a plan to encourage student responsibility for protecting and returning textbooks complementing the new computer accountability program so that funds can be most effectively used for instruction of students.*

The computer accountability program is no longer used by the textbook room to monitor textbooks, especially checkouts. The Social Studies Department was used as a pilot program for one year to test the feasibility of the program. The peculiar demands of year-round school require textbooks to be checked in and out six times during one calendar year. Additionally, there is little time between books being checked in and the next sets needing to be checked out. Frequently books need to be checked in and then out on consecutive days. It became very clear that there was not enough "turn around" time to use the program effectively. The numbers of any books which are recovered from locker checks at the end of the semester are kept in a computer for future reference. Teachers are responsible for issuing textbooks to students and students are directed to use protective book covers on all textbooks. Students may not enroll in the next semester at Bell without clearing accounts for lost or damaged textbooks from the previous semester. Students are required to pay the full replacement cost for lost or damaged books.

In the Spring of 1998, more than $250,000 was spent by Bell to meet essential textbook needs. Teachers who have been successful in limiting textbook losses are asked to share their techniques with others. Efforts are being made to print book covers on campus which will adequately protect the larger textbooks (especially social studies books).

5. *That the department collaborate to improve leadership. organization and communication within the department, in order to achieve the desired high level of coordination in curriculum development and delivery of instruction to students.*

The members of the Social Science Department unanimously agree that there is now effective leadership, organization and communication from and with the Department Chair. The Department Chair has actively taken part in off-campus workshops and given training for the department in curriculum development, new technology programs, Internet research activities and classroom management. Several members of the department are participating in Core or Humanitas Programs. Beginning with the school year 1998-1999, teachers of Honors and

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Advanced Placement classes are working as vertical teams to improve curriculum and assist students with their writing and comprehension skills.

The department members and the Department Chair have agreed to meet at least once a month for curriculum development, sharing of teaching methods, etc. Some members who share specific grade level classes are also meeting.

6. *That the department and school administration bring to the attention of the District administration the need to complete the process of aligning the social science curriculum with the current state framework, relative to the placement of World History in the 10th grade rather than in the 9th grade.*

World History has been moved from 9th to 10 grade. Please see the response to Recommendation #2 for the Social Science Department

# SPECIAL EDUCATION DEPARTMENT

## The Committee Recommends:

1. *That the staff, counselors, and school administration collaboratively develop a plan to improve articulation with the feeder school to ensure that copies of cumulative records including up-to-date IEPs of incoming 9th graders arrive prior to the beginning of school.*

Staff, counselors and school administrators of Bell High School and the feeder school have developed an articulation program in which the teachers from Bell meet twice a year with the feeder school representatives to discuss and collect incoming data and current IEPs. A high school special education teacher on each track presents the program to the 8th grade special education student prior to graduation from middle school.

The Bell High School Special Education Department has also added a secretary to facilitate transferring information from the feeder schools to the Bell classroom teachers. The Special Education secretary is also a key person in scheduling IEPs and insuring that records are kept up-to-date.

2. *That the school administration, the department and the counseling staff improve communications regarding the academic planning and placement of special needs students.*

Teachers have developed a collaborative relationship with the counseling staff and administration to improve proper placement of Special Education students.

3. *That the school administration, School Based Management Council, and staff develop a strategy for acquiring multiple computer stations to facilitate the implementation of computer assisted instruction for special needs students.*

The Special Education Department has received and extensively utilized several used Apple II computers. In addition, most teachers received a Mac 575 for classroom use. The need still exists for more computers, especially G-3s, in the classroom. Several members of the Bell staff have become proficient in computer repair, eliminating the need for removing broken equipment from the school site. The utilization of the Digital High School Grant will continue to alleviate this problem.

# VISUAL AND PERFORMING ARTS DEPARTMENT

## THE COMMITTEE RECOMMENDS:

1. *That the school administration seek District assistance to provide security, storage, replacement and/or repair of departmental equipment.*

Many improvements in security and storage have been completed since the 1993 Accreditation Report. For example, the auditorium now has two storage rooms in which their equipment can be adequately secured. The storage room doors for the visual arts classes have been upgraded and have been re-keyed for additional security. The windows of Room 118 have been protected by mesh security screens and no longer present an attractive nuisance.

New security bars have been properly installed in the music room. Additional security bars have been installed on the music storage area to secure new instruments, stereo equipment and other valuables.

2. *That the school administration and staff actively pursue strategies to promote expansion of entry level visual and performing arts classes and/or co-curricular programs which would allow for continuous preparation into advanced level classes.*

Two teachers have been added to the Music Department, one to replace a member who retired several years ago. College preparatory classes have been added to the arts curriculum. Administrative support for the visual and performing arts program continues on a regular basis.

A core Humanitas program integrating the arts with other core classes has been implemented. The department continues to seek a working relationship with the counseling staff to develop and implement innovative programs.

3. *That the school administration, counselors and department collaborate on clearly defining the mester and semester course policy and on methods to appropriately promote departmental offerings to all students during the registration process.*

The addition of the college preparatory classes has enabled our students to be better prepared to satisfy the A-F requirements for the entrance criteria. Because of these classes and a renewed emphasis on art, the quality of productions and art products has greatly increased.

Incoming students should be assigned an arts survey class so that they may more intelligently select elective courses from the arts menu. The District no longer permits mester (2.5) classes. Instead, all classes must be semester classes for five credits.

# VOCATIONAL/TECHNICAL ARTS DEPARTMENTS

## The Committee Recommends:

1. *That the Vocational/Technical Arts staff expand the use of technology in all classrooms enhancing student learning and preparing students for a technologically oriented work place.*

Five of the Vocational/Technical Arts classrooms (graphic arts, drafting, two business rooms, electronics) have six or more computers and, therefore, qualify as computer labs. The remaining four classrooms have one to five computers. The appropriate software is being used. The SBM Technology Committee has wired five rooms for Internet access. One business room will have local area network for printers.

Technologically oriented tasks are taught in Vocational/Technical Arts classes. Graphic Arts uses computers for project layouts. The Computer Assisted Drafting Class has produced many local and state award winning drawings and designs as well as generating post-secondary jobs for students. The Cisco Network Academy Class trains students who may qualify for a national test to become Cisco Associate Network Engineers.

2. *That the School Based Management Council and staff examine ways to ensure equal access for students into a sequential program of skill development leading to postsecondary career-vocational training opportunities.*

The Vocational/Technical Arts staff has examined alternatives for providing equal access to vocational courses and sequential classes. The alternatives have been used by only a few students. Articulation agreements (2+2) are in place for several classes with Cerritos College, Rio Hondo College and Trade Tech. The choice of electives has changed for many students because Regional Occupations Program (ROP) instructors cannot teach students who are less than sixteen years of age. Five of the seven instructors in the Industrial Arts and Business Departments are ROP instructors.

The Office of Instruction for the LAUSD does not allow mester classes (2.5 credits). Credentialed teachers are assigned to one of three tracks. All ROP instructors are limited in the number of hours they can teach. Therefore, it is not currently possible to give students truly equal access to all vocational/technical arts'

programs. The emphasis is, therefore, on improving sequential opportunities, rather than equal access to electives on all tracks.

3. *That the District and school administration and Vocational/Technical staff collaborate with the School Based Management Council to secure funds ensuring adequate and appropriate instructional resources to implement the Career/Vocational program.*

The source of funding for vocational classes has primarily been the Carl Perkins Grant. Inflation and cuts in both Perkins and ROP budgets have led to a 40-70% cut in our actual spending capabilities. Because Vocational Education has an inordinate amount of consumable supplies (which need to be replaced), the Vocational/Technical Arts Department has less money every year to spend on other supplies.

4. *That the Vocational/Technical staff collaborate with academic departments to explore cross-curricular courses that meet graduation requirements.*

Cross-curricular course materials have been discussed and samples developed. Meetings with academic and vocational teachers have been held by the Carl Perkins' Counselor. Common areas have been identified but no vocational courses meet graduation requirements other than as elective credit. At this time, there are limited connections between Vocational/Technical Arts classes and academics. Perkins' students are clustered in math, social studies and English classes.

5. *That the District, school administration and staff develop and implement a master plan to address the needs for repair, maintenance, and replacement of instructional equipment.*

Repair services for specific jobs has been reduced. The response to "trouble calls" can take a long time before someone responds. One of the printing presses has been "red-tagged" for several months, awaiting repairs and/or replacement by the company. However there is some machinery repair and sharpening on a regular basis.

Computer repair after the warranty expires can be extremely slow. However, with the implementation of the Digital High School Grant, the response time and quality of repairs has improved. Teachers' aides have been trained to set up, program and repair computers.

# WORK EXPERIENCE

## The Committee Recommends:

*1. That the Work Experience Coordinator and the school administration determine the adequacy of work experience services to students of each of the three tracks, and develop, if needed, strategies to assure equal access for all eligible students.*

During the 1997-1998 school year, Bell's administration granted an additional six weeks of paid time to the Work Experience Coordinator. This year, the coordinator is being paid for an extra five weeks of work. The amount of extra time granted is considerably more than in past years. This extra time made it easier for one person to serve the needs of Work Experience students on all three tracks. At the same time, the Work Experience Coordinator is still responsible for other programs, including Career Advisement, ROC/ROP Programs, the Senior Portfolio Program, articulation of Bell High School programs with local community colleges, and liaison with a myriad of non-school-based programs such as Banking on the Future, Home Savings Career Awareness Program, Academy of Business Leadership, Y.E.S. to Jobs, Med Cor, and the United States Military Recruiters, etc. Involvement in all of these programs limits the time available to serve the Work Experience students.

The Title I program funds an education aide for fifteen hours per week, ensuring that students get more attention and services. The aide is the only person who covers the program when the Coordinator is on vacation for ten or eleven weeks a year. Title I also funds a Bell High School, off-track student aide for fifteen hours per week. This student aide position is also vital to the program, completing most of the record-keeping work on the computer; keeping the Job Board and bulletin boards up-to-date, making copies, filing, and making flyers.

Because the economy has been expanding during the last two years, the overall number of students working and the number of students in Work Experience has increased. There are, currently, 105 students enrolled in Work Experience.

# SELF-STUDY

# VISION,
# LEADERSHIP
# AND CULTURE

# VISION, LEADERSHIP AND CULTURE
## FOCUS GROUP

## Focus Group Facilitators

| | | |
|---|---|---|
| Ed Gallegos | Teacher | Vocational Education |
| Mike Goldberg | Teacher | Computer Production |
| Nancy Krusbe | Counselor | A Track |
| Jean Woodrow | Teacher | English |
| Glenda Wright | Teacher | English |
| Melquiades Mares, Jr. | Principal | |
| Antonio Solorzano, Jr. | Asst. Principal | |

## Focus Group Team Members

### A Track
| | |
|---|---|
| Monte Andrews | ESL |
| Constantin Brancov | Science |
| John Bruno | Math |
| Francisco Calderon | Voc. Ed. |
| Howard Hernandez | Sp. Ed. |
| Carolyn Hong | English |
| Sam McClintic | English |
| Melesio Picasso | For. Lang. |
| William Zalewski | Math |

### B Track
| | |
|---|---|
| Wm. Boonsiriseth | Sp. Ed. |
| Richard Chur | English |
| Angie Gomez | English |
| Florence Kelly | Voc. Ed. |
| Timothy Kim | Math |
| Jose Mercado | Soc. St. |
| Matthew Moreno | Science |
| Ray Rodriguez | Phys. Ed. |
| Dulce Scavone | For. Lang. |
| Miguel Vasquez | Soc. St. |
| Ron Vrooman | Soc. St. |

### C Track
| | |
|---|---|
| David Ayala | Math |
| Ray Calderon | Voc. Ed. |
| Cesar Cazares | Science |
| Kyle Fukumoto | English |
| Petra Galarza | For. Lang. |
| William Thompson | Science |
| William Welbourn | Couns. |

### Parent/Student Reps
Ms. Gloria Acosta
Sally Acosta
Mrs. Arredondo
Erika Cachu
Evelyn Camacho
Juliet Meneses
Edith Montero
Lisa Moreno
Frank Palomares
Angelina Palos

### Additional Staff
| | |
|---|---|
| Andy Garcia | Healthy Start Coordinator |
| James Hooker | Testing Coordinator |
| Karl Turner | Counselor |
| Salvador Velasco | SIS Coordinator |
| Rod Polte | TPPP Coordinator |
| Charlene Roche | Office Manager |
| Diego Gonzalez | Teaching Assistant |
| Fabian Ramirez | Teaching Assistant |
| Patricia Vargas | Teaching Assistant |

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## Process

In early 1998, Bell's faculty, staff, students and parents undertook the process of accreditation. Before the collective body established Bell's Expected Schoolwide Learning Results (ESLRs), the Steering Committee determined that the best approach would be to thoroughly examine and update the school's Mission and Vision statements.

By the end of the summer, 1998, we had finalized our new Mission and Vision statements and the ESLRs had been established. All stakeholders participated in the development of the ESLRs and aligned them with District Standards, State Frameworks, and current research. Additional information came from *Second to None, Goals 2000,* and our own belief that all students can learn. The ESLRs have been developed to help students see where they are in relation to the overall school plan. The Mission, Vision and ESLRs were presented to parent, student and teacher groups during the fall of 1998, and all stakeholders were in consensus that these should be the goals for students at Bell High School.

We discussed which strategies to use in familiarizing all stakeholders with the ESLRs. In some instances, Bell has begun to implement these strategies. ESLRs have been used as a source for student posters and essays. Posters with the ESLRs in English and Spanish are in all the classrooms as well as other strategic locations throughout the school.

The Steering Committee initiated a schoolwide discussion in September, 1998, of the *Focus on Learning* criteria. The Vision, Leadership and Culture Focus Group was made up of thirty-one teachers, two administrators, seven support staff, eight students, two parents, and three teacher assistants from all three tracks. This large group was divided into four smaller groups to facilitate a thorough discussion of each of the four criteria to be covered by our Focus Group. Several meetings of the smaller groups were held, evidence was examined, and Bell was rated in accordance with the rubrics. It was felt that Bell was between stages two and three on the rubric for criterion A4. However, criteria A1, A2 and A3 were thought to be clearly in stage three. The final meeting brought all Focus Group members together, and one member from each smaller group presented his/her group's findings to the group as a whole. Meeting notes were distributed to all members of the group for review.

## Evidence

> Bell High School Discipline Policy
> Bell High School Dress Code
> Bell High School Emergency Plan
> Bell High School Supervision Assignment List
> Bell High School Statement of Administrative Responsibilities
> Bell High School Vision Statement, Mission Statement and ESLRs

Buddy Assignment List
California Scholarship Federation Constitution
Digital High School Grant Proposal
Digital High School Sign-In Sheets and Agendas
ELSA Sign-In Sheets
File Cabinet Move Request List
*Goals 2000*
Healthy Start Grant Proposal
Honor Roll
LAUSD Courses of Study
Macintosh Lab Schedules and After School Sign-In Sheets
Master Calendar
Master Schedule – Tracks A, B, and C
Mentor Visitation Logs
Multilingual Teacher Career Academy Grant Proposal
Ninth Grade Orientation Agendas
*El Portavoz*
Principal's Honor Roll
Rodriguez Consent Decree
SB 1882 Professional Development Plan
SB 1882 Professional Development Records
School Accountability Report
School Based Management Council Minutes
School Based Management Proposal
School Purchase Orders
*Second to None*
Staff Development Workshop Agendas
State Proposition 227
Stull Bill Teacher Evaluation List
Tardy Room Sign-In Sheets
Teenage Pregnancy Prevention Program (TPPP) Grant Proposal
Tobacco Use Prevention Education (TUPE) Grant Proposal
Traveling Teacher Count
University of California A-F Requirements
Vision, Leadership and Culture Focus Group Sign-In Sheets
Visitor Sign-In Sheets

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VLC A1    The school has a clearly stated vision based upon its beliefs, students' needs and current educational research. The vision is supported by the governing board and the central administration. The school's purpose is defined by the expected schoolwide learning results.

After several meetings, the Vision, Leadership and Culture Focus Group concluded that, in addition to the District's mandate to all LAUSD schools to raise student achievement, Bell High School's mandate must be to build upon its strengths in providing an environment where the educational needs of every student are addressed, a place where all students can be encouraged and nurtured.

The ESLRs are consistent with the District's and Superintendent's goal to raise student achievement. In addition, they conform to the California State Frameworks and incorporate the educational philosophy of *Second to None* and *Goals 2000*. The ESLRs speak to the question of what every student should know and be able to do by graduation. It is anticipated that teachers will use the ESLRs as the basis for developing rubrics to assess student work and progress towards meeting graduation requirements.

The school's instructional goals are founded in established State and District approved graduation requirements, A-F college requirements, the skills needed as expressed by the business community, and a belief that all students can achieve a higher level of success. These goals are reflected in the fact that the school has a wide spectrum of academic and support programs for all students. These programs include specialized programs for special education, intervention programs for students at risk, English as a Second Language (now referred to as English Learners), Advanced Placement and honors. The scope of special education services extends from the severely handicapped program (CBI) to the resource specialist program (RSP). The Master Schedule (or Matrix) is developed as a direct result of student needs reflected in the number of student course requests and in accordance with teacher credentialing, facility availability and District norm tables.

> **VLC – A2 The school leadership makes decisions and initiates activities that focus on all students achieving the expected schoolwide learning results. The school leadership empowers the school community and encourages commitment, participation, collaboration, and shared responsibility for student learning.**

The School Based Management Council (SBM) is the primary vehicle for decision making at the local school site, including the implementation of District policy. The by-laws that govern the make-up, structure, and decision making authority of the Council are clearly written and defined. The by-laws mandate both student and community involvement on the Council. The Council is co-chaired by the Principal and the UTLA Chapter Chair. The meetings are conducted with mutual respect and consideration for all stakeholders' opinions. All issues have been decided by consensus at Council meetings.

There are several committees that report to the Council. For example, the budget committee has the responsibility for providing the SBM Council with

recommendations and advice concerning those resources over which the Council has control.

Each time the school receives a large block of money, all stakeholders are invited, through bulletin announcements, to submit requests to their Department Chairs for supplies or books or other program enhancements. Everyone is welcome to attend the meeting and each item requested is discussed. The decisions are made by consensus and each request receives a fair appraisal by the committee. In this way large sums of money are given to departments for their needs and to individuals who may need funding for special programs. There is always give and take between participants requesting money, and this process may take many hours. Yet, at the end of the meeting, everyone leaves feeling that they have participated in a truly meaningful example of self-governance. The Principal has not forced the spending of monies as he sees fit; there is true sharing of decision-making which means people truly feel as if they hold a stake in the enterprise of Bell High School.

Decisions made by the SBM Council are disseminated to the constituents via minutes placed in mailboxes and sent to community members. The constituents are empowered through their representatives as members of the Council. Additionally, individuals may present proposals to the Council at large or to any of its various committees.

Bell High School encourages, celebrates and rewards excellence. At the end of each academic year, an Awards Night is held to present seniors with scholarships, grants, certificates, departmental awards, Perkins' awards, and other awards for excellence. Each semester, attendance assemblies are held to recognize those students with exemplary attendance during the previous semester. The school recognizes two levels of academic excellence: the Honor Roll and the Principal's Honor Roll. Placement in both these groups is determined by the semester grade point average of the candidate. Students who improve their grades receive awards. The California Scholarship Federation (CSF) invites students with three As and three Bs or better to participate in the state organization. There are also numerous sports awards given to student athletes each year. Staff members who have made contributions to the school above and beyond the norm are given public recognition at faculty meetings.

To support student excellence, tutoring is available for math, English and ESL at a variety of times and places. Tutoring in all subjects is available in the Library Media Center Monday through Thursday from 3:30 p.m. to 5:30 p.m. Math and English tutoring is available in selected classrooms on Saturday mornings from 8:30 a.m. to 11:30 a.m. The newly created CCC Lab has the same hours as the Monday through Thursday and the Saturday tutoring. The CCC Lab has a computer program for students to work at building skills, primarily in English and math. Students can also use this lab for word processing. In addition to the regular classes

scheduled in the CCC lab, many teachers are requiring their underachieving students to spend a certain amount of time working in the lab after school or on Saturday. Others are offering extra credit for work done there. Access to Internet resources is available to all students after school Monday through Thursday in both the Library Media Center and the Macintosh Resource Lab.

Bell High School has recently seen an upsurge in parent involvement. For the past several years, Bell has held a Saturday morning orientation on all three tracks to which incoming 9th graders and their parents are invited. This has turned out to be a very successful and worthwhile program. Counselors, deans, and administrative staff are introduced to students and parents; student body officers, club and activity sponsors are presented; and some groups perform to acquaint the new students with school activities. Another area that has involved parents is the newly formed "Niners" program. This innovative program was created at the beginning of this year to intervene with at-risk 9th graders who are performing below grade level. Students receive personal counseling, develop goals for learning, and take part in various tutoring programs. Parents are called to take part in conferences with the counselor and student and to be a positive member of the learning team.

This school year, staff development seminars have dealt with the accreditation process and the ESLRs. For example, one entire day was spent introducing community leaders to the staff. After learning about the cities from which our students come, the staff took part in a Community Scavenger Hunt to gather information about each community. Through this activity, staff members became aware of what students might do for school and community involvement. Much of the energy and focus at Bell High School is centered on curriculum content and student achievement. Staff development seminars, conferences, and workshops are aimed at these educational goals. Department meetings are held on a regular basis to assess curricular content and alignment. The Cluster Curriculum Council and the SBM Council Curriculum Committee have curriculum as their main concern. Some departments are in the process of developing departmental exams that must be aligned with core curriculum and District standards in the course offerings.

District policies are conveyed to staff members through faculty meetings, staff development meetings, bulletin boards, public address notices, and written information in staff mailboxes. The means and methods of dissemination of this information is often decided at administrative staff meetings.

> **VLC – A3 The support, utilization, and monitoring of staff facilitates achievement of the *expected schoolwide learning results*. Leadership and staff are a part of an organized structure committed to professional development.**

There are three components within this criterion that need to be examined to clarify where we are and how we are to reach our goal. These components are professional development, the master schedule, and teacher mentoring and coaching.

There are several excellent programs and seminars from which our staff derives considerable benefit. Our Staff Development Coordinator plans sessions that are based on school needs, teacher training, District mandates and educational research. We have seminars in classroom management, curriculum development, learning modalities, technology and several other topics of interest to the professional educator. If there is a problem in the maintenance of a comprehensive plan of professional development, it is that the District frequently mandates last minute scheduling and topic changes. These changes are not typically driven by the locally ascertained needs of the stakeholders but by the priorities of some outside entity with another agenda.

Most teachers and classified staff members have had the opportunity to attend several workshops and seminars to improve their subject matter knowledge and/or learn new teaching and working strategies. The evidence is clear from our master calendar, staff development workshop agendas, SB 1882 SPOs, Digital High School (DHS) records, and other sources, that our school has a major commitment to a comprehensive staff development plan. Our goal is to continue to better align our Staff Development Program with the assessment of the needs of our students based on the ESLRs.

The master teaching schedule is driven and developed by the needs of our students. By and large, a staff member is assigned to classes based on his/her credential and his/her unique set of talents and experiences. This is, however, a severely overcrowded school that attempts to meet the needs of 4,500 students on a campus currently designed to accommodate approximately 2,800 students. Some of the problems associated with our large student population are teacher traveling, insufficient classroom space for intersession instruction, and, frequently, seriously overcrowded classes.

Bell, which has a fairly high teacher transiency/retirement rate (twenty-six new, intern, or emergency credentialed teachers this year), is able, for the most part, to integrate our new teachers into the profession with some degree of ease and expertise. In addition to having twelve designated mentor teachers on our staff, there is a buddy system in place as well. The administrative staff conducts monthly meetings for new staff members so that they may express concerns and difficulties that arise. This year, the District has also provided additional funds to ameliorate the effects of inexperienced teachers as mandated by the "Rodriguez Consent Decree." This money is being used by the School Based Management (SBM) Council to provide for start up materials, extra photocopying services, extra mentor/mentee coaching time, and classroom management and discipline workshops. Bell's teacher

handbook needs to be updated and distributed. The school needs to formalize the buddy system, and the District needs to provide continuing support for beginning teachers.

The administrative staff performs the supervision of teacher instruction. In compliance with the Stull Bill, teacher evaluation lists are published each fall and half of the teaching staff is evaluated each year. Each teacher completes an initial planning sheet prior to the administrator's visitation. After each classroom visit, there is a conference during which observations are shared and commented on.

Visitation logs of mentor/mentee meetings are maintained in the assistant principal's office (APO). Each mentor has two mentees and is required to spend twenty or more hours per month assisting them. Since we were unable to activate many of our mentors until the end of the fall semester, several are still completing the required five-day training. Most have, however, already begun their mentoring activities. The Buddy Program was set up in order to assist teachers new to Bell who had not yet been assigned a mentor. The buddy assignment list is maintained in the APO.

The Bell High School web site has a number of teaching resources available to all teachers.

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**VLC – A4 The school is a safe, clean and orderly place that nurtures learning. The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.**

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In surveys of staff, students and parents, one of the strongest, positive responses was to the statement, "I feel safe at Bell High School." It is clear from the surveys that despite the inner city neighborhood and all the problems that are part of the culture beyond the school's perimeter, people feel safe while on campus. On the other hand, the surveys indicate that one of the most negative issues is the cleanliness and maintenance of the school. Some of the eating areas are littered after lunch and nutrition. The Associated Student Body (ASB) Leadership Class and the Humanitas Program have begun working on a plan to create a clean campus and a recycling program. A clearly defined student discipline policy has resulted in an orderly campus, although the grounds and buildings are often subject to vandalism and graffiti on weekends or after hours. The faculty is genuinely devoted to creating a climate not only for academic success but for the personal success of our students. However, overcrowding and lack of funding contribute to continuing problems in cleanliness and maintenance; yet, it is gratifying that the people who walk through the doors of our school each morning feel they are coming to a safe place.

Campus security is provided for in a variety of ways. Two full-time, uniformed school police patrol the campus. Aides, working as added "security," help the school police. We also have developed an excellent working relationship with the Bell Police Department that has resulted in a quick response time when dealing with campus concerns. The Principal also hires off-track teachers to patrol the halls and grounds. There are three Deans, one per track, who deal with student discipline.

The Bell High School Safety Committee, whose members represent all stakeholders, oversees most areas of concern regarding safety. For example, we have an extensive school safety plan and are prepared for emergencies such as earthquakes. We have an emergency response team, steel storage sheds containing barrels of water, emergency sanitation, tools and food in the event that students and staff are stranded on campus. Also, every third classroom has a large duffel bag of emergency equipment. Evacuation from the buildings is rehearsed twice a year, and the plan includes a parent/student reunion gate so that parents can safely pick up their children without panic or disorder. There are twenty people on campus with amateur radio licenses who can be in constant contact with the District's emergency services should telephone contact be disrupted on campus.

A relatively new safety measure is a check-in desk just inside the main door. The rest of the campus is closed during the day, so the check-in desk becomes the safety valve, keeping people without a legitimate reason out of the school.

The weekends are opportunities for thieves to break into the outlying bungalows where computers and other valuable equipment are installed for student use. Proposition BB is funding an extensive security system, but this will not be in place until summer 1999. In the meantime, much of the equipment must be returned to the main building at night.

At this time we do not have phones in the majority of classrooms. This could result in a dangerous situation for the classroom teacher who needs assistance from security. This problem will be solved by Proposition BB funds. A phone system will be installed at the same time as the security system.

One of the best tools for keeping the campus orderly and safe is the "Tardy Room." This "room" is the cafeteria staffed by off-track teachers. When the aides sweep the campus, stray and wandering students are sent to the Tardy Room. There are a series of hierarchical consequences for being in the Tardy Room. These consequences begin with a call home after the third tardy. If there is no improvement, the next step may be a meeting with a Dean to sign a student contract.

Aides and teachers patrol the campus regularly, checking students' permits to be out of class. Our school is free, for the most part, of wandering students;

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however, the campus coverage is never complete. A solution to reaching a goal for every student being in class would be for teachers to be less willing to let a student out of class, even with a pass. Also, we need a method to catch students with irregular attendance patterns that show truancy to selected classes throughout the day. We have period-by-period attendance accounting, and we assess student attendance, but students who selectively attend classes continue to be a problem.

A comprehensive dress code, developed by the Student Conduct Committee (a part of SBM) representing members from all parts of the school community, serves to promote orderliness and counters gang influence, which occasionally makes its influence felt. Students who violate the code have to go home during the school day to change their clothing; the majority of the school community appreciates a respectfully dressed student body. The Bell High School Dress Code is handed out at our 9th grade orientation along with the school's discipline policy and other school information so that parents and students are aware of the school's expectations before they enter at the beginning of the school year.

Another problem associated with gang influence is graffiti, a nagging problem that needs constant attention. In recent years, Bell has developed a strong response for graffiti removal. Almost every weekend the exterior of the school is marked with some graffiti, which is painted over every Monday morning or as often as necessary during the week. We also have daily graffiti removal from the interior of the buildings as it is reported. Unfortunately, there is some graffiti on rugs, floors, books and student desks. This is a chronic, annoying and destructive problem. We have found that immediate removal is the best weapon in this "fight."

To facilitate keeping classrooms clean, teachers need to supervise and observe at the end of each period. Students must show more consideration towards the custodial staff who are spread thinly throughout the school. This show of respect should lead to greater cooperation between all stakeholders.

Wear and tear on everything is a real problem at Bell. Staff and resources are insufficient to provide more than superficial cleaning or maintenance. In a year-round school there is no break to clean thoroughly. The school facility is used by both day and adult school. There are students and staff at Bell from 6:30 a.m. to at least 9:30 p.m., Monday through Thursday every day except holidays.

Teacher effectiveness is diminished by the necessity of traveling; some teachers change classrooms as often as three times during the school day. The District's policy on teacher travel is that a thirty percent travel rate is acceptable.

Staff expertise is highly valued and appreciated at Bell High School. Teachers with a special knowledge of or interest in a subject are encouraged to share that knowledge with other members of their department. In past years, English teachers got together once a week at lunch in the Literary Lunch Bunch to share lessons.

New teachers were especially welcome to attend these meetings and learn from the more experienced teachers. Although this group no longer meets regularly, the impulse that inspired it continues in the form of frequent informal collaborations among staff members. During Staff development meetings, which occur five or six times per year, teacher experts have presented to the faculty on many topics. For example, one of our English teachers shared his hyper-stack vocabulary lessons; another teacher provided several web sites for teachers to visit and gain information on interdisciplinary teaching; still others have presented small group training on scaffolding techniques in reading comprehension, and meta-cognitive strategies for teaching reading. Math teachers are currently involved in an on-going series of Saturday training sessions to align instructional strategies with District guidelines. Several of our teachers in various Departments have shared Standards based lesson plans with teachers throughout the District through participation in the District's Electronic Instructional Materials Library. All teachers are participating in the Digital High School Staff Development Program that culminates in the production and demonstration of a lesson plan designed to enhance student learning through use of technology.
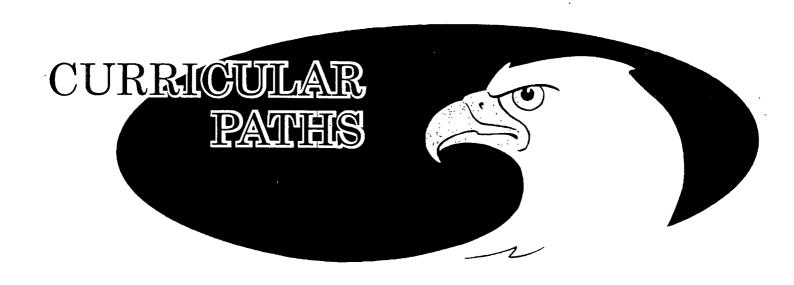
Each of the six administrators works with two or three departments in identifying and solving problems related to teacher and student learning. During the past year, the English Department developed prompts, rubrics, and checklists, for all grade levels. Teachers were provided release time to assess student essays written in response to the prompts. Rubrics were validated based on these essays.

Staff development is an organized continuous school improvement plan at Bell High School. Each year our Staff Development Coordinator has done a needs survey and then written and submitted a plan to the District office indicating the topics to be covered during the next year's Staff development.

Growth Areas

- Within the terms of the UTLA contract, continue the process whereby stakeholders focus on school ESLRs, mission, vision, District Standards and test results to improve student achievement.

- Establish a more balanced presentation/awareness of post secondary career and college choices for students by limiting the military influence on this campus to the same level of other options students have.

- Work with the Cluster leadership to find additional ways to make students at the elementary and middle school levels aware of high school graduation requirements and career and college options.

- Continue to work on increasing parent involvement in all aspects of the school environment including:

- Orientation for new 9th graders
- Parent conferences (individual, group, track)
- Staff Development
- "Niners" program
- School decision making process

- Develop teacher class schedules that reflect more fairness and equity in assignment, as well as seniority, and that better meet the instructional needs of students and the professional and academic abilities of teachers.

- Analyze the room assignment schedule and determine ways to minimize or eliminate teacher traveling with an eye to decreasing its negative effects on student achievement and teacher effectiveness and morale.

- Implement a staff development program that reflects an emphasis on locally determined needs and utilizes these needs to allow expertise and experience of staff to establish school policy and devise solutions to identified problem.

- Continue to address safety concerns of plant maintenance, student and staff security, graffiti and gang presence

Curricular Paths

# CURRICULAR PATHS

# CURRICULAR PATHS
## FOCUS GROUP

## Focus Group Facilitators

| | | |
|---|---|---|
| Bonnie Goldberg | Teacher | Visual/Performing Arts |
| John Reichert | Teacher | Social Studies |
| Larry Stone | Title I Coordinator | |
| Martha Valencia | Teacher | Foreign Language |
| Sandra J. Seegren | Asst. Principal | |

## Focus Group Team Members

| A Track | | B Track | | C Track | |
|---|---|---|---|---|---|
| Denise Barber | Phys. Ed. | Tom Albertson | Couns. | Ernie Aguirre | Soc. St. |
| Catherine Corbett | Sp. Ed | Eddie Cantu | Science | Sandra Avila | English |
| Carol Dufauchard | English | Debi Carroll | English | Brian Defer | English |
| Andrea Flores | Soc. St. | Norma Escobedo | Phys. Ed. | Megan Falls | English |
| Larry Herring | ESL | Tranina Glover | Voc. Ed. | Ernesto Golan | Math |
| Justin Howard | English | Douglas McMonigle | Math | Karyn Grewer | English |
| Bob McIntyre | Soc. St. | Tony Reveles | Coll. Couns. | Blanca Gurrola | Math |
| Angelica Miranda | FL | Chris Sloman | Couns. | Jim Lange | Soc. St. |
| Kathleen Moore | English | Rosmery Tajiboy | Science | James Lowe | Science |
| Carol Savant | Voc. Ed. | Joel Tepper | Math | Javier Narvaez | FL |
| Ronald Walcott | Vis/Perf Arts | Rosalba Velasquez | FL | Jana Thompson | English |
| | | Silvia Wagensberg | FL | | |

| Parent/Student Reps | Additional Staff | |
|---|---|---|
| Rene Abarca | Lorraine Tibbets | Finance Manager |
| Mrs. Lucia Chavez | Emilia Del Villar | Teaching Assistant |
| Elma Duarte | Bernice Garcia | Teaching Assistant |
| Lupita Garcia | Esperanza Perez | Teaching Assistant |
| Mrs. Garcia | Maria Ruiz | Teaching Assistant |
| Hisela Moya | Patricia Vargas | Teaching Assistant |
| Fanny Pacheco | | |
| Danny Perez | | |
| Jennifer Torres | | |
| Mrs. Guadalupe Torres | | |

## Process

The Curricular Paths Focus Group was composed of thirty-six teachers from all three tracks, two parent representatives, seven student representatives and one administrator.

In the first stages of the Focus Group meetings, a large group discussion was held to determine which kinds of evidence were needed to be gathered in order to address the points listed in the criterion sections for Curricular Paths. All members in attendance were encouraged to participate in discussions.

After evidence was discussed and listed, the large focus group met formally and informally in three smaller groups (one for each criterion). The bulleted items in the rubric for each criterion were analyzed and discussed as to where Bell High School placed. These group members were then instructed to examine the evidence that applied to each bulletted item. A recorder in each group took notes, using member input, regarding how well the evidence collected addressed each bulleted item. These notes were rewritten on large paper pads and presented to the entire focus group. Comments and suggestions were encouraged and welcomed.

A facilitator typed each group's notes and distributed them to each focus group member, who was then asked to make any revisions or corrections. In the next meeting, the smaller focus groups used these notes to compose sentences and paragraphs which were then presented to the school's various subject field departments for comments. Group facilitators completed final drafts incorporating any additional comments.

The program most students receive at Bell High School seems to be at level two of the four stages of the Criteria for the Curricular Paths category. Those students with a wide knowledge base and grade level skills receive a program at level three. Most of the committee felt that stanine and other test scores of incoming freshmen showed that students are nearer the 3rd through 6th stanine level in abilities. The District course requirements for graduation place all students in college preparation courses.

## Evidence

Focus group members volunteered to obtain different pieces of evidence correlating to the bulleted items under each criterion. This list was later typed and distributed to each focus group member, along with a cover sheet listing due dates and other pertinent information.

Each teacher in the focus group was also required to submit two pieces of student work; one high level and one low level. Evidence labels were attached to each piece of evidence submitted.

The specific evidence examined by the Curricular Paths Groups is as follows:

- Advanced Placement Letter
- Advisement Center Newsletter
- Bell High School Directory
- California Higher Education Opportunities (English and Spanish)
- Counseling Forms
  - Mini-Cum form--gives courses taken, grades, check off sheet for courses still needed, units passed, etc.
  - Planning sheet used for selecting courses to take for up coming semester's program, reviewing credits needed to continue, and student counseling
- *Daily Bulletin*--announcements of Job Opportunities
- *Daily Bulletin*--announcements of ROP and other courses
- Dates of meetings and contacts
- District Standards
- Explanation of report card
- Graduate Tracking Information
- Graduation and college requirements--given to student and parent
- Humanitas Teams--Members
- Master Program for A, B, and C Tracks (shows numbers of classes and numbers of students in each)
- Materials from Advisement Center
- Materials from College Center
- Niner Packet sample
- Ninth grade orientation booklet--given to every 9th grader
- Parent visit and phone call records
- PSAT and SAT information sheets
- Referral form for tutoring
- School Accountability Report
- Second to None
- Senior Year Pre-College Calendar and Checklist
- Spanish Proficiency Test: Testing students Spanish level for programming into Spanish IAB or Spanish for Native Speakers
- Spotlight, District Newsletter
- State Frameworks—on file
- Student Appointment Schedule List
- Student Guide "Your Future, Your Choice," LAUSD
- Students enrolled in concurrent adult school classes
- Superintendent's Report to the Community, October 30 issue
- The Niners' Program--C track sample

All students are provided access to the curricular paths offered at Bell High School, given the limitations of space, age, grade and/or track. The school staff emphasizes post-secondary education, including college and vocational training. Evidence supporting this assertion includes a broad range of courses, electives or programs:

- Academic Electives
- Advanced Placement course offerings
- Business
- Computer Production
- Drafting
- Electronics
- Graphic Arts
- Humanitas Program
- Multilingual Teacher Career Academy
- Office Applications
- Visual and Performing Arts
- Vocational Arts, Wood and Metal, including the Perkins Program

A variety of extracurricular activities and programs are also offered to students. These include:

- Academic Decathlon
- Band
- Cheer
- Interscholastic sports
- Leadership
- Literary Magazine
- Tall Flags and Short Flags
- Various clubs and activities
- Visual and Performing Arts
- Yearbook

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**CP B1 - All students participate in a rigorous, relevant, and coherent curriculum that supports the achievement of the expected schoolwide learning results.**

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Bell High School students are able to participate in a thought-provoking, meaning-centered academic foundation that prepares them to think conceptually, solve problems and communicate their ideas effectively. This program is closely aligned with District, state and national standards, the state frameworks and expected schoolwide learning results. Courses of study are basically college-driven and follow requirements needed to enter colleges and universities. Much of the curricular materials for the school are geared for high achievement levels.

Special Education and Limited English Proficient students have equal access to the core curriculum. However, there are so many Special Education students that the department needs to begin to cross track students in order to have teachers

teach to their strengths and eliminate the need for one teacher to teach many subjects during one class period.

Honors and Advanced Placement classes are offered on all tracks. All students in AP classes have attended meetings regarding the expectations of an AP student. They have letters on file signed by parents. The workload of an Advanced Placement class is extensive and challenging. It requires much personal time sacrifice for both students and teachers alike. The Spanish AP test shows high level scores for students taking the test. The District goals push these AP courses and want schools to continue to expand the program. In total number of AP courses offered, Bell High School is included in the top five high schools in the District.

The District's newsletter, *The Spotlight*, states the following:

- More of our students (District-wide) are taking college prep courses, and the number of LAUSD graduates going on to college exceeds the state average.
- This year, 34% of LAUSD students applying to UCLA were admitted, compared with 30.2% from private schools.
- Every secondary school student now has a textbook in each core subject to take home.
- The dropout rate was reduced by 2% District-wide (Bell's dropout rate for 1997- 98 was only 4.6%).
- The District student average daily attendance (ADA) increased to 92% (Bell High School's is 96%).

## Curricular Paths Offered Other Than Academic

Members of the committee observed and provided evidence that there are some curricular paths focusing on career and vocational agendas that involve a limited number of students. These are part of the Perkins Program and are in the areas of Drafting, Construction, Business, Graphic Arts, Mechanical Tool Arts and Floristry. Several of these courses include a college 2 + 2 program and provide offerings during intersession for students to further increase their knowledge and skills. For example, the business intersession class provides students with first-hand office experience by assigning students to work in all the offices around the school. These students trade positions every two weeks and meet with the teacher individually and as a group to reflect and compare information.

In the school technology program, two classes train students in job related skills. The Computer Production course trains students in all areas of desktop publishing, web page design and Internet research. The Cisco Network Academy is the newest class teaching students computer networking skills.

The Auto Shop is reopening. This has been a class that the community and staff at Bell High School welcomes back. Thirty thousand dollars has been

designated (half from Bell High School funds and half from Adult School) to renovate the Auto Shop in preparation for the class to begin in March, 1999.

Many ROP courses are offered off-campus at various skill centers in the District. Teachers there prepare and train students for specific job opportunities. Often this is a route to a well-paying job for our students. Our Career Advisor continually announces these opportunities in flyers, the *Daily Bulletin*, and the Career Center bulletin board.

Time is being provided for the teachers in the Perkins Program this year from Perkins funds and SB1882 to get together and plan how to make the academic and vocational classes work together. Students need to see the connections, as do the teachers.

The new Cisco Networking course opened this year. Teachers for the course have been trained and equipment is set up to begin. These students are in a two year program which, when they finish, provides them with a good opportunity for employment in the computer networking field. They will also have the experience to actually work on networks at the school and other cluster schools in our area.

There are six periods of CCC lab, which is a computerized, reading lab. Students in this lab flip with a new Humanities Class which is also centered on reading. There are six periods of each of these classes on all tracks with each track of students having sixteen weeks of the course. This program is part of the "at risk" intervention program for 9th graders.

The Math Department has also opened three one-semester classes for students with very low test scores in math. Most incoming freshmen were placed in math classes based on stanines, test scores and final grades. More students were placed in an appropriate math class this year, which should insure better results for the students.

Students also have the option of lunch and after school tutoring. Saturday classes for tutoring have also been established this year to help any student having difficulty with math or English. Tutoring is also offered in the CCC lab after school and on Saturdays.

The Counselors developed a special "Niners" program. The Niners program initially involved students who did not graduate from middle school, but received social promotion. As students receive marks in the first semester of 9th grade, anyone who is struggling or who has failed a class is put into the Niners program.

Only time will tell if these intervention programs are helping. Our hope is that they will show improved scores on the state tests this spring. The Humanitas 9th Grade Academy has shown good results in terms of attendance and GPA for the

students in this core. It is hoped that new Humanitas Cores especially for 9th graders will begin in July, 1999.

## Curriculum Development and District Standards

Much Staff Development time has been spent on District Standards. Teachers have been directed to write lesson plans that incorporate the Standards in their individual subject area. The Language Arts Standards, particularly in writing, are being tested this year from plans that were developed last year by a committee established by the Cluster. These Language arts standards with assessments have been developed for each grade level. Other disciplines will follow.

Most students entering Bell High School are well below the 9th grade standards. Of necessity sound teaching requires bringing students up to grade level. Because reading comprehension levels are at elementary levels, all classes are affected. Also, many students do not bring the necessary supplies to class and are not prepared to work. Calculators, textbooks, basic supplies do not go home for completing homework. This is a common complaint made by teachers from evidence observed in their classes.

The English Department has made the most progress focusing on the District standards and creating statistical information that will be helpful for raising student achievement. However, the reading and grading of these tests had to be done during off-track time. This expense wasn't figured into the equation, so support had to be given at the school level. The process is time consuming but the results should offer concrete evidence of learning achievement.

The Math Department developed an evaluative survey for all incoming 9th graders to place them in the correct math class. Due to resistance from the middle school, few took the test; counselors then looked at stanines, final grades and test scores to select appropriate math classes. Students appear to have been appropriately placed according to their entering skills. We will have more information on the effect of math placement at the end of each semester of work. In addition, the cluster Math Task force will be meeting this spring to discuss math standards and rubrics for each grade level.

The Science Department has gone through some major changes in curriculum beginning this year and continuing into 1999. Requirements for graduation have changed: the only classes offered now are biology, chemistry and physics. A special science class prepares students for the rigorous chemistry course all students must pass to graduate. This is a part of the District's plan to raise scores and achievement.

Social Studies purchased new textbooks that reflect the new social studies standards as mandated by the Department of Education for the State of California.

Teachers wrote lesson plans incorporating a standard for their subject matter last year. These were to get everyone started. They are on file with the Department Chairpersons.

Last year over $250,000 was spent on textbooks for Bell High School students. This reflects the Superintendent's call to have a textbook for every class for every student. However, because of low reading levels of students, many textbooks do not meet their needs. The District standards are posted in most classrooms.

## Preparation Of Students For Post-Secondary Opportunities

Bell High School provides opportunities to apply knowledge and academic foundations across interdisciplinary lines that prepare students for further education after graduation. However, many students do not come to Bell High School with sufficient skills at grade level to take advantage of a high quality education without much review and intervention. Parent surveys and student surveys reveal that a college education or further training after high school is a high priority. High school is the first time that students are responsible for their own education. With the District standards in place, all students and teachers at all grade levels will be accountable. It will take several years before we see the results of this at the high school level, however. In the meantime, teachers are striving to move students to higher achievement levels at each grade level to prepare them for learning after high school.

Teachers have learned and use every available teaching strategy to motivate students for higher learning and achievement. Nearly every teacher at the school has been to workshops to increase his/her subject matter knowledge or improve teaching strategies. Teachers are very skilled and knowledgeable and yet, students are not achieving at a level we would like. School is work but can be fun. Students need to have a learning attitude to be a learner. Most of the students do not come with this attitude.

## Elective Course Offerings

Not all electives are offered on all tracks. There is not equal access to electives. Students in the 9th and 10th grade get the elective that they select if it is a foreign language. Most electives are not part of a major sequence. Rather, they are an expansion of knowledge and interest, as well as one of the A - F requirements. Most of the visual/performing arts classes do not have an advanced class as part of the sequence. The majority of students have too many required and/or college preparatory classes in their four-year program to take the second year in the Visual and Performing Arts. For example, Music History is an upper division course, but it has become a 9th grade elective. The Beginning Instruments Class is having some success with training students to continue in music by taking Marching Band. Presently, there are enough Visual/Performing arts teachers to handle the

beginning classes on the Master Schedule, but there would be a need for more teachers if more advanced classes were offered.

Because of the way ROP works, teachers in the Vocational Arts Department who possess a vocational credential may only teach students who are sixteen years and older which leaves out all 9th graders and many 10th graders in those electives. These two grades are where introductory courses in all the arts are needed. An elective course often helps direct students into a career or vocation.

## The Niners Program

The 9th grade class needs the most attention. The Niners program, initiated and developed by counselors and other concerned teachers, is working to reach 9th grade students and get them on a learning track. Students with poor grades are getting added attention through counselor meetings with students and parent/child/counselor sessions. This is a new program and results are not out on how the program is doing or whether it is raising student achievement for the 9th graders. However, grade improvement is being looked at from one grading period to the next. At each grading period (every four weeks), Niners on the list are called in regarding their grades, and they are counseled as to options. Parents are called, as well. A list of students on the Niners list should also be given to homeroom teachers so that even more follow up and encouragement may be given. Students are recommended to tutoring programs but not mandated to participate.

Ninth graders seem to need more strategies to achieve and to bring them up to grade level. A certain standardization of learning habits and attitudes seems to be needed to make the transition into high school from middle school. For example, more Humanitas or teaming groups are needed, so that none of the students fall through the cracks and get lost in the system. Standardized rules regarding notebooks, homework, assignment sheets, grades, and participation, that all 9th graders have to follow, seem to be needed. This kind of structure in which the Niners feel comfortable and know what is expected of them has been working in the 9th grade Humanitas Academy. Until January, 1999, some 9th grade classes were large. State legislation has changed the ratio in 9th grade English to twenty to one. There is a possibility that 9th grade mathematics may be reduced in July, 1999. Since these students need special attention to get them up to grade level, their classes need to be smaller.

All 9th grade homerooms should be "housed" in a classroom, so that teachers can give more instruction and guidance. (Currently, many homeroom teachers who have their preparatory period immediately preceding homeroom must meet their homerooms in the cafeteria or the Library Media Center.) Ninth grade homeroom teachers should also be on teams. Senior homerooms should be put in areas where multiple classes can be combined, so that 9th grade homerooms may be in individual classrooms. Putting senior homerooms in the cafeteria and/or auditorium

makes more sense since so many of their activities could be announced to a large audience at once.

It would be beneficial to have eight-week introductory elective courses in which 9th graders would learn some basic skills to see if they wanted to continue on a particular path of learning: for example, eight weeks of drafting, music, art, photo, reading for pleasure, computer keyboarding, or geography. Classes that would be interesting and show choices and options for programming toward graduation. This might also create more interest in the Perkin's paths.

## Use of Educational Documents in the Curriculum

Some experienced teachers have forgotten the philosophy of *Second to None*, and the new teachers have not seen it. Most have a copy of their subject matter frameworks and have worked with the District Standards to some extent. Many teachers have the District Standards posted in their rooms. The ESLRs have been studied and are posted in nearly all classrooms.

Teachers who did not have a copy of their subject matter frameworks and/or the *Second to None* vision report have received them. However, there are nearly thirty emergency credentialed teachers on campus this year who are seeing all of these documents for the first time and are learning how to teach at the same time. The accreditation process is what is moving the school ahead presently. This process takes everyone's available time.

With the mandates regarding standards and testing over the last year, most teachers are finding it impossible to deal with everything at once. Standards are slowly being incorporated and acknowledged. Time is being allocated and set aside for teachers to work together in teams to design lessons incorporating the standards including rubrics and sample papers. Curriculum design is and should be a major part of staff development, and yet it is given little time because of other mandated programs.

Additionally, many teachers move from one classroom to another during the day. This situation does not accommodate those teachers who want to put up students' work or those teachers who are willing to work on curriculum. Carrying extra materials and supplies from one place to another becomes burdensome; using minimal materials is expedient. Very few people can stay and work in their classroom during a conference period because someone else is using their room during that preparation time. Also, many teachers move to some place else for Homeroom. Traveling is the highest area of complaint among the teachers. Six new classrooms were added this year and the number of traveling teachers has remained the same. Some of the above, although not strictly a curricular issue, has an impact on the curriculum development at the school.

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## School Based Management and Curriculum Development

The school has an active and concerned School Based Management Council. The SBM proposal has a list of active committees, one of which is the Curriculum Committee. As our SBM proposal did not specify the responsibilities of each committee, the Curriculum Committee has served mainly to address curricular issues that arise from time to time rather than functioning as an ongoing committee devoted to curriculum development. This committee has provided guidelines for AP classes, as well as proposed new classes with courses of study.

This should be one of the most important committees on the council judging from all the curricular items at the school that need to be addressed. The committee should establish guidelines and meet regularly. If standards are to be incorporated, articulation between grade levels should be considered and used and rubrics decided. The Curriculum Committee should be active and help move the school along in those directions. There should be representatives from every department serving on this Committee.

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**CP B2**     All students are provided access to the curricular paths, assistance with the development and ongoing adjustment of a personal learning plan, and knowledge of realistic post-secondary opportunities.

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The school staff emphasizes post-secondary education, including college and vocational training. There is a broad range of courses and electives

- Advanced Placement Courses
- Business
- Computer Production
- Drafting
- Electronics
- Graphics
- Humanitas Program
- Humanitas Program-thematic, interdisciplinary teams
- Interdisciplinary teams
- Multilingual Teacher Career Academy Grant
- Office Occupations
- Visual and Performing Arts
- Vocational Arts/Perkins Programs

Students from the middle school meet with a high school grade counselor prior to enrollment in Bell High School. At that time counselors discuss the high school curriculum, graduation and college entrance requirements, programs and curricular

offerings, as well as extra-curricular activities. Students receive a curriculum guide and complete a planning sheet that parents approve and the counselors keep to review as necessary. Students select four electives based on their interests and future goals. At that time, the counselor reviews the planning sheet, the student's grades and the courses in which the student is currently enrolled. The counselor listens to the student's plans for post-secondary study and determines the student's placement in classes based upon graduation requirements, grades, courses in which the student is currently enrolled, planning sheet selections, departmental criteria, as well as the student's plans for the future. This year, the CCC Program, an intervention program for English and mathematics, provides an elective for incoming 9th grade students with low stanines in English. Also, students with low stanines in math have been given an extra hour of math each day for one semester. The goal of these interventions is to improve student achievement in math and English.

Students who enroll from other schools or from other districts also meet individually with counselors and receive a curriculum guide and complete a planning sheet. These students are then appropriately placed after a review of their records and a conference. If a student transfers during the middle of a semester he/she must take the classes in which he/she was currently enrolled at the sending school. Parents are encouraged to become a part of the advisement process at all times.

Shortly after the fall semester begins, counselors meet individually with all seniors to discuss graduation credits and requirements, post-graduation plans, and the college information timeline. Each senior is given a graduation letter and a copy is also sent home. This is repeated at the beginning of the spring semester. Throughout the year, seniors are monitored for their progress toward graduation. Individual conferences are held at each marking period. If there are failing grades, letters are sent home.

During each semester, students at all grade levels meet individually with their counselors to discuss courses to be taken the following year. Students are encouraged to attend tutoring and intersession and are given strategies to improve their grades. In the spring of 1998, counselors began targeting 9th grade students who were failing two or more classes at the end of the four and eight week grading period. The intervention was done to assist at risk 9th grade students who might be in early danger of not earning graduation credits and who might be retained in the 9th grade. Counselors meet with students individually and in groups during the school day and hold after school conferences with their parents.

Students consult with their parents about future plans. Through telephone calls, letters home and parent conferences, counselors tailor student programs to meet student plans and capabilities. Counselors make contact with the Career Advisor and College Counselor to provide their students with specific information

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and guidance concerning post-secondary opportunities. Each semester a College and Career Fair is held during school hours and is open to all students.

During the fall semester, counselors also meet with students to discuss any modifications in their program for the spring semester. This can be based on grades, teacher recommendation, parent request or a change in the student's interests or goals.

Faculty and staff members promote the values that contribute to lifelong learning: attendance, scholarship and discipline. Insofar as possible, teachers seek to introduce their students to experiences beyond the classroom by taking field trips to such places as colleges, the Los Angeles Opera, the Getty Museum, the Shakespeare Festival, and the tide pools. The Digital High School grant promotes the concept of distance learning as a mode of self-improvement independent of time or space. Many staff members themselves model lifelong learning for their students by continuing to take classes and work towards advanced degrees.

| CP B3 | Upon graduation, all students are prepared to continue the pursuit of their academic and occupational goals. |
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This criterion can be divided into three parts:
• The relationship of course work to post-secondary success in career planning, whether college (academic) or career (vocational).
• Collaboration of school/community with post-secondary institutions through which prepared students can take advantage of post-secondary opportunities.
• Follow-up procedures to assess the graduates' success in their post secondary lives so as to aid current students to meet all standards and achieve the relevant ESLRs of the school.

Bell High School attempts to prepare every student for college as well as the professional job market. Students take a required program of classes and select electives from a list that includes both college preparatory and vocational courses. The statistics for the school year of 1996 - 1997 show the following breakdown:

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|---|---|
| 4 year Colleges: | 23.28% |
| 2 year Colleges: | 46.52% |
| Vocational Schools: | 4.36% |
| Military Service: | 4.00% |
| Employment: | 4.05% |

The LAUSD, of which Bell is a part under Cluster 22, has eliminated remedial classes in order to provide all students with the opportunity for a quality education. In cases where students' skill levels are low, a variety of interventions

are available both within and outside the classroom. Lunch, after school and Saturday tutoring, the CCC Lab, and a double period of math per day are part of Bell High School's intervention plan for students who are below grade level. We expect that more students will have completed the University of California's "A - F" requirements and will be prepared to enter college this year.

## College and University Information

Bell High School has a full-time college counselor. He makes numerous trips to college campuses, both public and private, both in state and out. There are two college fairs per year at Bell at which representatives of post-secondary institutions discuss their programs, as well as distribute literature. Such fairs are opportunities for students who are interested in college, as well as for those who may have been hitherto uninterested. Additionally, various colleges and universities visit Bell to make presentations throughout the year to students, generally in small group settings.

While there is only one College Counselor, he is ably helped in his efforts by numerous resources. Paraprofessional aides assist the College Counselor in working with students in answering questions about college or providing information, forms and next step options. Counselors as well are available and willing to offer suggestions and direction as to how students can achieve their post-secondary goals. It should be noted that students have access to the World Wide Web and respective college web-sites. The University of California (UC) and California State University of Los Angeles (CSULA) have "bridge programs," specifically to help students in the transition from high school to college.

Financial aid and scholarship information are offered to students as well as to parents. Each year several financial aid workshops are offered to families in the evenings and conducted both in English and in Spanish. Parents and students learn the application process, receive the application and complete it. Fee waivers are offered to students who have difficulty in paying for test fees, such as the Advanced Placement tests, SATs and PSATs.

Many students, especially those performing at the high end of the academic spectrum, understand the connections between high school work and requirements, post-secondary options, and academic performance. Two of the students in the focus group stated that they felt the higher level students were well informed about college choices or career opportunities. They had been to the College Center, had set goals for themselves, and knew that excellent grades in high school were necessary to enter college. But the students also said they were not certain if other students were equally as knowledgeable or well served. Both student representatives commented that all students have access to the curricular paths if they are sufficiently motivated to seek help; however, help may not be offered unless the student asks for it.

Several teachers stated that most students, if asked, would say they were planning to go to college. Yet the courses they were taking and the grades they were earning were not at the level of a college preparatory student. Some teachers did not believe these students had received much college or career counseling, or that a curriculum guide or planning sheet had been given to them. At a subsequent Focus Group meeting, however, several members of the Counseling staff and the Career Adviser presented information and examples of letters, forms, lists and contacts each counselor makes for his/her students. After seeing and hearing this evidence, many of the Focus Group's concerns were allayed. This process led to another conclusion: we are seriously in need of greater communication between the faculty and the Counseling staff. Better understanding and greater cooperation would be beneficial to both groups, but especially to the students. Finally, many teachers, TA's, and students at the meeting felt that counselors should be more accessible during nutrition and lunch for counseling sessions with students.

Entering 9th grade students are provided by the Counseling Staff with a "High School Planning Chart," which clearly cites California State University/University of California entrance requirements, as well as a parent information packet. Adjustments to student program schedules are made during the first few weeks of the semester based on students' needs and the master schedule.

The first year performances of those students who matriculate at the CSU and/or University of California are reported to the Bell High School Counseling Office/College Center. A "Pre-College Calendar and Checklist" is offered to students so interested.

## Technical Preparation and Career Related Training

Students can receive technical preparation and career related training while at Bell High School through several programs. The Career Advisor bears a large responsibility in this area. The major programs supervised by the Career Adviser are Career Advisement and Work Experience. Work Experience is available on all tracks. It involves daily attendance, grades and the weekly receipt of reports from employers, as well as the maintenance of a state-mandated folder on each student. Work permits are issued for minors and a "job board" puts students and employers in touch with each other. "First Break" and "LA Youth at Work" are LAUSD programs that provide job announcements to site schools and offer job training seminars, additional job opportunities, and industry-specific job training and internships.

Career Advisement responsibilities include ROC/ROP Programs. These programs provide a myriad of job opportunities at the ROC and in the ROP Programs. Bell has buses going to four occupational/skills centers six days a week. Friedman Occupational Center sends buses to Bell three times a day. In the Spring

Semester, 1998, 275 students completed ROC/ROP classes for a total of 2,238 credits. As one might expect, the local ROP classes are always full and usually have a waiting list.

The Career Advisor makes career options known to all students. All Educational Planning Classes visit the Career Center at least once. The Career Advisor also makes classroom presentations on career options on request from any teacher. The Career Advisor also aids students in applying to the following special programs:
- Entertainment industry's Y.E.S. to Jobs Program
- Home Savings Career Awareness Program
- Kaiser Permanente's Summer Internship Program
- LA County/USC Medical Center Junior Volunteer Program
- LA Pediatric Society Summer Internship Program,
- Med Cor-Corona Elementary School's Volunteer Tutoring Program.
- Southern California Edison's Summer Business Institute
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The Career Advisor also provides career speakers for classes from a number of career backgrounds: Operation Hope, the Mexican-American Bar Association, the Fashion Institute of Design and Merchandising, the Art Institute of Los Angeles, to name but a few.

For many students the armed forces provide both attractive and practical options for education and/or career. Through cooperation with recruiters, information is available on opportunities in the military. The Career Advisor organizes and hosts the ASVAB (Armed Services Vocational Aptitude Battery) once in the fall and spring. Taking of the test in no way obligates the student (s) to the armed forces but can serve as a most useful diagnostic tool.

The Career Advisor sets up and maintains senior portfolios and assists the students with material necessary for the portfolios.

The 2+2 vocational program is jointly supervised by the Career Advisor and one of the Industrial Arts teachers. This program matches students in the LAUSD/Bell vocational programs with those at local community colleges. For example,
- Drafting at Bell with Drafting at Rio Hondo.
- Machine Shop at Bell with machinist, locksmith at Trade Tech
- Office Occupations at Bell with court reporting at Cerritos

The Perkins Program provides training in auto mechanics, business careers, graphic arts, horticulture/floriculture, machinery, and wood. These opportunities are publicized and coordinated by a full time Perkins Counselor/Coordinator. There are currently six Perkins Programs. The Perkins Program was established pursuant

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to Federal Legislation (1989), "The Vocational Training/Educational Act." Some of the goals of the program are the following:
- To increase technology in industrial arts classes.
- To integrate the Perkins ideal into academic classes - the "Pathway" concept.
- To tie the Perkins program into the wider community, i.e. local community colleges and businesses

The Perkins Program provides for some students to earn as much as $8.00 - $12.00 per hour while they continue in school. Also, students can earn as much as $800.00 per week while going to college as a result of their participation in the Perkins program.

This year, the school has started a new program in conjunction with Cisco Systems, Inc., the Cisco Academy. This is a four-semester curriculum that prepares students for certification as network technicians. This program is funded in part by the Cisco Virtual Schoolhouse Grant that was awarded to this school to increase access to technology. Students who complete this course of study will have many opportunities in a workforce which already has a severe shortage of network technicians and in colleges which are increasingly offering degrees in network engineering.

The Multilingual Teacher Career Academy has established a career path for students who wish to become teachers. This program is taught through two classes called *The World of Education* and *Exploring Education*. The program begins in the 9th grade (this is our first year) and continues through the 12th grade. This program was made possible by a grant from the District in order to address the teacher shortage. The students in this program learn about the problems facing education. They practice lessons and spend four days a week tutoring at the local elementary school. Supplementing this program is a club open to all students, the Future Teachers Club.

This spring, Bell High School started a robotics program as a co-curricular club. With backing from the NASA Ames Research Center, a group of students designed and constructed a fifty pound robot which competed successfully in regional competition sponsored by USFIRST and NASA. The interest generated by this experience has led to scheduling additional competitions later this spring and summer. Students involved in this club are future engineers and astronauts.


## Follow -Up of Student Achievement After Graduation
Follow-up procedures exist to assess Bell High School's graduates' progress in their post-secondary education. As mentioned before, the California State College and the University of California system send reports on each student's freshman year to Bell.

Several alumni have returned to Bell to work in both classified and certificated positions. A former student works in the Los Angeles Mayor's office and another has served as both a councilman and a Mayor of Bell and is currently on our certificated administrative staff. One former student is Treasurer of the City of Bell. This fall several alumni were invited back to speak to the faculty about their experiences as Bell students and what motivated them to achieve. Bell High School also conducts a follow-up survey of graduating seniors.

## Growth Areas

- Increase the number of interdisciplinary cores for all grades.
- Encourage regular meetings of the Curriculum Committee to plan staff development activities, including increasing the use of District Standards across the curriculum.
- Establish subcommittees by subject area to work on Standards-based learning curricula.
- Expand the Staff Development Program to include reading and discussion of educational research by every professional at the school.
- Take advantage of good students, as well as Honors and AP students, to tutor others needing help. Students could take tutoring upon recommendation of an academic or homeroom teacher.
- Increase the number of Humanitas Teams, the Multilingual Teacher Career Academy, and the Niners' Program, especially in the 9th Grade.
- Facilitate cross tracking of Special Education students and teachers to allow courses in English, math, history and social studies to be taught by appropriately credentialed staff.
- Create partnerships with businesses and community generated ROP classes where students are receiving training to get a job that is ready for them.
- Improve communication between teachers, students, counseling staff, parents, and administrative staff.
- Continue and expand the Niners Program
- Establish motivational programs to promote a learning attitude among students.

Powerful Teaching
and Learning

# POWERFUL
# TEACHING
# AND LEARNING

# POWERFUL TEACHING AND LEARNING
## FOCUS GROUP

## Focus Group Facilitators

| | | |
|---|---|---|
| Jan Biby | Teacher | English |
| Tom Campbell | DHS Coordinator | |
| Rich Gurrola | Teacher | Math |
| Mike Harp | Teacher | Visual/Performing Arts |
| Scott Braxton | Asst. Principal | |

## Focus Group Team Members

| A Track | | B Track | | C Track | |
|---|---|---|---|---|---|
| Paul Ashley | Voc. Ed | Darius Adle | FL | Dan Barton | Phys. Ed |
| Sun Choi | Science | Cecille Crunelle | Math | Jesse Becerra | English |
| Ron Conover | English | Christina Domingo | Sp. Ed | Ligia Chaves-Rasas | Art |
| Aurora Del Villar | Science | Andrew Ivanov | Soc. St. | Hugh Creamer | Voc. Ed |
| Lucila Dypiangco | English | Jeff Jones | English | Sallie Kane | Phys. Ed. |
| Aileen Kozaki | V/P Arts | Amy Larson | English | Cheryl Gillman | English |
| Ed Murphy | English | Lisa Minkin | Science | Franklin Jones | Sp. Ed |
| James Pruitt | Math | Sara Quezada | Soc. St. | Kathy McGuire | ESL |
| Ron Weightman | Comp. Lab | Laura Van Dellen | Health | Tina Rodriguez | Voc. Ed |
| | | Kevin V. Dana | English | Jan Spurlock | Dean |
| | | Ken Wright | English | Vince Villalvazo | English |
| | | | | Bart Weissman | Soc. St. |

| Parent/Student Reps | Additional Staff | |
|---|---|---|
| Michael Campos | Dorothy Burnett | Plant Manager |
| Erika Hermosillo | Endy Lopez | Teaching Assistant |
| Cesar Mejia | Irene Lopez | Teaching Assistant |
| Erika Navarro | Ana Sanchez | Teaching Assistant |
| Mrs. Pat Palos | | |
| Mrs. Maria Ramos | | |
| Fernando Sanchez | | |
| Amanda Silva | | |
| Mrs. Eulogia Torres | | |

# Process

Before preparations for the accreditation visit began over a year ago, Bell High School had been notified of its placement on the Superintendent's list of one hundred schools most in need of improvement. This classification inspired chagrin, because most staff members believe they are working effectively and painstakingly to provide a high quality education for our students. However, it also began a period of continuing discussion and reflection about our teaching methods and a re-examination of the constraints within which we work. As we developed our section of the accreditation report, our classification within the District and its consequences have both motivated and colored the process.

During our initial meetings as a focus group, teachers, parents, students and administrators worked together to assess Bell High School's effectiveness in providing a powerful teaching and learning environment in accordance with the ESLRs. Using the rubrics provided for each criterion, we pooled our experiences and made an initial assessment of our placement. We also began the process of defining and gathering evidence.

Later, we divided our large group into three smaller groups, corresponding to each of the three criteria in the Powerful Teaching and Learning category. These smaller groups were responsible for writing the section of the report corresponding to their criterion. We then met several times as a large group to integrate our findings and writings into a coherent whole.

One of the most significant parts of our evidence gathering process was asking each teacher to visit the classrooms of three other teachers during class time. Substitute coverage was provided if necessary, and visiting teachers were provided with a check off sheet to help in their evaluation of the teaching and learning occurring in the classrooms they visited. The evaluation sheets were collected and tabulated. Every effort was made to preserve the anonymity of the teacher being visited.

Although there is positive and innovative instruction evident in Bell High School classrooms, we face many obstacles in delivering the kind of instruction that matches the higher levels described in the rubrics. Some of those obstacles are low reading and other test scores of our students. Very few of our entering students are at grade level. For many students, Spanish is the language spoken in the home. Our year-round schedule is seventeen instructional days shorter than that of a traditional calendar school. Even though our instructional minutes match the state requirements, a Bell student who misses a day at school actually loses 10% more time than a student on a traditional calendar who misses a day. Another example of the difficulties with year-round schools involved the testing schedule. A number of mandated, standardized tests are given in the spring at all LAUSD high schools. A Track students were on track while C Track was being tested and could not be in class at the same time. Then A and B tracks were tested together. Therefore, A

Track had at least fifteen days, more than 18% of the spring semester, affected by testing.

Students, faculty members, parents, and administrative staff feel the stigma of being associated with one of the thirty lowest-performing schools in the Los Angeles Unified School District. Many teachers seem to feel that because low-achieving students need so much basic catch-up reinforcement to improve their basic skills, that there is little opportunity or point for providing a more enriching or stimulating program in accordance with the higher-end rubrics. It is generally agreed that many of our students, particularly upper division and honors/AP, receive high quality instruction matching the criteria of the upper-end rubrics. Overall, the focus group ranked the teaching and learning at Bell High School between the second and third stages of the PTL criterion rubrics.

## Evidence
- Athletic Program
- Campus beautification
- Campus murals
- Career Center Employment Training and Employment Opportunites
- Classroom Observations (observation sheets)
- Close-Up Program
- Clubs
- College Center, number of people applying to and receiving post-secondary acceptances
- Community Based Instruction (CBI)
- Community service (tutoring in the middle school)
- Competitions
  - Academic Decathlon
  - Art
  - Athletic
  - Band and Drill team
  - Drafting
  - MESA (Math, Engineering, Science Achievement)
  - Robotics
  - Video production
- Computer Labs and computer usage records/numbers of computers per students
- Computer Production Lab, Room 331, CCC Lab, EIM Lab, Cisco Network Academy,
- Drama Program
- Evidence of School Partnerships with Charitable (LEAP, Getty, AT&T) and Commercial Entities
  - Adohr Farm Computer donation
  - La Opinion
  - Los Angeles Times in Education

- NASA Ames Research Center
- USFIRST Robotics Competition
- Xerox Sponsorship of EIM Project
- Field trips (numbers, places)
- Fund-raising by clubs and leadership
- Graphing calculators
- Healthy Start
- IMPACT
- IMPACT PLUS
- Intersession classes used for enrichment and intervention
- Leadership Program
- Master Schedule of course offerings
- Mike Keating's Video Tape Addressing School Board
- Multilingual Teacher Career Academy (peer tutoring)
- Music Program
- Outside speakers (health, college, career, etc.)
- Pen pals/email exchange
- Public library access
- Record of Internet access
- Record of off-track assignments
- ROP and Work Experience
- School assemblies
- School Library Media Center circulation records
- School Yearbook
- Student Survey Results
- Student work-portfolios, posted work in classrooms, English Department Writing Assessment
- Teenage Pregnancy Prevention Program
  - Baby Think It Over
  - Community of Caring
- Test scores: Stanford 9, Aprenda, Proficiency Tests (WRITE: Writing Sample and Language Objective Tests, SHARP, TOPICS)
- TUPE
- Use of computers in individual classrooms
- Video Production Classes (Ed Murphy)
- Voice of the Eagle (Literary magazine)

| PTL C1 | To achieve the *expected schoolwide learning results*, all students are involved in challenging learning experiences. Teachers utilize a variety of strategies and resources, including technology, that actively engage students and help them succeed at high levels. |
|---|---|

Many of our remedial classes have been replaced by courses that are more in line with the recent LAUSD guidelines for instruction which provide all students

access to a higher level of competency and lead to college preparation. For students who are in need of help in basic reading, writing, and math skills, the following intervention strategies are now in place:

- CCC Lab for the development of English language arts and math skills
- Math Department tutorials (9th grade focus—Math Investigations)
- Math tutoring on Saturdays
- Niners Program in which at risk 9th grade students are targeted by their counselors and teachers for added support
- Project Impact
- Silent, sustained, uninterrupted reading in all English classes
- Title I
- Tutoring in the school Library Media Center at lunch and after school in math and language arts

Courses and programs that present challenging learning experiences coinciding with the higher end rubrics are the following:
- Advanced Placement/Honors courses
- Art and art production classes
- Computer Production (courses and programs)
- Drama program and Ding-a-Ling Productions
- Humanitas program of interdisciplinary thematic teaching
- Los Angeles Times in Education program
- Multilingual Teacher Career Academy
- Music program, which includes band, chorus, and guitar
- Perkins program which integrates vocational classes with academic courses
- Photography classes
- Video Production program
- Vocational education classes

**Classroom Visitation Form Results.** As of this writing, the responses to the classroom visitation forms represent only about 25% of the total possible responses. Classroom visitations are continuing, but we are unable to include this additional data because we must meet our publishing deadline. We are particularly encouraging our new teachers to make these visitations as part of their orientation process. Although participation in the visitation process has not been as widespread as hoped, there are some significant trends.

Item 1 relating to classroom management indicates that in 80% of the classroom visits, students are using their time effectively. Item 2 relating to classroom interaction indicates that 95% of the classrooms visited revealed interaction between students. Item 3 indicating kinds of learning strategies employed in the classroom shows that students are listening to teachers at a rate of 9%, but have evidence of computer use in their classroom at only 16%. Item 4 reflecting the integration of technology into the classroom environment indicates that computers were being used in some fashion in 35% of the classrooms visited.

Item 5 reflecting higher-level thinking skills observed in the classroom indicates that in 77-80% of the classrooms visited, activities demonstrating and encouraging higher level thinking skills were observed. Sixty-seven percent of the classrooms exhibited application. Item 6 reflecting a variety of other observations, indicate that only 44% of the students were acquiring knowledge of technology. Item 7 revealing information obtained from debriefing interview done after observations were made, indicates that in 31% of the classrooms visited there was evidence of students with special needs.

The problem of non-response is significant, as 75% of the faculty did not respond. Hopefully, the respondents are representative of the whole faculty. We had expected that the faculty response would reach 30%-40%, which is a more common response level. We appear to have about 70% of what we expected. To the extent that these responses are representative, the results are found in detail as an *appendix*.

Possible reasons for lower than expected response are the following: increased teacher workload this year because of a heavier testing schedule; the fact that many teachers must travel from classroom to classroom during the course of the day and thus do not have a totally free preparation period; and the number of teachers with an auxiliary.

**Strategies and resources to engage students.** Bell teachers use a variety of strategies and resources in addition to the textbook to present the course curriculum. Examples of these include, but are not limited to, the following: art projects, computer production projects, science lab work and reports, Los Angeles Times Literacy Project in selected classes, LAEP/Getty Grant 1995-1997, LAEP/AT&T ArtsOnline Project, Getty Mapping LA project, participation in field trips, use of the school Library Media Center, guest speakers, cooperative learning techniques (English, Foreign Language, Math, Science, and Social Studies classes), school-to-work program, physical education programs that integrate with other disciplines (for example, a PE class activity that requires keeping biometrics records).

There are eight networked computer labs (with six to fifty-four workstations) where computers are used as instructional tools to deliver, support or enhance the curriculum.

- Business Labs
- Cisco Network Academy Lab (Room S-4)
- Computer Curriculum Corporation (CCC) Lab (Room 107) for in language arts and mathematics intervention
- Computer Production Lab (Room 219)
- Computer Resource Lab (Room 331)
- EIM lab (a lab for teachers to use to produce curricular materials for the classroom)
- Graphic Arts Lab (Room S-1)

- Humanitas Lab (Room S-7)

There are more than fifty additional rooms with network computer resources.

Multimedia equipment is also available for teacher and student use in the Library Media Center and through the Video Production Program.

Bell's Digital High School grant, in conjunction with our successful, federal government E-Rate Discount application and the Los Angeles Unified School District's Proposition BB networking enhancement program, is currently being implemented. Its goal is to integrate computer, network, and multimedia technology into the curriculum that is experienced by all students. This multi-million dollar program will complete a high-speed, wide-bandwidth local and wide area network that will enable students to access local area network files and instructional materials as well as the Internet from any workstation on campus and from home. Bell High School already provides network services to more that three-quarters of the student body and staff and to nine other feeder schools.

Bell High School is working with Huntington Park High School, East Los Angeles College, and California State University at Los Angeles in a UNITE-LA project in which students compile data and construct and publish a web-based database covering the history of the local communities. This database will reside on the Bell High School Web server and will continue as an on-going project even after the UNITE-LA grant is over.

The Niners Program targets the at-risk freshman population with an aggressive series of interventions. Students who have not graduated from middle school are tracked closely during the first grading period. Those whose work is academically unacceptable are counseled extensively and parents are called in to participate in student remediation. This student group also receives special tutoring opportunities.

| PTL C2 | All students' experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content. Collaboration about teaching and learning occurs 1) among staff, 2) between staff and students, 3) among students, and 4) between school and community. |
|---|---|

There is much evidence to support the position that our students are experiencing learning opportunities that integrate academic and applied content. Our Staff Development Program has in recent years immersed our teaching staff in a wealth of pertinent information in the area of higher order thinking skills. This information has emphasized more challenging work for students in the form of the way teachers help students learn to think, solve problems, communicate, and involve themselves in their own learning. Activities involving higher order thinking

skills in which students formulate and solve problems, criticize their own work, work in teams, communicate about what they are doing, and achieve mastery of a topic skill or craft are in evidence.

Students have great access to technology in the form of hundreds of computers available for their use both in labs and classrooms. Those teachers and students who are actively making use of available campus technology are moving towards a more interactive style of teaching and learning. Well-utilized technology is doing more than just supporting the more traditional instructional strategies. For example, students at Bell have access through technology to a wider pool of information than ever before. The process of converting that information to knowledge is one of the challenges of integrating the use of technology into the various curricula. Teachers are meeting that challenge by presenting their students with more project-based learning activities to promote collaborative and individual problem-solving skills. The Digital High School grant is challenging teachers to develop activity plans that incorporate higher-order thinking skills into lessons that are enhanced by the use of technology. This is, however, a transitional process for us, with some teachers well in advance of others in making use of the technology resources to enhance the curriculum. The Digital High School program at Bell, which is in its first year of a three-year term, is designed to provide staff training and teaching models for the entire faculty. Student access to computer and Internet resources is increasing on a monthly basis as equipment is received and installed and networking infrastructure is upgraded. Movement towards full integration of technology into the curriculum depends on some factors beyond our control, such as District contracts and federal funding (E-Rate).

There is also an active video production program available to students, although not on all tracks. In this program, students work in teams to produce videos, many of which have won national and international recognition. This program will be enhanced by the completion this year of a campus-wide cabling and transmission system that will enable students to produce a daily homeroom video program.

Bell offers students learning opportunities in a number of industrial arts through the ROP and Perkins programs. Several teachers assign projects, as well as shorter tasks, which challenge students to apply recently learned concepts to "real world" situations. More students are served through the gifted program than through the Perkins program. Strong debate exists, however, whether "all" are able to participate in activities which provide such experiences due to a number of obstacles: immaturity, unwillingness to participate in certain academic endeavors, low academic skills, limited English proficiency, and the problems presented by year-round school are most often mentioned in staff surveys. Many teachers feel that while they are able to attempt activities in the higher stages of the rubric with the older, more mature students, they are usually frustrated in their attempts to do so with freshmen, and therefore are less likely to move beyond stages one and two with the younger students. Teachers traveling between classrooms instead of maintaining one is another factor teachers cite as an obstacle to more powerful

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teaching. Teachers have a ways to go in the development of instructional strategies which incorporate academic and applied content within the struggle to help our students develop stronger basic skills. Too often the need for basic skills dominates. Some teachers feel that higher order activities sometimes come at the expense of students practicing and learning more fundamental things.

**Collaboration.** Bell High School operates under the School Based Management (SBM) plan and most staff members feel it is a viable program at Bell. The program has survived many difficult tests, most recent of which was a plan revision and election. There is good student representation in the SBM Open Forum part of the meetings. Staff collaboration is also evident in special programs like Humanitas, the Perkins (ACE) Program, Multilingual Teacher Career Academy, and others where common planning is required. The Mentor Program promotes collaboration between experienced and inexperienced teachers. Some academic departments meet regularly to pursue a common vision, while others meet less frequently and have difficulty establishing common ground beyond basic subject matter. Some collaboration has been attempted among the schools in our cluster during articulation in-services held once a year. The BellNet server connects the cluster schools via the Internet. The Bell Cluster Technology Committee is also a collaborative effort among the schools in the area. Unite L.A. is an Internet project which includes Bell High School, Huntington Park High School, ELACC, and CSULA in an effort to share their community histories.

The Niners Program described in the previous section (C-2) is another example of the school community working together to meet the challenge of decreasing the freshman drop-out rate. Counselors, teachers, and parents work together to help at-risk students regain their academic footing during a critical period in their education. More collaboration will be needed next year in curriculum alignment with the LAUSD Standards, the State Standards, the Stanford 9 exam and the STEP test in order to help our students perform at higher achievement levels on tests.s

Student collaboration is evidenced in such areas as Student Congress/ Leadership, sports, Voice of the Eagle, drama productions, robotics, clubs and school activities.

| PTL C3 | Students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom. |
|---|---|

Most students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom. This is evident in the areas of evidence listed in the beginning of this section

All Bell High School students participate in at least one or more of these activities. The frequency of student involvement varies depending on interest and school funding. Students are constantly notified of these opportunities through the *Daily Bulletin*. In spite of a large variety of resources/activities, they are not shared equally throughout the curriculum.

In the next few months, with the help of Proposition BB funds and the Digital High School Grant, Bell High School will be installing new telecommunication lines to every classroom along with four to five computers. Both students and teachers will have access to our own on campus server, enabling us to increase our use of the Internet, email, and video production programs.

## Growth Areas

- Offer all courses equally on all tracks so all students will have access to the same course offerings. This is particularly necessary for the Video classes, which are not offered on all tracks.

- Develop a campus-wide program that promotes and rewards positive behavior and a positive school image beyond the athletic program, making sure that individual and group student achievement is highlighted, as well as positive student activities.

- Explore ways to mediate the obstacles to the integration of critical thinking based lessons caused by overcrowding, in particular, teacher traveling and alternative bell schedules (double session) to accommodate the student and course growth.

- Foster and continue the development of curricular applications of a variety of technologies in order to ensure that all students are prepared to work and learn in the twenty-first century.

- Find ways to have departments meet with other departments to integrate their curriculums and find areas of common ground.

- Formulate a schoolwide plan to strengthen higher order thinking skills in the curriculum or all students.

- Establish a peer tutoring program for off-track students to tutor students who are on-track during school hours.

- Work to ensure that all the resources of the Internet are available to all students in order to enhance learning.

- Encourage teachers and other staff members to sponsor a greater variety of extra- and co-curricular activities in order to provide a greater variety of learning experience for all students.

- Redouble efforts to seek out sponsors and mentors from the corporate and post-secondary education sectors to offer all students a wider vista of educational and career possibilities.

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# SUPPORT FOR STUDENT ACADEMIC AND PERSONAL GROWTH

# SUPPORT FOR STUDENT
# PERSONAL & ACADEMIC GROWTH
## FOCUS GROUP

## Focus Group Facilitators

| | | |
|---|---|---|
| Mario Caldevilla | Teacher | Social Studies |
| Perry DiMassa | Teacher | Ed/Career Planning |
| January King | Teacher | English |
| Timi Pickard | Teacher | Physical Education |
| Doug Swaim | Dean | |
| Pamela Williams | Teacher | Science |
| Kay Ward | Assistant Principal | |

## Focus Group Team Members

| A Track | | B Track | | C Track | |
|---|---|---|---|---|---|
| Hugh Epton | Soc. St. | Edwin Adams | Dr. Ed | David Arnold | Science |
| Rocio Fernandez | Math | Jesus Contreras | Math | David Freedman | Soc. St. |
| Sonia Fundukian | FL | Robert Cortez | Math | James Kato | Science |
| Otto Hernandez | Couns. | Steve Emdee | Math | Robert Martinez | Science |
| Mary Ann Jackson | Health | John Harley | English | Gerardo Mendieta | Math |
| Joan King | Couns. | Eric Klein | Phys. Ed | Ivan Mendieta | EL |
| Tim Mathos | FL | Audra Nauls | Sp. Ed | Ralph Oronoz | Soc. St. |
| Al Palmer | Phys. Ed | Henry Santiago | Dean | Dorothy Owens | Library |
| Rosa Trujillo | English | William Suñe | Science | Inez Reyes | V/P Arts |
| Howard Yaffe | Math | Shoan Zeleke | Sp. Ed | Laurel Solon | PE/Health |
| Dan Yamada | English | | | David Shemwell | Health |
| | | | | Anne Woodson | Couns. |

| Parent/Student Reps | Additional Staff | |
|---|---|---|
| Melissa Alvarado | Mimi Case | Career Advisor |
| Jose Cardoza | Karen Goddard | Counseling Office Clerk |
| Adriana Duran | Gloria Granados | Social Worker |
| Harold Enriquez | Rachel Aguirre | Teaching Assistant |
| Virginia Gomez | Teresa Aguirre | Teaching Assistant |
| Mrs. Hilda Jimenez | Ivania Hernandez | Teaching Assistant |
| Ulysses Montenegro | Fabian Ramirez | Teaching Assistant |
| Mrs. Cynthia Quintero | Maria Reyna | Teaching Assistant |
| Chissel Rodriguez | Julie Vargas | Teaching Assistant |

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## PROCESS

The Support for Student Personal and Academic Growth Focus Group was composed of twenty-eight teachers representing all three tracks, coordinators, counselors, an administrator, four college aides, and seven student representatives. One parent representative was included.

In the beginning stages of the focus group meetings, a large group discussion was held to determine the types of evidence needed for the criterion sections for Support for Student Personal and Academic Growth. Input from all group members was encouraged through discussion and note-taking.

The Support Focus Group was broken down into criterion focus groups, with each group analyzing one of the four criteria. A facilitator for each criterion led the discussion, while a recorder made notes of the evidence and areas of growth for each criterion. Comments and suggestions were encouraged from all members of the smaller group. Each group presented their evidence and ideas for growth to the entire focus group in a meeting. The focus group was then free to make comments regarding the evidence for each separate criterion, as well as additional areas deemed necessary for growth.

The smaller groups' notes were then reorganized and retyped, put into a packet, copied, and distributed to each member of the focus group for final analysis, corrections and changes. The final draft incorporates all additional comments made by members of the entire group and was completed by the group facilitators.

This Focus Group report, in most cases, responds to the directors from stage three on the rubric for each of the four criteria.

## SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

The student support services at Bell High School offer a comprehensive variety of programs to address the needs of our students. These services address the development of the total child: academic, medical (vision, dental, and health), psychological, cultural, and social. The goal is to ensure success by caring for the community's young people in a safe and nurturing environment.

This Focus Group itemized the array of services available to use as evidence to support their responses to the four criteria for this important focus area. They are listed below and described later in this section as they address specific concerns.

### Evidence
- Adult School/Night School
- Associated Student Body records
- Bilingual/EL Program
- Career Center

- Clubs and Organizations
- Community Involvement Activities
- Computer Curriculum Company Lab
- Counseling Services
- Digital High School Grant
- District Funding Sources
- Dropout Counseling
- *El Portavoz* - newsletter
- Gifted/AP Program
- Healthy Start Program
- Humanitas Program
- IMPACT Program
- Interscholastic/Intramural Sports
- Library Media Center
- Macintosh Lab
- Multilingual Teacher Career Academy
- Parent Conferences
- School Based Management Council
- Special Education Program
- Teenage Pregnancy Prevention Program: Community of Caring
- Title One Program
- Tobacco Use Prevention Education Program
- Work Experience Program/Regional Occupational Program

## Criteria Analysis

| SS D1 | All students receive appropriate support to help ensure academic success. |
|---|---|

All students are encouraged to take advantage of the entire support system that is in place at Bell High School. Teachers are aware of the challenges faced by the young people in their care and attempt to apprise all students of the support that is available to them.

This support includes (but is not limited to):
- a wide variety of course offerings,
- tutoring after school and on Saturdays,
- access to computer tech labs during and after school and on Saturdays,
- the school Library Media Center (including extended open hours after school),
- EL classes,
- Special Education and SDAIE classes,

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• honors and advanced placement classes and organizations.

The students at Bell High School are encouraged to attempt the most rigorous academic program to which they aspire and teachers often identify students who require greater challenges. Our enrollment in honors and advanced placement classes reflects this consciousness.

These services also provide many options for students who have trouble meeting the requirements that lead to the successful completion of high school. These options include tutoring, SDAIE classes, Special Education classes, Community Based Instruction, adult school, and various intervention strategies.

The District supports all of these efforts with special funds, programs and activities to meet the special needs of all students.

*Bell High School provides a challenging, thinking, meaning-centered curriculum. All students are encouraged to apply themselves, and teachers modify their approaches to maximize the potential of each learner.*

## Gifted/Advanced Placement Program
An adapted curriculum is in place to ensure that gifted and talented students are challenged to the limits of their abilities. These classes have advanced expectations and are open to all students who are willing to accept the challenge. Classes include Honors and Advanced Placement classes available in each of the core curricular areas. English Vertical Teams (EVTs) and Social Studies Vertical Teams (SSVTs) articulate Honors curricula between grade levels. The GATE program offers enriched opportunities for these students. Teachers from all curricular areas are encouraged to identify these students and refer them to the GATE coordinator for evaluation. To encourage parental involvement the program offers monthly parent meetings covering such topics as enriched opportunities, study skills, the importance of parental contact with the school, standardized testing, District Standards, financial aid, and college and post-secondary opportunities. In addition, formal intervention with under-achieving gifted students began this year.

## College Counseling
The College Center provides a comprehensive program of support to all students. Programs include SAT/ACT workshops and tutoring, financial aid workshops, visiting college representatives and classroom speakers, partnerships with universities and colleges and outreach programs in which college students come to the school to assist prospective applicants. The College Center technology includes five computers with Internet access for student use. In addition there are two part-time college aides to assist students in finding materials, using computers, selecting appropriate forms, or finding necessary counseling. Our college center

takes necessary steps to ensure student success after high school and to emphasize the importance of maintaining high academic standards with college as the goal.

## Counseling Services

There are a variety of counseling services available for all students. Bell has three counselors on each of the three tracks (nine counselors). There is a student-to-counselor ratio of approximately 450 to 1. In addition to academic programming, counselors meet with students and parents to establish both academic and career goals and to be sure that programming meets with these objectives. Counselors do homeroom visits to update students on upcoming tests, to remind students of intervention strategies (tutoring), to encourage a positive attitude, and to remind students to do well in all classes. There is also a counselor in Pupil Services and Attendance who follows up and counsels students with chronic attendance problems. There is a Title I counselor and a psychiatric social worker who provide counseling regarding more serious personal problems. In addition, the Perkins Counselor oversees the vocational program. Near the end of each school year, Bell counselors visit the "feeder" middle schools. They advise and program students for the 9th grade. Students and parents are advised of academic and graduation requirements at orientation and Parent Conference Nights, while the Education and Career Planning Class (ECP - 9th grade) goes into these areas in more depth. Counselors also attend the feeder school's Open House and answer parent questions.

## Humanitas

Humanitas Classes offer teams of teachers integrating lessons and working with a team of students. These teachers have common planning periods to design lesson plans and coordinate activities so that the students get the most integrated curriculum possible. Humanitas teachers try to correlate lessons so that they complement each other and the students can gain the maximum benefit from the instruction. Humanitas teams have the opportunity to track individual students on a daily basis, and they can synergize their efforts in order to offer additional help for their students.

## Multilingual Teacher Career Academy

The MTCA is supportive of the development of essential skills necessary for students to evolve into successful educators. The curriculum focuses on issues in education, classroom organization, speaking skills, lesson planning and current educational theory. There is an emphasis on academic support for these students, particularly because they are 9th-graders. Any student receiving a D or F in any subject has mandatory tutoring four days a week in that subject. Tutoring may come from the teacher, available campus tutoring, a peer, or the MTCA teacher. Once the student successfully completes the first semester of the class, *World of Education*, he/she can go to the *Exploring Education* class where he/she is invited to tutor students four days a week at the local elementary school. There is also a

Future Teachers' Club for both members of the class and any students interested in teaching as a career.

*Extensive technological services are accessible to all students.*

## Computer and Technology Classes and Services (summary)

| Class or Service | Description | Networked? |
|---|---|---|
| Computer Production Lab | Classroom Technology Instruction | Yes |
| CCC Lab | Reading remediation using computers (also available after school and on Saturdays for all students | Yes |
| Cisco Academy Lab | Network certification instruction | Yes |
| Business Labs (3) | Instruction for business-related technology | Soon |
| Computer Resource Lab | Staffed by a full-time resource teacher and available each period by appointment. Also open after school | Yes |
| Humanitas Lab | Classroom instruction enhanced by technology | Yes |
| Graphics Arts Lab | Classroom graphic arts instruction | Yes |
| Library Media Center | Seven student workstations | Yes |
| Video Production | Class instruction in the use of video and multimedia technology | Yes |
| EIM Lab | Teacher workroom providing access to electronic database of instructional materials | Yes |

All networked resources listed above (with the exception of the CCC Lab) are connected to BellNet, a schoolwide Ethernet WAN which links to the Internet via a T1 line to USC. In addition, more than 50% of our classrooms have at least one connection to BellNet. A Proposition BB networking enhancement package is currently being installed that will provide at least five "drops" to each instructional space and switched access to every workstation on BellNet. This project is scheduled for completion this fall.

## Technology

Bell High School has recently become a Digital High School. Therefore, the ability of teachers at Bell to keep pace with technology should increase dramatically. The school has purchased many new computers and connected almost every classroom in the Main and Humanities Buildings to the Internet. Laptops were purchased and are available to members of Bell High School faculty who undergo "Computer Boot Camp Training," which is offered for all tracks throughout the school year. Teachers who complete the full Digital High School training program will be able to keep their laptops as long as they are working at this school.

*Students have a wide range of tutoring opportunities.*

## Tutoring - ELSA tutorials

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Bell has an extensive tutoring program. Assistance is offered after school Monday through Thursday from 3:30 p.m.-5:30 p.m. and at lunch in all core classes. There is both Math and English tutoring available on Saturday mornings from 8:30 a.m.-11:30 a.m. Tutoring is available for the SHARP, WRITE and TOPICS proficiency tests and the Stanford 9 Test at various times throughout the semester. A peer-tutoring program is available in Room 10A two days a week and utilizes the MTCA students and the students from the Future Teachers' Club. There is also tutoring available on computers in the CCC Lab from 3:30 p.m.-4:30 p.m. each weekday and on Saturday mornings for both parent and student use. Teachers often make arrangements to tutor their own students on an as needed basis. Students are proactively referred to all of these tutoring services and may also receive class credit for attending.

*Students have access to the school Library Media Center.*

## Library Media Center

The Library Media Center is open to all students daily from 7:00 a.m. -5:30 p.m., including nutrition and lunch. There is one full-time librarian and one secretary assigned to the Library Media Center. Five computers are available for student use during school hours and are connected to the Internet. There are two computer card-catalogs, and three computers utilizing CD-ROM programs such as NewsBank, Social Issues Resources Strategies (SIRS) and Magazine Locator. There is also a large collection of microfiche and a microfiche reader and printer. The Library Media Center consistently surveys teachers and students regarding their academic needs.

*Students whose primary language is not English receive appropriate rigorous instruction and are encouraged to transition to regular classes as soon as possible.*

## Bilingual/EL Program

The EL/Bilingual Department is responsible for identifying Limited English Proficient students, offering them appropriate placement, and re-designating these students when they pass the proficiency test given by the same office. English as a Second Language and bilingual content area classes are available on A and C Tracks, and SDAIE classes are available on all three tracks to facilitate the instructional needs of the students. Students and their parents are given an option of either immersion or bilingual programming. Each English as a Second Language teacher has computers in the classroom with programs in Spanish and English to facilitate learning, and for additional support the CCC Lab is open after school with similar programs in both languages. Each track has a bilingual counselor to assist both students and parents with programming and to provide support in the primary language. In addition, bilingual classroom aides are provided for academic support

to SDAIE students in academic courses or in primary language academic classes when the teacher is not bilingual or BCC or BCLAD certified.

*Students with special needs have a variety of options available from which to choose.*

## Niners

The Niners program has been initiated this year. It is directed specifically to at-risk 9th graders identified by low grades during middle school. Each of these students and his/her parents are called in for a meeting with the grade-level counselor. During these meetings the students and their parents are advised of academic/graduation guidelines, study skills, parent-student roles both at school and in the home, and the opportunities available for tutoring, teacher assistance and any other topic of interest to the family. Parents are then invited to a parent meeting to emphasize ways to assist their children in academic success and are referred to appropriate agencies to continue this training if necessary. Students are called in by counselors after each report card to track progress and discuss grades.

## Special Education

Our Special Education Department is designed to meet the needs of students with a wide range of learning disabilities in the least restrictive environment possible. Special Education classes attempt to help students succeed not only in Special Education classes, but also in regular classes. Teachers offer academic and social support as well as opportunities to allow students to achieve maximum success in their school career. Aides and/or assistants are provided for each Special Education class either to help lower the teacher-student ratio or to provide one-on-one assistance to the designated student. A committee consisting of the Assistant Principal, the School Psychologist, the Special Education Teacher, a regular classroom teacher, the School Nurse, and, if appropriate an itinerant teacher, develops an Individualized Educational Plan (IEP) for each student which is reviewed and evaluated regularly by an appropriate panel. DIS itinerant staff provides support services, including physical education, audiometry, speech and language, and career and transition, and so on. Most Special Education students mainstream in at least one elective class.

## Academic Clubs and Organization
- MESA – Math, Engineering, Science Association for students interested in math, engineering or science as careers
- Academic Decathlon - for competitive scholars
- Ephebians – for students who have distinguished themselves in the areas of scholarship, service and leadership
- CSF – California Scholarship Federation for students whose scholarship is outstanding

*This school site is supported by the District with funds as well as the organization of pre-existing policies and programs.*

This year, Bell received District money to install a Computer Curriculum Company Lab. The CCC Lab is used during the school day by at-risk freshmen who have the greatest need to raise their reading, spelling, and language skills. It is also available after school Monday through Thursday for one hour and on Saturdays for three hours for any student wishing to utilize the computer programs or who needs access to Claris Works. The Macintosh Lab (room 331) is also open after school for use. Teachers are encouraged to schedule time in the Mac Lab for student research, computer use, or learning about computers.

| S - D2 | Students have access to a system of personal support services, activities, and opportunities at the school and within the community. |
|---|---|

There are many activities and opportunities available to students through both academic and social channels to connect them to the school and the community. The foundation for this is in our clubs and organizations, our support personnel, and our community counseling services.

## Clubs, Organizations, Extra Curricular Activities
There are a wide variety of clubs and activities available to attempt to meet the needs of the diverse interests of our student body. While many clubs are strictly social or interest-based, many others are academically or community service oriented. In addition, Leadership provides some all-student activities throughout the year: noon dances, pep rallies, Homecoming, Canned Food Drive, Blood Drive, and Teacher Appreciation Day. There are also many grade appropriate activities, particularly for Seniors, including: the Senior Luau, Skate Night and the Prom. Juniors have activities such as the Winter Formal and Pizza Party. There are a few activities for Freshmen and Sophomores to encourage their school/class spirit.
- Academic Decathlon
- Alternative Education Work Center (AEWC)
- Band
- Bienvenidos (teen fathers)
- California Scholarship Federation (CSF)
- Cheer
- Chorus
- Community of Caring Program
- Ding-A-Ling Productions
- Drill Team

- Friday Night Live
- Future Florists of America
- Future Teachers' Club
- Humanitas Program
- Intramural Tournaments
- Latin Social Dance Club
- Latinas Guiding Latinas Club
- Associated Student Body
- MeCHa
- MESA
- Perkins Program
- St. Anne's (teen mothers)
- Leadership
- UCLA Outreach
- Voice of the Eagle
- Yearbook

In addition to the above clubs and organizations, there are also fifteen interscholastic sports available for both men and women. **The clubs and the sports organizations at Bell emphasize academic success, and they have been successful in this endeavor.** The connection between school involvement and academic success is very evident at Bell.

*Staff members are aware of support services available to all students and initiate processes to find solutions to student problems.*

## Counseling Services
There are many available counseling services for students who seek help including five assistant principals, three counselors per track (four of whom are bilingual), a full-time psychiatric social worker, a Title I Counselor, a nurse, school psychologist, College Counselor, full-time Career/Work Experience counselor, one dean per track (three total), and a Student Success Team.

## Impact
IMPACT is a referral program where students can seek help for either temporary or continual stress situations and learn to deal with them as well as achieve academic success. Student IMPACT groups meet once a week with a trained staff facilitator.

## Pupil Services and Attendance Counselor
The P.S.A. Counselor identifies students with chronic attendance problems and tries to define and solve the problem. When phone contact is not possible, home visits are made. The counselor meets with the student and parent, provides support

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and strategies to improve attendance, and sets up a contract for the student to follow to continue at school.

## Teenage Pregnancy Prevention Program

The school has implemented this program in an effort to decrease the number of teen pregnancies at Bell High School. The "Baby Think It Over" program operates through the 9th grade health classes. Students are assigned dolls that look and, more importantly, act like babies. A computer chip monitors the care the infant receives while in the hands of the student. The Community of Caring program focuses on teen pregnancy prevention by stressing the common human values of responsibility, trust, family, respect and caring. Students are exposed to these values in multiple situations: they are posted in classrooms, emphasized in lessons, and used as discussion topics in counseling sessions. In addition, all staff member stress the importance of delaying parenthood.

The school's approach to guidance and counseling is schoolwide, focusing on all areas of the students' lives (personal health, academic success and attainment of future goals). Staff takes every step possible to ensure that students are aware of all of the opportunities that are available to help them and guide them in making the decision to utilize them. The counseling services and others have been described above.

## Career Advisement/Work Experience

Both of these programs are implemented by one full-time staff member working two part-time jobs.

## Career Advisor

The Career Advisor supervises the job training programs that are offered through the Regional Occupational Centers (ROC). Some programs are located at local businesses. These programs are very popular and at times there is a waiting list to participate. Another function of this position is to make career options known to all students. This is accomplished by meeting with students individually or in small groups, making classroom presentations, and by teacher referrals. Many teachers make visiting the career center part of the curriculum. Making students aware of special programs and assisting them in the application process is another important function of the career advisor. The career advisor also acts as a liaison between the high school and myriad vocational and government agencies such as the armed services.

## Work Experience Coordinator

The Work Experience coordinator teaches the work experience classes on all three tracks, issues work permits, works with District job training programs, and maintains the Job Board, thus alerting students to job opportunities which are currently available. The Work Experience Coordinator has created several contacts with the community by job training programs with businesses in Southern

California. Bank of America, Kaiser Permanente, Liberty Cable, LAX and Edison are just some of the businesses who participate with Bell. Additionally, there is a Career-College Fair hosted at Bell High School in both the fall and spring. Teachers are encouraged to bring their students to receive information on colleges, vocational training programs, military opportunities and other related options.

Work experience is an important curriculum for students who must work in order to stay in school while assisting their families financially. Work experience students often enjoy the prospect of better jobs and improved opportunities after graduation due to the training they receive through the Work Experience Program.

*Families in need can easily access health services through a school-based network.*

### Healthy Start
The Healthy Start program is an administrative site for a variety of health services that are located on the high school campus. Many important health services are available through this on-site clinic: flu shots, TB testing, immunizations, prescription services, and referrals to other health agencies are among those available. Through Healthy Start, students and their families may receive these services, as well as assistance with vision, dental, or other medical problems.

### Tobacco Use Prevention Education Program
Since 1997, Bell has participated in a Tobacco Use Prevention Education (TUPE) grant. The goal of the program is to educate students about the dangers of smoking and to discourage use of all tobacco products.

| S D3 | The school leadership employs a wide range of strategies to encourage parental and community involvement. |
|---|---|

*The school has a system for involving parents and the community.*

Bell High School encourages parental and community involvement through a wide range of strategies and both parents and the community are utilized in the schools' academic and support programs.

### Back To School Night/Parent-Teacher Conferences
Bell offers Parent-Teacher Conference night immediately after the first progress report for each semester on all tracks. Parents are notified through a bilingual letter sent in the U.S. Mail and homeroom handouts. Parents may pick up their student's progress report and then proceed to the classrooms to meet with

teachers. Bell has extended the length of the meeting time (now it is 4:00 to 7:00 p.m.) in order to meet the needs of our working parents. The attendance at these events has increased dramatically in the past few years and we continue to identify new ways to get the parents of all of our students more involved in the life of Bell High School.

## Opportunities for parent involvement
- Bilingual Advisory Council
- CEAC Council
- GATE meetings
- SBM meetings and committees
- Title I Council

*The school staff regularly communicates with parents.*

Bulletins are regularly mailed to parents to inform them about opening semesters, up-coming school events and any changes in school policies or bell schedules. These are printed in English and Spanish. There is also a marquee in front of the school publicizing special events.

School staff often makes home contact around the needs of individual students. The PSA Counselor makes home visits regarding the attendance of chronically absent students.

## El Portavoz
*El Portavoz* is a bilingual newsletter that is mailed home to parents every other month. It informs parents about activities that are of interest to members of the school community.

## Ding-A-Ling Productions
Ding-a-Ling Productions is a booster club for the drama productions at Bell High School. It raises funds to help underwrite the costs of providing quality theater to the Bell community. It enlists the support of staff and community. Graduates of the Bell drama program are especially supportive of Ding-a-Ling productions.

*School staff understands the families they serve.*

Bell High School staff understands the communities where their students live and endeavor to utilize the energy and other resources they have to contribute. Many of the teachers live in these communities or did when they were students and have returned here to teach. This empowers these teachers with a special empathy for the challenges these students face.

*Communication is often conducted in the appropriate home language.*

All bulletins and newsletters are printed in both English and Spanish to facilitate communication. Parents may also indicate that progress report comments be printed in either English or Spanish. Translators are always available for parent conferences when they are required.


*School members routinely meet with the diverse members of the community.*

Some staff members attend local association meetings, including the Lions, Chamber of Commerce and Rotary Clubs. Other staff have established lines of communication with the business sector. One focus point of staff development this year was to make all faculty members more familiar with the four communities they serve. Two staff members have served as mayor for Bell and Maywood respectively while they have served on those city councils.

| S - D4 | The human, material, and financial resources, as well as facilities are available to the school are sufficient and effectively used to support students in accomplishing the *Expected Schoolwide Learning Results.* |
|---|---|

## Available Resources
Through the School Based Management Council, Associated Student Body, and District funding opportunities, Bell uses available monies to support student achievement and meet their needs. Various funding sources include:
- Block Grant Funds (when allocated)
- Instructional Material Account (IMA)
- SB 1882 funding (staff development)
- State Textbook funds
- Year Round Discretionary Funds
- Gifted monies
- Special Education Funds
- Tenth Grade Counseling Funds

Bell High School provides out of existing funds the equivalent of four teaching positions to pay Bell staff to work off-track so that programs and services to students is on-going throughout the year. The District furnishes extra funds for supplies to support use of the school's computer Student Information System (attendance, report cards, enrollment data, transfer records, discipline information, etc.) There are also separate resources for the Gifted Program, Tutoring, 9th Grade

Counseling, Digital High School grant, TUPE, Cisco Academy, Competency Testing, Special Education, Resource Specialist, Multilingual Teacher Career Academy, and Maintenance, Operations and Supplies. The number of teaching, cafeteria, clerical, and administrative positions is determined by the number of students enrolled as of norm day (three tracks combined). The number of buildings and grounds employees is based on the physical size of the school.

Each of the three categorical programs, Bilingual, Perkins, and Title I, have specific purposes, and funds are expended in such a way as to supplement and enrich learning opportunities for students in these categories. Each program goes to lengths to ensure that expenditures do not supplant anything considered a District responsibility. The Bilingual Program is designed to support language development for students who are limited English proficient. The Perkins Program offers improved vocational and career programs for students by working on curriculum geared for academic and occupational skill competency necessary to work in a technologically advanced society. This year an apprenticeship program is being added as a capstone for our Perkins students, in addition to our 2 + 2 programs with community colleges. Title I provides supplementary funds to purchase texts and teacher assistants as well as support testing.

Through coordination of categorical and District funds, the Educational Instructional Materials (EIM) center was established last year. The EIM is a computer site where teachers can find lesson plans and information on a variety of materials and subjects. There are five terminals available for teacher use during conference periods or off-track time. In addition, the room houses a live board for presentation use, and two color copier/printers available for printing from the computer or for limited teacher copying. For heavier copying, collating, binding, laminating, or posters, Bell has a copy room available for all staff. The copy room requires 24 hour notice although production is often much faster.

*All members of the school community are viewed as essential persons with unique roles in enabling all students to achieve the expected schoolwide learning results.*

## Teamwork in Student Achievement

Bell High School is a School Based Management (SBM) school. SBM is designed to include teachers, support staff, non-certificated staff, students, administrators, and parents as part of a collaborative team with the collective goal of raising student achievement. In addition to SBM decision making, the following groups include members of the above-mentioned group: Articulation, Title I Advisory Council, the Budget Committee, and the Discipline Committee.

WASC 25226

Categorical and District monies exist to provide support staff with professional development both at school and at outside conferences and workshops. Title I aides and bilingual aides are included at all staff development as well.

*The school's plant is reasonably maintained.*

## Physical Plant

Bell High School is an overcrowded year-round high school that also houses adult school classes in the late afternoon and evenings. The school plant, built in 1925, is in constant use from six o'clock in the morning until ten o'clock in the evening. The school grounds are used frequently in the evenings and on weekends for school and/or community events. This results in very little "downtime" for repairs and improvements. In spite of these limitations, the school plant is usually orderly and free of clutter. Graffiti, a constant dilemma, is quickly removed and/or painted over.

The age of the plant, constant use, and funding limitations contribute equally to the assessment that Bell High School looks like an old school building. Currently there are plans for physical improvement as projects using Proposition BB funds continue to be implemented. It is anticipated that the phone system will be rewired, a new public address system will be installed and the air conditioning will be repaired. The possible expansion of the school campus is currently being explored.

*Every classroom has sufficient and up-to-date materials. The school Library Media Center is kept up-to-date.*

## Textbooks/Library Media Center

Our textbook situation has improved in the past few years due to increased funding from a variety of accounts such as the Instructional Materials Account, a $253,000 loan from the District last year to our Textbook Fund, limited funds from Title I, and a general reprioritization of the faculty and administration to this end. Some subjects are still struggling to meet their needs, but the situation is improving rapidly.

Our Library Media Center is also improving. The current book-student ratio is ten to one. 2,500 books were purchased last year, and currently funds are being utilized to make additional purchases and to develop our CD, film, CD-ROM, and Audio libraries. The Library Media Center also houses student-use computers. All Library Media Center computers have word processing and Internet access for student use. The school received a California Public Schools Library Protection Grant last year and selected $5,000 worth of Spanish language books as well as works on the Spanish literature list. The same grant was used to update English language reference books. In addition, this year the District has allocated extra

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monies for use in the Library Media Center which will add $18,180 worth of new books and software. Bell has one full-time Library Media Teacher funded through the District and one clerk assigned to the Library Media Center through school funds.

*Laboratory facilities have adequate supplies of materials and meet the needs of most students.*

The science building, not yet ten years old, is a relatively recent addition to the Bell High School campus. It houses ten classrooms that are equipped with up-to-date lab supplies and equipment. It meets the needs of all of our students. Special education classes who are not regularly scheduled into one of the classrooms have access to science equipment and may also make arrangements to use a science classroom when the need arises.

*Relationships with the District are collaborative efforts.*

### District as Partner

The types and amounts of funding from the District to the school have been described earlier in the specific criterion report and in other places within the entire document. The use of District resources is planned through a cooperative effort (SBM) to achieve the *expected schoolwide learning results.* There is consensus that the District is supportive of this funding allocation and their guidelines are least restrictive.

### Growth Areas
- Assign teaching assistants more effectively
- Coordinate efforts toward maintaining a more pleasant campus environment
- Develop a peer tutoring program.
- Implement better ways to inform/communicate with parents.
- Improve internal school communication regarding programs in operation.
- Improve the impact/attendance of parent conference nights.
- Increase identification of gifted students
- Provide more post secondary job-oriented technological instruction.
- Train more bilingual IMPACT leaders.

# ASSESSMENT
# AND
# ACCOUNTABILITY

# ASSESSMENT & ACCOUNTABILITY
## FOCUS GROUP

## Focus Group Facilitators

| | | |
|---|---|---|
| Bill Albano | Bilingual/EL Coordinator | |
| Sylvia Cervantes-Wagner | Teacher | Special Education |
| Sue Kamiyama | Athletic Director | |
| Nancy Kodama | Counselor | C Track |
| Rolf Janssen | Assistant Principal | |

## Focus Group Team Members

| A Track | | B Track | | C Track | |
|---|---|---|---|---|---|
| Katina Boyce | Sp. Ed | Gloria Ballard | Couns. | Tom Atteridge | English |
| Cecile Johantgen | ESL | Eddie Cantu | Science | Sam Houston | Health |
| Mike Keating | Soc. St. | Diana Carbonara | English | Robin Jensen | Soc. St. |
| Nidia Diaz | Sp. Ed | Randy Kiehm | Phys. Ed | Chris Mucke | Math |
| Lucia Lowe | English | Omar Linares | Couns. | Maria Talavera | Math. |
| Stuart Moeller | Math | Ruben Martinez | FL | Bruce Wagner | Math |
| Bob Moroney | Phys. Ed | Alfred Paltus | Soc. St. | | |
| Scott Morris | Voc. Ed | Salvador Ramirez | FL | | |
| Georgia Paschalidis | English | Jose Robles | Math | | |
| Bill Rhyne | Soc. St. | Jay Rogers | V/P Arts | | |
| James Santilena | Science | | | | |
| Daniel Somoano | Math | | | | |
| Mike Tarango | Soc. St. | | | | |

| Parent/Student Reps | Additional Staff | |
|---|---|---|
| Mrs. Marta Aguilar | Dart Catherill | Cafeteria Manager |
| Sofia Aldana | Elysa MacGregor | Nurse |
| Adriana Arredondo | Tony Therrattill | P.S.A. Counselor |
| Mrs. Maria Bonilla | Liliana Avalos | Teaching Assistant |
| Louie Espinoza | Christine Ayala | Teaching Assistant |
| Marisol Gonzalez | Daniel Bacho | Teaching Assistant |
| Kimberly Lara | Lisa van Putten | Teaching Assistant |
| Vanessa Portillo | Oscar Quintero | Teaching Assistant |
| Juana Rivas | | |

<u>Process</u>

The Assessment and Accountability Focus Group consisted of thirty-four teachers, one administrator, five support staff, eight students, two parents, and seven teacher assistants from all three tracks. This large group was divided into three sub-groups, each consisting of representative constituents. Each sub-group worked on a criterion of the Assessment and Accountability rubric charts. During the first meeting, each member read, discussed, and analyzed his/her section. At the end of the meeting, a member from each sub-group reported its analyses to the group as a whole. During subsequent meetings, notes were taken, photocopied, and distributed to members of the team since everyone on all three tracks was not always present.

Overall, it was felt that Bell High School was at stage two with some feeling that we might be a low stage three in each of the criteria. Several factors contributed to this rational.

- *Low achieving students* continue to show a lack of study skills. Also, they are not setting academic goals, might have been socially promoted at lower levels, and have to contend with poverty.
- *Teachers* are confronted with the exigency of interpreting and utilizing standardized test results in order to modify their teaching strategies in order to meet the needs of students.
- *Parents* with children who seriously lag behind in their studies and have difficulty with authority are confronted with a need to have parenting sessions in order to develop assertiveness skills in managing unruly children and to learn how to assist their children with their studies.
- *Administration* is confronted with an abundance of new teachers needing supervision of instruction.
- *Staff* (counselors, deans, coordinators, teacher assistants, clerical, health, food and custodial services) is confronted with added duties and responsibilities which consume volumes of additional time and energy.
- *Community* involvement is needed to provide entry level youth employment as well as to provide philanthropic support.

During the second and third focus group meetings, each of the three, subgroups brain stormed on assessment. Discussed were the following: a) what sorts of evidence should be considered and gathered, b) how often, and c) where to store the evidence in our overcrowded school. Each subgroup made lists and shared them with the group as a whole. Although all four grades in high school are important, the three subgroups felt that the greatest support was needed at the 9th grade level to insure student success in high school. The positive thing about this accreditation process was being able to communicate with, and get feedback from, everyone on all tracks to ensure that the highest level of student achievement could be attained. The 9th grade students could take courses to improve their skills by taking reading and mathematics computer labs, humanities, and short stories electives. In

addition, the Multilingual Teacher Career Academy (to promote a teacher career path), Perkins (to promote vocational career paths), and the Humanitas (Interdisciplinary) programs begin in the 9th grade. The Niners Program (for incoming 9th grade students who were socially promoted) is conducted through the Counseling Office. The counselors provide parents and students an opportunity to meet in the evening to discuss students' grades, tutoring (ELSA tutorials at lunch, after school, and Saturdays), high school graduation requirements, California State and University of California requirements, Proficiency Tests (SHARP, TOPICS, WRITE: Writing Sample and Language Objective), Stanford 9, Aprenda, and SABE Tests. In addition, the school rules, dress code, and proper attitude are discussed. Clubs such as the Future Teachers Club, MESA, MECHA, Latinas Guiding Latinas, and other school activities are open to 9th graders. Team sports are open to students provided they maintain a C-average or above and qualify for the team.

During the fourth meeting we were asked to develop an action plan. In the plan we were to identify the areas of need, develop plans to meet those needs, and to determine the on-going improvements for Bell High School students. The action steps, person(s) responsible, resources, type of assessment, time line, and report of progress chart were developed. Bell High School has taken steps to improve its Stanford 9 Standardized Test scores as well as increase the number of students passing the District's Proficiency Tests, and encouraging more students to take the Advanced Placement Tests, PSAT, SAT, and Golden State Examinations. Having an increased awareness of test taking skills in all classes, engaging in a test prep rally, sending letters home to parents, creating banners for testing, counseling by counselors, and including testing information in the *Daily Bulletin* are all supported by the Administration and disseminated to the stakeholders.

The fifth meeting allowed the Assessment and Accountability group as a whole to examine the action plans of the other Focus Groups. Each Focus Group was given a list which was gathered together by the Steering Committee. We were to examine how all of this related to student achievement; how this related to teaching; how this related to student learning; how this would support student achievement of the ESLRs; what data would be needed to demonstrate an impact on teaching and student learning; what would be necessary to achieve student self-evaluation; and how students would use assessment results to modify their learning in order to enhance their educational program.

Bell High School teachers have been meeting by departments to discuss and implement ways to incorporate assessment tasks and the ESLRs into their instruction in order to stimulate thinking and learning, including allowing time for students to develop the ability to analyze, organize, plan, interpret, explain, synthesize, evaluate, and communicate important experiences or ideas. The evaluation system and feedback loop links authentic assessment of ESLRs to content and performance standards for each subject area.

With support and assistance from the District, Bell High School assesses its progress in meeting the content standards and the ESLRs by analyzing student performance on internal assessments, standardized tests (Stanford 9, Aprenda, and SABE), and Proficiency Tests (SHARP, TOPICS, WRITE: Writing Sample and Language Objective). Additional assessment includes the Language Assessment Scales (LAS) redesignation test, SAT reports, AP tests, Golden State Examinations, teacher made tests, authentic evaluation and ASVAB tests. Student successes will be identified and regularly reviewed (Principal's Honor Roll, Outstanding Attendance Awards, and reward assemblies planned accordingly). Links between data analysis and the achievement of content and performance standards and the ESLRs form the basis of school and community discussions and planning to improve processes and programs to benefit all students. They guide future resource allocations.

### Evidence for All Criteria

Active classroom participation
Aprenda
California Test of Basic Skills
Class discussions and cooperative learning
Cross cultural/curricular activities evaluation
Cumulative Records
Departmental tests
District Proficiency Tests (SHARP, TOPICS, WRITE: Writing Sample and Language Objective)
Formal classroom tests
Homework
IEP (Special Education)
Informal classroom tests
Journals
Letters to Parents
Oral presentations
Parent and Community Meetings
Portavoz
Portfolios -- tangible and virtual
Projects
Quizzes
STEP
SABE
School Accountability Report
School publications
Standardized tests
Stanford 9
Student Report to Parents -- grade report cards
Student self assessments
Teacher observation

Teacher Preference Sheet

| AA E1 | Teachers employ a variety of assessment strategies to evaluate students and to modify the curriculum and instructional practices. Students use assessment results to modify their learning in order to enhance their educational program. |

Formal and informal data on student achievement including assessment of student performance relative to District adopted content and performance standards are being routinely gathered. An analysis of the data evaluates student performance and identifies appropriate strategies and activities to improve instruction and student achievement. This year, to assess student achievement of composition skills, the English Department used the pre- and post-writing assessment from the Language Arts Standards Project. This project, which was developed by a team of teachers from the Cluster, began a process to incorporate District Standards into the curriculum and assess students' achievement of the standards. The results of this assessment helped teachers to develop lessons that would raise the achievement of the writing abilities of the students in their classes. Similar writing assessments will take place in the spring to determine if improvement was achieved.

Several existing programs directly support the curriculum and the ESLRs. They are the following: Humanitas, Digital High School Program, Multilingual Teacher Career Academy, Cisco Academy, Virtual Schoolhouse, Perkins, Teenage Pregnancy Prevention Program, Healthy Start, TUPE, ELSA Tutorials, and the Ninth Grade Intervention Program. In addition, we have Title I, a Bilingual/ ESL Program, a full athletic program, a Video Production program, as well as a Performing Arts Program. At the end of the school year when grades are published and test scores returned, the school will have important data and assessment information to see if these programs raised student achievement levels and their sense of belonging to a learning community.

Departments have been working to align curriculum with the Stanford 9 Test to make sure students are prepared, but more importantly, to make sure the curriculum content is appropriate and covers the information to be tested. All teachers have attended meetings regarding the Stanford 9 scores of their students and been given tips to use with students which will help them perform better on the State and District tests this year. Also, teachers have attended workshops and seminars regarding test taking skills and how to understand the scores of normed tests. Teachers and administrators can use this information for curricular development, professional development, and as a subject for observations, discussions, and feedback (including feedback from students).

Assessment involved all staff on an ongoing basis. Teachers encourage students to constantly evaluate their own work through established rubrics. Teachers incorporate assessment tasks into instruction in order to stimulate thinking and learning, including students' ability to analyze, organize, plan, interpret, explain, synthesize, evaluate, and communicate important experiences or ideas.

With the emphasis on raising student test scores this year, all students were given their scores from the previous year. Students set personal goals for improvement of their scores. This area of accountability is directly from the ESLRs — to improve skills in all academic areas to the highest possible level and to develop work habits and skills necessary for their future. Raising the achievement levels of our students is very serious business and everyone on staff is a part of the solution.

> **AA E2** **The school, district, and community regularly review student progress toward accomplishing the expected schoolwide learning results. Assessment results are reported to the entire school community on a regular basis.**

Bell High School has established levels of accomplishment for ESLRs in order to continually assess students' progress through a comprehensive assessment program that emphasizes student knowledge, performance, and depth of application. The evaluation system and feedback loop are linked to authentic assessment of ESLRs, as well as to content and performance standards for each subject area. A variety of teaching strategies and techniques were developed which included using, for example, realia, portfolios, CD-ROMs, computers, laser discs, scanners, digital and analog cameras, and the Internet.

Each department is writing performance rubrics for District Standards, a process that has influenced the development of the ESLRs. As the departments work together to incorporate the Standards into their courses, so too are the ESLRs being integrated into the curriculum. The students and staff see the ESLRs posted everywhere on campus. Teachers take time in class to discuss them and have students learn them.

The primary review of students' progress is performed by counselors who review grades, attendance, tardiness, work habits, and cooperation. The telephone calls and parent conferences that result often yield further information that may shed light on other factors impeding the students' progress. Students in the 9th grade are carefully studied. At-risk students are recommended for the Niner Program and/or other intervention programs.

All students are contacted by their counselor for program planning, setting future goals, participation in school programs, selection for AP and Honors classes,

and other classes. This type of counselor/students contact happens every semester, often more than once. Progress is continually assessed using scores from testing, written recommendations, and parent contacts.

Further, there are grade reports for students every four weeks. Two of these are Progress Reports (4th and 12th week) and two are report cards (midterm at the 8th week and final at the16th week) per semester. Moreover, students receive in-class feedback and evaluation of homework, special projects, quizzes, unit tests, and final examinations.

Student progress is also monitored by several academies, athletic, and activity programs. Grades are checked for team members every eight weeks to review grades to monitor student progress with an eye toward eligibility. The Niners Program, Humanitas, and the Multilingual Teacher Academy teachers and coordinators continually review student grades to help students set personal goals and improve academic achievement. Students in MESA, Latinas Guiding Latinas, Future Teacher's Club, and other college oriented organizations on campus check members' grades to encourage students to be prepared academically for post-secondary educational goals.

Parents review student progress through the report card, letters to parents, telephone communication, and/or by attending the Parent Conference night each semester. Parents have an opportunity to receive progress reports and report cards at Parent Conference night. For those parents who do not attend these events, the report cards are mailed. The results of standardized tests are also mailed home. Additionally, parents are encouraged to call the counselor or teachers any time there is a question about their student's performance. There is a phone system that automatically calls the home of absent students.

Teachers are creating a variety of assessment tools, which include portfolio assessments, both as a hard copy for review and assessment in the classroom and as an electronic folder in our networked computer system. The Digital High School grant is providing each 9th grader with the means of storing school work on a central server, accessible from any computer connected with the Internet on campus or elsewhere. By the year 2002, all students and teachers will have an electronic folder, and all students will be maintaining an electronic portfolio of work in preparation for graduation.

Student performance is also assessed using data from college entrance and dropout rates, community commitment and reaction, staff satisfaction, student and parent perceptions, and aggregated student scores on standardized tests. There is a total school wide commitment to improving student achievement for all students at Bell High School.

Everyone on staff was provided the results of the Stanford 9 scores for each student of Homeroom as well as the total school information. Several meetings took place regarding assessment information received from the Stanford 9 test. Everyone was given strategies to improve student performance on standardized tests.

The community is informed of test results by the *Los Angeles Times* and *Daily News* any time such information is made available by the District. District publications and the School Accountability Report are made available to the general public upon request. Assessment results, as well as other school information, are reported to various school and community organizations such as School Based Council, Bilingual Advisory Council, Title I Advisory Council and Gifted Parent Council.

The Office of Instruction receives all performance scores of the District schools, including AP tests, SAT, Stanford 9, Aprenda, and SABE Tests. Next year the STEPS Performance Test and the Performance Assignment will be added to this assessment arena. The District office compiles, analyzes, and publishes all results for distribution to the schools. The scores provide assessment information for counselors, teachers and students to use in order to plan for the future. They also help the school to plan for programs and courses of study.

| AA E3 | The assessment of expected schoolwide learning results will drive the school's program development and resource allocation. |
| --- | --- |

Because of the Accreditation Process, the school is focused on developing a systematic approach to data collection and analysis oriented toward long-term program planning and development. For example, every staff member received a packet of materials to help teachers prepare their students for the Stanford 9 Test this year. Also test scores were distributed, analyzed, and explained, leading to a better understanding of raw score, stanine, and percentile. Because this data has been seen to be useful, staff members have requested more data. This process helps teachers make classroom lessons more relevant.

Assessment data is used to determine master program and staffing needs. The master program is also affected by State and District requirements, students' language development needs, special learning needs, student career goals and teacher seniority. Schoolwide achievement tests are analyzed to determine students' skill deficiencies and to identify instruction needed to assist students with achievement of the ESLRs, school's Mission and Vision statements and the LAUSD Standards.

This year, there have been three staff development training days per track, monthly accreditation meetings, and Digital High School staff technology training

days (held on Saturdays and after school) that were organized for teachers and staff. There is constant administrative monitoring of credentialing and classification to insure proper placement of staff in appropriate positions. Yearly teacher preference sheets requesting information regarding credentialing, subject preferences and extracurricular interests are utilized in creating a master schedule. Each year the school compiles data on its assessment of learning results, as well as other established indicators (Stanford 9, Proficiency Tests, language assessment redesignation test, SAT reports, AP Tests, Golden State results, and ASVAB), and analyzes these data in relation to the school's Mission and Vision, ESLRs and established content and performance standards. These analyses form the basis of school planning to improve processes and programs for our students as well as to guide future resource allocations.
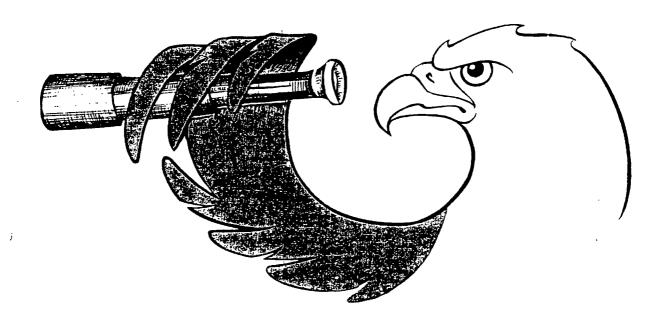
Funding has been directed to improve student achievement. A portion of the District's Standards budget has been allocated to departments to work together to align curriculum to the Stanford 9 Test and LAUSD Standards. More core teams are being established and trained. District funds, including money from the Mentor Program and Title I, have provided copy services and other teacher resources. Also, the Multilingual Teacher Career Academy devotes its expenditures to improving student achievement through supplementary book purchases and peer tutoring needs.

All departments are working toward using assessment results in the classroom to realign lessons and curriculum. Everything that is done at Bell High School is dominated by the effort to show improvement in student achievement. Funding from a variety of sources is being used to support this purpose.

## Growth Areas

1. Continue to develop a systematic approach to data collection and analysis in an effort to support our Mission and Vision statements and ESLRs, and to strengthen content instruction.

2. Analyze the effectiveness of our current portfolio system and assess the need for improvement relative to grade level and subject area needs.

3. Explore the use and implementation of department examinations as a way to include informal and alternative assessment tools in our data collection.

4. Determine plans for student self-assessment specific to content area.

5. Evaluate and revise assessment tools to reflect changing needs and refinement of the process.

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6. Explore ways to better utilize our current means of communication with parents, staff, and students as a means to share appropriate assessment data with the school community.

# ACTION PLAN

# Bell High School

## Schoolwide Action Plan

### Freshmen Academic Intervention Program
### (Improvement Area #1)

**Rationale:** Bell has identified the 9th grade as the critical year for high school success. Many students flounder both academically and psychologically in their first year. Some do not return for the 10th grade year. The Freshmen Academic Intervention Program has been developed to intervene, encourage and involve Bell High's 9th grade students.

**ESLRs Addressed:** Numbers 1, 2, 3 and 4

| ACTION STEPS | RESOURCES | RESPONSIBILITY | TIMELINE | ASSESSMENT | REPORT TO |
|---|---|---|---|---|---|
| 1. Expand the Niners Program <br>• develop and provide a 9th grade study guide <br>• require participation in tutoring and other intervention programs <br>• build a component for 9th graders' participation in school activities | • Title I | • Niners Committee <br>• ECP Program <br>• SBM Council | March 1, 1999 and ongoing | • Attendance Records <br>• Promotion Rate <br>• Marks (4, 8, 12 & final) | • SBM Council <br>• Student Body <br>• Parents <br>• Faculty |
| 2. Expand the Niners Program by creating a structure for increased parent involvement | • Title I <br>• Gifted Funds <br>• Bilingual Funds | • Niners Committee <br>• SBM Council <br>• Counselors <br>• BAC/CEAC Council | July 1, 1999 and ongoing | • Parent Attendance Records <br>• Parent classes on parenting | • SBM Council <br>• Student Body <br>• Parents <br>• Faculty |
| 3. Expand the Niners Program by increasing the number of 9th grade cores | • Title I <br>• 9th Grade Counseling Funds <br>• District Office of Instruction | • Niners Committee <br>• SBM Council <br>• Site Administration <br>• Leadership class <br>• Dep't. Chairs | March 1, 1999 and ongoing | • Master Schedule <br>• Attendance Records <br>• Promotion Rate | • SBM Council <br>• Parents <br>• Faculty |

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| Establish motivational programs to increase student achievement | • Title I<br>• 9th Grade Counseling Funds | • Niners Committee<br>• SBM Council<br>• Leadership class<br>• Local Businesses | March 1, 1999 and ongoing | • 9th Grade Marks<br>• Promotion Rate | • SBM Council<br>• Student Body<br>• Parents<br>• Faculty |
| --- | --- | --- | --- | --- | --- |

4.

# Communication and Collaboration
## (Improvement Area #2)

**Rationale:** The bedrock of raising student achievement is communication and collaboration between all stakeholders in the Bell High School Community. In order to promote and support student achievement, all staff and parents need to work and talk with each other in a more effective manner. Leadership and cooperation are essentials to carry forward the steps in all the Action Plans.

**ESLRs Addressed:** Numbers 1, 3 and 4

| ACTION STEPS | RESOURCES | RESPONSIBILITY | TIMELINE | ASSESSMENT | REPORT TO |
|---|---|---|---|---|---|
| 1. Improve school communication with parents by<br>• providing voice mail for teachers<br>• implementing the automatic phone caller for school events<br>• creating a parent handbook<br>• participating in Spanish language radio and connecting to cable channel/web page<br>• distributing school phone numbers<br>• participating in social activities<br>• investigating other modes of school communication | • Proposition BB Funds<br>• SIS<br>• School Budget | • SIS Coordinator<br>• Sysop<br>• Site Administration | March 1, 1999 and ongoing | • SIS Logs<br>• Staff Survey | • SBM Council<br>• Parents<br>• Faculty |

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| Objective | Funding | Responsible | Timeline | Evidence | Monitored By |
|---|---|---|---|---|---|
| 2. Increase parent involvement schoolwide by:<br>• providing opportunities for parent education<br>• providing means to monitor child's academic progress<br>• offering incentives for attendance at school activities | • Title I<br>• Bilingual Funds<br>• GATE Funds | • Title I Coordinator<br>• Bilingual Coordinator<br>• Site Administration<br>• Gifted Coordinator<br>• SBM<br>• All Staff | March 1, 1999 and ongoing | • Parent Attendance Records | • SBM Council<br>• Parents<br>• Staff |
| 3. Increase staff proactive participation in all areas of school life (SBM Committees, Leadership, Club/Team Sponsorship, Staff Association activities) | • SBM<br>• Site Administration<br>• Staff Association | • SBM Council<br>• Leadership<br>• Staff Association officers | March 1, 1999 and ongoing | • Observation<br>• Increased #s in SBM, Staff Association, and sponsorships | • SBM Council<br>• Staff |
| 4. Expand the Impact program by<br>• training more teachers (especially bilingual ones)<br>• exploring the possibility of hiring a full-time Impact coordinator | • District Impact Funds<br>• School Budget | • APSCS<br>• District Impact Coordinator | July 1, 1999 and ongoing | • Impact student rosters | • SBM Council<br>• Faculty<br>• Counselors |
| 5. Improve communication from the Counseling Office to students and staff by<br>• posting important information<br>• providing mark reports to all homeroom teachers | • School Budget | • APSCS<br>• SIS Coordinator<br>• Counselors | January 4, 1999 and ongoing | • Daily Bulletin<br>• Counseling office records<br>• Observation | • SBM Council<br>• Faculty<br>• Counselors |
| 6. Provide for an Accreditation Coordinator | • School Budget | • Site administration | July 1, 1999 through June 30, 2004 | • Master schedule<br>• SBM Council Minutes | • SBM Council<br>• Staff |

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## Curriculum Issues
### (Improvement Area #3)

**Rationale:** Significant and necessary change will be effected when the curriculum is revised and renewed to better align with District and State Framework and Standards. The action steps proposed are necessary to develop curriculum which will support the ESLRs and improve student performance.

**ESLRs Addressed:** Numbers 3, 4 and 5

| ACTION STEPS | RESOURCES | RESPONSIBILITY | TIMELINE | ASSESSMENT | REPORT TO |
|---|---|---|---|---|---|
| 1. Further develop a plan by which teaching strategies can be developed from assessment data | • District Publications<br>• Specialists, Office of Instruction<br>• SB 1882 | • Staff Development Coordinator<br>• Department Chairs<br>• Mentor Teachers<br>• Title I Coordinator<br>• AP - Curriculum | February, 1999<br>and<br>ongoing | • Test Data<br>• Mark Reports | • SBM Council<br>• Faculty |
| 2. Expand school curriculum to provide students with opportunities to learn higher order technology | • Digital HS Grant<br>• Cisco Academy Program<br>• USFIRST Robotics Program<br>• LACOE | • Digital HS Coordinator<br>• APSCS<br>• Department Chairs | January, 1999<br>and<br>ongoing | • Master Schedule<br>• Student Participation | • SBM Council<br>• Faculty |
| 3. Develop and implement a program for successful students to provide peer tutoring. | • Tutorial Budget<br>• MTCA | • Site Administration<br>• Counselors<br>• Faculty | January 4, 1999<br>and<br>ongoing | • Teacher Reports<br>• Student Reports | • SBM Council<br>• Faculty |
| 4. Increase the number of interdisciplinary cores for all grades | • Existing Staff<br>• Existing Cored Programs<br>• LA-SI<br>• LAEP<br>• Humanitas<br>• District Publications<br>• SBM, Curriculum Committee | • SBM Council<br>• APSCS<br>• Counselors | July 1, 1999<br>and<br>ongoing | • Master Schedule | • Curriculum Committee<br>• SBM Council<br>• Faculty |

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| 5. Develop an additional upper division elective for career and college planning | • LAUSD Office of Instruction<br>• SBM, Curriculum Committee<br>• Site Administration<br>• Staff<br>• Education and Career Planning Department<br>• SB 1882 Fund<br>• Staff Development Fund<br>• Title I | • Curriculum Committee, SBM<br>• A.P.S.C.S.<br>• Counselors<br>• Ed Planning Chair | July 1, 1999 through June 30, 2000<br>(development)<br><br>July 1, 2000<br>(implementation) | • SBM Minutes<br>• Course Description<br>• Master Schedule | • SBM Council<br>• Faculty |
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# Access to Services
## (Improvement Area #4)

**Rationale:** Bell High School's high enrollment, overcrowding, and requisite year-round schedule have created difficulties with student access to school services and opportunities. The action steps which follow address the need for greater student and parent access.

**ESLRs Addressed:** All

| ACTION STEPS | RESOURCES | RESPONSIBILITY | TIMELINE | ASSESSMENT | REPORT TO |
|---|---|---|---|---|---|
| 1. Provide students with greater access to campus-based technology, including Internet resources | • Digital HS Grant<br>• SBM Tech Committee<br>• Library<br>• Proposition BB Funds | • SBM Council<br>• Digital HS Coordinator | Ongoing | • Sign-in Sheets<br>• SBM Minutes<br>• Faculty/Student Survey | • SBM Council<br>• Faculty<br>• Student Body |
| 2. Assess the needs of non-AP and Honors students with respect to College and Career Center services and alter/expand these services where necessary | • Title I Funds<br>• Educational Career Planning Program<br>• Cluster Administration | • SBM Council<br>• College and Career Advisers<br>• APSCS<br>• Perkins Counselor | July 1, 1999<br>and<br>ongoing | • Stakeholder discussions<br>• Senior Exit Survey | • SBM<br>• Faculty<br>• Student Body |
| 3. Explore the possibility of providing greater access to electives on all tracks | • Year-Round Incentive Funds<br>• Bilingual Funds<br>• Cluster Funds | • SBM Council<br>• Curriculum Committee<br>• Site Administration<br>• Department Chairs<br>• Teaching Staff | 7/1/99 – 6/30/00<br>(Needs assessment and pre-development)<br><br>7/1/00 – 6/30/01<br>(Plan development) | • SBM Minutes<br>• Master Schedule | • SBM Council<br>• Faculty<br>• Student Body |
| 4. Improve student, parent and teacher access to counselors before and after school, and during Lunch and Nutrition | • Counseling Staff | • Counselors<br>• APSCS | January 1, 1999<br>and<br>ongoing | • Sign-in Sheets<br>• End-of-Year Student-Teacher-Counselor-Surveys | • SBM<br>• Faculty<br>• Student Body |

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|---|---|---|---|---|---|
| 5. Provide an evening college/career fair | • District Office of Education<br>• Cluster Office Translators<br>• LAUSD/Translations Unit | • College/Career Advisers<br>• Site Administration<br>• College/Vocational School Reps<br>• Business/Industry Reps.<br>• Counselors | Yearly | • Evening college/career fair<br>• Evaluation Sheets | • SBM Council<br>• Faculty<br>• Student Body |
| 6. Establish a regular schedule for homeroom visitation by track counselors as well as college and career advisers. | • Title I<br>• Bilingual Fund<br>• Year-Round Incentive | • APSCS<br>• Counselors<br>• SBM Council<br>• Accreditation Coordinator | March 1, 1999 and ongoing | • Visitation Schedule | • SBM Council<br>• Faculty<br>• Student Body |

## Staff Development
### (Improvement Area #5)

**Rationale:** The staff of Bell High is deeply committed to meeting the specific needs of our students. In order to raise student achievement, staff development should reflect, as much as possible, a greater emphasis on locally determined needs, allowing for the expertise and experience of our staff to devise solutions to identified problems.

**ESLRs Addressed:** Numbers 1, 2, 3 and 4

| ACTION STEPS | RESOURCES | RESPONSIBILITY | TIMELINE | ASSESSMENT | REPORT TO |
|---|---|---|---|---|---|
| 1. Select and adapt lesson plans based on District Courses of Study and Standards which place an emphasis on higher order thinking skills | • SB 1882<br>• Site Standards Money<br>• Title I<br>• LAUSD Student Learning Standards | • Staff Development Coordinator<br>• SBM Council<br>• Department Chairs<br>• AP – Curriculum | September 1, 1998 and ongoing | • Staff Development sign-in sheets<br>• Lesson Plan Files | • SBM Council<br>• Staff |
| 2. Model successful lesson plans (from #1) in department staff development lessons | • SB 1882<br>• Site Standards Money<br>• Title I<br>• LAUSD Student Learning Standards | • Staff Development Coordinator<br>• SBM Council<br>• Department Chairs | July 1, 1999 and ongoing | • Staff Development sign-in sheets<br>• Lesson Plan Files | • SBM Council<br>• Staff |
| 3. Develop and implement a plan for departments to meet and create interdisciplinary projects | • SB 1882<br>• Title I | • Staff Development Coordinator<br>• SBM Council | March 1, 1999 and ongoing | • Staff Development sign-In sheets<br>• Interdisciplinary Projects | • SBM Council<br>• Staff |
| 4. Provide time for members of teamed programs to research and create units of study (Humanitas, Perkins, MTCA, English and Social Studies Vertical Teams) | • SB 1882<br>• Title I | • Staff Development Coordinator<br>• SBM Council<br>• Site Administrator | March 1, 1999 and ongoing | • Team Member Evaluations | • SBM Council<br>• Staff |

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| | | | |
|---|---|---|---|
| 5. Provide time for teachers to develop departmental exams or alternative assessments for the evaluation of student progress | • SB 1882<br>• Title I | • Staff Development Coordinator<br>• SBM Council | March 1, 1999<br>and<br>ongoing | • Staff Development Sign-in Sheets<br>• Departmental Exams and/or alternative assessments | • SBM Council<br>• Staff |

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# School Environment
## (Improvement Area #6)

**Rationale:** The main building of Bell High was constructed in 1926. The campus acreage is the second smallest in the LAUSD and the school population is the third largest. The impetus of these actions steps is to alleviate the problems caused by this situation as much as possible and help all members of the Bell High School community feel they are an integral part of it.

**ESLRs Addressed:** Numbers 1 and 4

| ACTION STEPS | RESOURCES | RESPONSIBILITY | TIMELINE | ASSESSMENT | REPORT TO |
|---|---|---|---|---|---|
| 1. Work with the District to develop a plan to assign each teacher to the same room all day, thus eliminating teacher traveling | • District Office of Instruction<br>• Board of Education<br>• UTLA<br>• Site Administration | • Scheduling Committee<br>• SBM Council<br>• Cluster Administrator<br>• Associate Superintendent of Instruction<br>• Superintendent<br>• Local Board Member<br>• UTLA Secondary Vice President | February 1, 1999 and ongoing | • Review of each mester's room assignments<br>• LAUSD Board Minutes<br>• SBM Minutes | • SBM Council<br>• Faculty |
| 2. Explore ways to decrease amount of time students are out-of-class for testing and other school activities | • UTLA<br>• SBM Council<br>• District<br>• Other Model Programs | • UTLA Secondary Vice President<br>• Cluster Administrator<br>• SBM Calendar Committee<br>• Office of Instruction | Ongoing | • School Calendar<br>• SBM Minutes<br>• LAUSD Board Minutes | • SBM Council<br>• Faculty |
| 3. Plan and promote a clean and beautiful campus campaign | • Parents<br>• Local Businesses<br>• Bell City Council | • Cluster Administrator<br>• Site Administration<br>• Faculty<br>• Student Leadership Class<br>• Student Body | February 1, 1999 and ongoing | • Observation<br>• SBM Minutes<br>• Daily Bulletin | • SBM Council<br>• Staff |

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| Objective | Resources | People | Timeline | Documentation | Responsible |
|---|---|---|---|---|---|
| 4. Explore alternative methods of structuring students' class time (e.g., block scheduling, Coperican Scheduling, etc.) | • ASCD Research Information<br>• Schools with established alternatives<br>• UTLA<br>• CDE<br>• USDE | • SBM Curriculum Committee<br>• Department Chairs<br>• Site Administration | 7/1/99 – 6/30/00<br>(research)<br><br>7/1/00 – 6/30/01<br>(write proposal) | • SBM Minutes<br>• Research Documentation | • SBM Council<br>• Staff |
| 5. Plan and implement a school-wide recycling plan which coordinates with the Bell Community Plan | • Science Department<br>• Bell City Council<br>• LAUSD Recycling Plan | • Science Chair<br>• Cafeteria and Plant Managers<br>• SBM Council<br>• Student Leadership | March 1, 1999<br>and<br>ongoing | • Observation<br>• Student Body Accounts | • SBM Council<br>• Staff |
| 6. Develop campus-wide programs that promote a positive school image | • Graphic Arts Classes<br>• Site Administration<br>• Student Leadership<br>• Title I Funding<br>• Local Businesses | • APSSS<br>• Cluster Administrator<br>• SBM Council<br>• Student Leadership<br>• Teachers<br>• Student Leadership Class<br>• Student Body | January 4, 1999<br>and<br>ongoing | • SBM Minutes<br>• Award Reports<br>• Scholarship Lists<br>• Daily Bulletin | • SBM Council<br>• Staff |

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# SCHOOLWIDE ACTION PLAN

## Development of Action Plan

Due to the exigencies of the year-round school system, an important change was made in the development of the schoolwide action plan. Instead of using the Steering Committee to write the Action Plan, the entire staff was involved in the creation and/or writing. This turned out to be propitious.

Early in December, the Steering Committee met to look at the growth areas from all five Focus Groups. Considerations were given to growth areas which appeared in more than one Focus Group as well as the most efficient way to "group" the growth areas in an action plan. Five Areas of Improvement were initially chosen. Then several members of the Steering Committee placed all the growth areas in one or more of the five Areas of Improvement.

Each if the Areas of Improvement was assigned to one of the Focus Groups. (The Areas of Improvement were divided among the Focus Groups so each group received a different topic than they had discussed as a Focus Group, e.g. Curricular Paths did not get Curriculum Issues.) Each faculty member had to look at one Area of Improvement and select five to seven growth areas he/she considered the most important. Then they were asked to rank them by order of importance and bring the list to the next accreditation meeting. A full staff accreditation meeting by Focus Groups was held in December. At the beginning of the meeting, a Steering Committee member polled the members of his/her Focus Group to rank all the growth areas. Then, the top five to seven growth areas were selected and became part of the action plan for that Area of Improvement. The Steering Committee members then asked their Focus Group to rewrite the selected growth areas in the form of action steps. Some Focus Groups had enough time remaining in the meeting to make suggestions for the other categories in the Action Plan.

After each Focus Groups had selected and prioritized the growth areas, members of the Steering Committee finished writing the action steps and the other categories completing the Action Plan. During this process, it was decided to create a sixth area of improvement dealing with freshmen academic intervention. The six Areas of Improvement are:
- Freshmen Academic Intervention Program
- Communication and Collaboration
- Curriculum Issues
- Access to Services
- Staff Development
- School Environment

In January, the Schoolwide Action was presented to and accepted by the School Based Management Council. At a January accreditation meeting, B and C track teachers(who had returned from their off-track time) read the Action Plan and selected three Areas of Improvement on which they will work as a committee.

## Follow Up Process for the Action Plan

Because the entire staff was involved in some of the development of the Action Plan, the belief is that there will be a strong commitment to it. As important as writing the Action Plan is, the implementation of it is even more critical. The Action Plan is quite comprehensive and the successful completion of some of the steps and areas depends on things that Bell High School cannot control or that have yet to be decided.

The first and most important step for successful implementation was the creation of Committees of Improvement. After the WASC Committee completes its visit in April, the Focus Groups will cease to exist. Instead, the entire staff has been reformed into the six Committees. As with the Focus Groups, all of the staff were asked to select three choices and people were divided into the Committees of Improvement. Every attempt was made to ensure that there were representatives from each department on each Committee. Students, parents and representatives from the classified staff were asked to serve on the Committees also. The Committees of Improvement will meet for the next five years during faculty meetings, staff development time, and on their own to discuss, plan and develop the action steps. Again, the goal is to have the entire staff committed to and involved in this process.

An important part of the Communication and Collaboration Area of Improvement is providing time (during the school day and/or off-track) over the next five years for the Accreditation Coordinator to organize and direct the Action Plan implementation. This action step, as well as others, cannot be guaranteed until the school budget is determined in the spring. There are significant changes which will affect Bell High School before July 1, 1999.
- the addition of two or three Special Education teaching lines, as well as the change in 9th grade mathematics classes to a ratio of 20 to 1 may lead to a change in the school cap (the maximum enrollment for each track).
- lowering the cap may lead to a reassignment of school personnel.
- lowering the cap may also mean significantly less money for off-track and out-of-classroom assignments (such as supervision and time for the Accreditation Coordinator to continue work on the Action Plan).
- the change to per-pupil ADA money for each school is an unknown factor in creating the 1999-2000 budget.

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All of the above changes have created a situation of great uncertainty for Bell. Nevertheless, all efforts will be expended in order to implement the action plan timelines to meet the needs of our students.

As a classroom teacher, the Accreditation Coordinator is strongly committed to the implementation of the Action Plan. The administration is equally supportive of the plan. In recent accreditations, all faculty were not as involved. The "price" of total staff involvement is commitment to the Action Plan by all who are responsible for it.

**Appendix**

# GLOSSARY

ACT — American College Test

ADA — average daily attendance

AP — Advanced Placement

APRENDA — la prueba de logros en español

ARPA — Advanced Research Projects Agency

Auxiliary Period — a class taught by a teacher during what would have been preparation period, (six classes during the day rather than five)

BAC — Bilingual Advisory Council

BCC — Bilingual Certificate of Competency

BCLAD — Bilingual Crosscultural Language and Academic Development Certificate

CBI — Community Based Instruction. A program for identified special education students which helps them improve basic living skills in real life environments.

CCC — Computer Curriculum Company. The company which Bell chose to implement a reading and math computer lab to assist student achievement.

CEAC — Compensatory Education Act Council

Cisco Academy — vocational class designed to prepare students for the Cisco computer repair certification.

CLAD — Crosscultural Language and Academic Development Certificate

Cluster — an organizational and administrative grouping of elementary and middle schools with a high school. The Bell High cluster has one multi-level school, one middle school and eight elementary schools.

**Concept 6** — A year-round calendar which divides the school year into six mesters of eight weeks each. Students and staff are divided among three tracks, two-thirds of which are attending at the same time.

**Cross-tracking** — a student assigned to a specific track is enrolled in a class(es) on a different track

**CTBS** — California Test of Basic Skills

**Digital High School Grant/Funds** — $1.298 million for developing Bell into a "Digital High School." Emphasis will be on extensive teacher training in use of technology in the curriculum to improve students' basic skills.

**DIS** — Designated Instructional Services, itinerant teacher working with Special Education students

**District** — Los Angeles Unified School District

**EIM** — Electronic Instructional Material program

**EL** — English Learners

**ELD** — English Language Development

**ELSA** — Extended Learning Session Academy, the source of funding for lunch, after-school and Saturday tutoring

**ESL** — English as a Second Language

**EVT** — English Vertical Teams. Teams of teachers (by track) of honors and A.P. classes (grades nine through twelve) articulate curricula.

**Feeder Schools** — lower level schools, the majority of whose students will attend the next higher level school. (Nimitz Middle School is a feeder school for Bell High.)

**GATE** — Gifted and Talented Education Program

**Healthy Start** — a state funded program which is "an integrated service delivery system of health and human services that are presented in a holistic fashion that are both culturally sensitive and linguistically correct"

**Humanitas** — an interdisciplinary program in which teachers of two or more disciplines have students in common.

**IEP** — Individualized Educational Plan

**IMPACT** — program that provides support groups on campus for students with special difficulties/problems which inhibit successful participation in all aspects of the school and classroom.

**Intersession** — special off-track classes, similar to summer school, which offer enrichment opportunities for students

**LACOE** — Los Angeles County Office of Education

**LAEP** — Los Angeles Educational Partnership

**LAS** — Language Assessment Scale

**LASI** — Los Angeles Systemic Initiative. A mathematics and science reform program which provides professional development and curriculum improvement.

**LAUSD** — Los Angeles Unified School District

**LEARN** — Los Angeles Educational Alliance for Restructuring

**LEP** — Limited English Proficient student

**Mester** — eight-week period, two of which make a semester

**Multi-track** — students and faculty divided into three or more parts to lessen effects of overcrowding

**NSF** — National Science Foundation

**Off-norm** —

**Off track** — approximately four-week vacation break between mesters or semesters of each track.

**Perkins Program** — federally funded program designed to increase student participation in vocational education.

**Project 10** — a counseling group for gay and lesbian students.

**Proposition BB** — ballot initiative passed by the voters of Los Angeles in Spring of 1997. Funds are provided for school building and safety improvements throughout the District.

**ROC** — Regional Occupations Center

**ROP** — Regional Occupations Program

**RSP** — Resource Specialist Program. The least restrictive special education program for students who have a learning handicap and need assistance in math, English, and/or study skills.

**SABE** — Spanish Assessment of Basic Education

**SAT 9** — Stanford Achievement Test, Ninth Edtion

**S.A.T.** — Scholastic Aptitude Test

**SB 1510** — Extension of the Model Technology Project

**SB 1882** — A Senate Bill which provides funds for staff development.

**SB 1969** — A Senate Bill which mandates certification to teach Limited English Proficient (LEP) students.

**SBM Council** — School Based Management Council

**SDAIE** — Specially Designed Academic Instruction in English. Teachers are required to have certification in sheltering techniques to teach students who are no longer in ESL classes, but who have not been designated as fluent.

**SHARP** — Senior High Assessment in Reading Proficiency

**SPO** — school purchase order

**STEPS** — Standards Test to Evaluate Performance of Students (upcoming - May, 1999)

**SSR** — sustained silent reading. A fifteen to twenty minute period of silent, reading at the beginning of English, and other, classes.

**SSVT** — Social Studies Vertical Teams. Teams of teachers (by track) of honors and A.P. classes (grades nine through twelve) articulate curricula.

**Stanford 9** — assessment test utilized throughout California

**TPPP** — Teenage Pregnancy Prevention Program

**Track** — one division or group of students in a multi-track school. Bell High has three tracks - A, B and C

**Teaching lines** — a term which literally refers to a line of five or more classes in the master schedule

**Title I** — federally funded program to provide funds for improving student achievement, based on number of students requiring federal lunch program

**Title VII** — federal funding for bilingual education

**TOPICS** — Test of Proficiency in Computational Skills

**TUPE** — Tobacco Use Prevention Education

**UTLA** — United Teachers of Los Angeles, the bargaining unit for certificated (non-administrative) school staff

**Year-round** — tracks or groups of students and faculty who occupy school throughout the year, except for holidays

**WRITE** — Writing Sample and Objective Language

JORGE GARCIA, Cluster Administrator
RAFAEL BALDERAS, Cluster Assistant Administrator
PATRICIA HUERTA, Cluster Administrative Assistant
YADIRA VERA, Office Assistant
GLORIA ACOSTA, Community Liaison
4247 Elizabeth Street, Cudahy, CA. 90201
Phone (323) 560-4293    Fax (323) 560-0521

| SCHOOL | PHONE | PRINCIPAL | ASSISTANT PRINCIPAL | ADMINISTRATIVE ASSISTANT | UTLA CHAIRPERSON | FAX NUMBER | CAL | LEARN |
|---|---|---|---|---|---|---|---|---|
| Bell High | (323) 560-1800 | Mel Mares | Tony Solorzano, Sandra Seegren, Kay Ward, Scott Braxton, Rolf Janssen | Charlene Roche | Glenda Wright, Paul Ashley | (323) 560-7874 | C6 | |
| Corona Avenue | (323) 560-1323 | Viola Wyman | Grace Beth Fuller, Maxine Hawk | Helen Clever (Acting), Martha Mendez (III) | Judy Campbell, Joyce Maurer | (323) 560-8166 | C6 | L |
| Elizabeth Street | (323) 562-0175 | Emilio Vaquez | Linda Heckenberg, Gaudalupe Buenrostro, Elizabeth Calvert, Ludo Deschoylter, Oscar La Farga | Joanne Lopez | Elizabeth Neat | (323) 560-8412 | C6 | L |
| Fishburn Avenue | (323) 560-0878 | Ofelia Valdez | Jane Alpert | Yolanda Lara | Ana Coria, Mary Foltyn | (323) 560-6391 | C6 | |
| Heliotrope Avenue | (323) 560-1230 | Ray Fisher | Luis Camarena | Irma Medrano | Angie Castillo, Kathleen Reyes | (323) 562-4415 | C6M | |
| Hughes/Magnet | (323) 560-4422 | Esther Castruita | Bruce Clark | Martha Santillan | Serena Pritt, Jack Revland | (323) 773-7568 | C6M | |
| Loma Vista Ave. | (323) 582-6153 | Dee Nishimoto | Carmen Hernandez, Ontario Walker | James Silva | Joe Telles, Ron Del Cid | (323) 585-2139 | C6 | L |
| Nimitz Jr. High | (323) 585-0957 | Alvin Glass (Acting) | Alvin Glass, Coleen Kaiwi, Cathy McCaughley, June Matsushita, Gina Russell | Ella Sandoval | Alfred Reyes, Nancy Enveli | (323) 773-5201 | C6 | |
| Nueva Vista/Mag. | (323) 562-3015 | Barbara Howington | Patricia Chetman | Maria Renteria | Pablo Cabrera, Deede Washington | (323) 560-3507 | C6 | L |
| Park Avenue | (323) 773-9592 | Hilda Higgins | Maria Bolado | Lilian Nuñez | Charlene McCluskey, Dean Council | (323) 560-9912 | C6 | |
| Woodlawn Avenue | (323) 560-1445 | Mara Bommarito | Patricia Castro | Marisa Rodriguez | Marcos Torres | (323) 560-7049 | C6 | L |

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# ADMINISTRATIVE RESPONSIBILITIES

## Mr. Melquiades Mares, Jr., Principal

### INSTRUCTIONAL SERVICES
All Instructional Budgets
Bilingual Master Plan
Curriculum Development
Department Supervision
    Art
    ESL
    Foreign Language
Instructional Program Coordinator
Review of Student Achievement
Superintendent's Call to Action
Title I

### SCHOOL/COMMUNITY SERVICES
Adopt-A-School
Articulation
    Bell Cluster
    Board of Education
    Senior High School Principal Assoc.
Bilingual School Community Advisory Council
Faculty Association
Public Relations
School Based Management Council

### SPECIAL PROJECTS
All Grants
Healthy Start

### STAFF SERVICES
Administrative Development Program
Administrative Evaluations
Administration Staff Coordination
Audits
Bilingual School Community Advisory Council
Budget Coordination
Building Program
Cafeteria
Certificated & Classified Staff Evaluations
Convention/Conference/Meeting Attendance
Department Chair Meetings
Exchange Days for Conference Attendance
Faculty Meetings
Faculty Mester Check Out
Faculty Track Letters
Grievance Procedures
Key Control, Ordering, Disbursement
Maintenance of Organization Chart
National School Lunch Program
Personnel Meetings: Admin. Staff, et.al.
Placement of Personnel on Track or Duty
    Statements
School Organization Restructuring – SBM
Selection of Personnel
Student Body Finance (overall)
Stull Final Evaluation Approval
Supervision-Campus, Student & Athletic
    Activities
Supervision of Bilingual Coordinator
Supervision of all Cafeteria Staff
Supervision of Financial Manager & Student
    Store
UTLA Articulation

# ADMINISTRATIVE RESPONSIBILITIES

## Mrs. Charlene Roche, Administrative Assistant

### INSTRUCTIONAL SERVICES
All Instructional Budgets – Coordination w/Principal
All Resource Budgets
Clerical Classified Staff Development
Substitute
    Daily
    Class Coverage
    Long Term

### STUDENT SERVICES
Special Mailings

### SCHOOL/COMMUNITY SERVICES
Alumni Association
Classified Member: SBM
Cluster 22 Classified Representative
Coordination of Principal's Calendar

### SPECIAL PROJECTS
Hospitality
School Historian
Supervisor of Emergency Operations Center

### STAFF SERVICES
Confidential Secretary
Coordination of Personnel w/Principal
Key Distribution: Daily to Regular
    Personnel & Substitutes
Main Office Supervision
    Bulletin Boards
    Mail
Supervision of Clerical Personnel
    Assignments
    Evaluation
    Job Description
    Selection
Supervision of Paraprofessional Staff
Supervision of Payroll
Supervision of Time Reporting –
    Classified & Certificated

# ADMINISTRATIVE RESPONSIBILITIES

## Mr. Antonio Solorzano, Jr., Assistant Principal

### INSTRUCTIONAL SERVICES
Department Supervision
  PE
  Science
PSAT/SAT Preparation

### STAFF SERVICES
Adult School Articulation
Alternate to SBM Council
Equipment Inventory
File Cabinet Moving
Parking
Printing Requisitions
School Plant- Maintenance & Repair
STULL Process Coordinator
Substitute Principal
Supervision of Dean's Office
Supervision of Operations Personnel, Selection
    Evaluation & work schedules
Telephone/Electrical Communications System

### SCHOOL COMMUNITY SERVICES
Civic Center Permits
Graduation Exercises
National/State Affiliation with College Board
School Based Management Council
Youth Services

### STUDENT SERVICES
Admissions with Ms. Ward
All Student Contests/Competitions (non-athletic)
Assemblies
Athletic Program
Band and Drill Teams
Campus Beautification Projects
Child Abuse Awareness & Prevention
Class Activities
Close-Up Program
College Center
CSF
Ephebians
Hall Passes
I.D. Cards/Pictures
Leadership Class-
  Development
  Implementation
  Monitoring
  Student Body Budget
Lockers
Lost and Found
Special Observances
Stop Clearances, Textbooks (all Administrators)
Student Organizations
Visitor passes-Approval/Issuance

# ADMINISTRATIVE RESPONSIBILITIES

## Ms. Sandra J. Seegren, Assistant Principal

### INSTRUCTIONAL SERVICES
Academic Decathlon
Department Supervision
    Mathematics
    Music
Elate, Learn, TEACH, Staff Development
General Staff Development
Library
Mentor Teacher Program
Textbooks

### STUDENT SERVICES
Daily Bulletin
Stop Clearances, (all administrators.)
Supervision – Campus, Student Athletics &
    Activities (all administrators)

### SPECIAL PROJECTS
Accreditation
Digital High School
E.I.M.
Hospitality
MESA
MTCA
School Accountability Report

### STAFF SERVICES
Approval/Calendaring Outside Speakers
Bell Schedules
Coordination of Student Teachers/Observers
Faculty Handbook
Healthy Start Program
New Teacher Orientation
School Master Calendar
Supervision of Librarian
Title IX Compliance/
Sexual Harassment Complaints

### SCHOOL/COMMUNITY SERVICES
Adopt-A-School
Community Newsletter, *El Portavoz*
Healthy Start Grant
Publicity
School Based Management Council
School Organization Restructuring-SBM

# ADMINISTRATIVE RESPONSIBILITIES

### Ms. Kay Ward, Assistant Principal,
### Secondary Counseling Services

INSTRUCTIONAL SERVICES
Concurrent Enrollment
Department Supervision
    Ed. Planning
    Education/Career Development
    Special Education
GATE Program
Graduation Requirements
Indian Education
Master Program Development
Perkins Program
ROP Program/Business Industry School
Student Report Cards
Testing

STAFF SERVICES
Homeroom Assignments
Opening/Closing Activities
    Bulletins
    Student Letters
Personnel/Assignments to Track or Duty
    Operations
Room Utilization
Supervision of Student Information System
    Columbia Scheduler
    Fall Surveys
    SIS Coordinator
    SIS Staff
Supervision of Counseling Office

SCHOOL/COMMUNITY SERVICES
Articulation with Junior High Schools
Back to School Night/Open House
Career Advisement
College/Career Fair (shared with Mr. Solorzano)
College/Career Night (shared with Mr. Solorzano)
Community Agency Referrals – JADE,
    San Antonio Mental Health Center
PHBAO Counseling/Parent Conference Nights
School Based Management Council

STUDENT SERVICES
Admissions, with Mr. Solorzano
Articulation
Capacity Adjustment Program (CAP)
CHOICE Booklets
Classification Reports
Confidential Letters
Crisis Intervention Team
Enrollment Reports
Grade Placement-Graduation/Non-Grad Notice
IEPs
IMPACT Program
Intersession
Migrant Education Program
Monthly Education Code Publications
PHBAO Reports
Psychological Services
Report Cards/Progress Reports
SB813 Counseling Program
Senior Stop Clearances
Stop Clearances (all administrators)
Student Records-
    Archiving
    Maintenance
Supervision-Campus, Student Athletics & Activities
Textbooks, shared with Ms. Seegren
Track Placement

SPECIAL SERVICES
Compliance Review
Diploma Order
Student Honor Roll/GPAs

# ADMINISTRATIVE RESPONSIBILITIES

## Mr. Rolf Janssen, Assistant Principal,
## Student Support Services

INSTRUCTIONAL SERVICES
Department Supervision
    Business Education
    Floriculture
    Industrial Arts
    Social Studies

STAFF SERVICES
Campus Security
PSA Liaison
School Police
Supervision of Campus Aides

SCHOOL/COMMUNITY SERVICES
School Based Management Council

STUDENT SERVICES
Attendance-
    Counseling
    Handbook
    Inactive Activities
    Procedures
    Statistical Report
Campus Security
Explorer Post
Stop Clearances, (all administrators)
Supervision Assignments
Yearbook
Supervision- Campus, Student Athletics & Activities

# ADMINISTRATIVE RESPONSIBILITIES

## Mr. Scott Braxton, Assistant Principal, 
## Student Support Services

**INSTRUCTIONAL SERVICES**
Department Services
   Driver Education
   Health
   English
Drama Program
Reading Program

**STAFF SERVICES**
Emergency Services
   Drills
   Reports
   Supplies
Health Office – Nurse
School Based Management Council
Supervision of Student & Athletic Activities

**SPECIAL PROJECTS**
Accreditation Assistant
CCC Lab

**STUDENT SERVICES**
Campus Security
Crisis Team
Ding-A-Ling Production
Drug Abuse Prevention
Emergency Procedures-
   Drills
   Reports
   Supplies
Field Trips/School Journeys
Stop Clearance, (all admins.)
Student Orientation- Entry Freshmen – Saturday
Supervision- Campus, Student Athletics & Activities
T.U.P.E. Program

**SCHOOL/COMMUNITY SERVICES**
Cluster Resource Council
School Literary Magazine (*Voice of the Eagle*)
School Newspaper (*Bell Chimes*)
United Way Campaign & Planning Council

# BELL HIGH SCHOOL
# JUNIOR CLASS
# ACTIVITIES CONTRACT

I, _____, understand that participation in my class activities is based upon adherence to this contract. Further, I realize that I **WILL NOT** be able to participate in any activities if I fail to return this form.

I agree to be regular in attendance. I understand that if I am absent more than TEN whole days (10 DAY = 70 INDIVIDUAL PERIODS COMBINED) per school year or FIVE whole days per semester that I **WILL NOT** be able to **participate in my class activities.**

I agree to stay on campus each school day, unless given written permission by the Attendance Office to leave.

I agree to attend the last school day before, the day of, and the first school day after an activity in order to be eligible to attend the next class activity. I also know that I have to attend the last days of school before a holiday or the end of any mester or semester. I realize that any other abuses to the Attendance Policy (e.g., strong pattern of absences to one class, random cuts, excessive tardies) will jeopardize my eligiblity to participate in my class activities.

I agree to take all required tests to be eligible for my class activities.

I understand that I have the right to appeal any decision regarding my activities to the Attendance Appeal Board. I realize that the decision of this board will be final.

Witnessed by:


_____          _____
Parent or Guardian Signature                              Student Signature



_____          _____
Homeroom Teacher Name                        Birthdate                    Grade/Track

Revised: 6/98

A-14                                                                              WASC 25272

# BELL HIGH SCHOOL
## SENIOR CONTRACT

I, _____, understand that participation in my class Senior Class activities is based upon adherance to this contract. Further, I realize that I **WILL NOT** be able to participate in any activities if I fail to return this form.

I agree to be regular in attendance. I understand that if I am absent more than TEN whole days (10 DAYS = 70 INDIVIDUAL PERIODS COMBINED) per school year or FIVE whole days per semester that I **WILL NOT be able to participate in my Senior Class activities which includes the Graduation cermony.**

I agree to stay on campus each school day, unless given written permission by the Attendance Office to leave.

I agree to attend the last school day before, the day of, and the first school day after an activity in order to be eligible to attend the next class activity. I also know that I have to attend the last days of school before a holiday or the end of any mester or semester. I realize that any other abuses to the Attendance Policy (e.g.. strong pattern of absences to one class, random cuts, excessive tardies) will jeopardize my eligibility to participate in my class activities.

I agree to take all required tests to be eligible for my class activities.

I understand that I have the right to appeal any decision regarding my activities to the Attendance Appeal Board. I realize that the decision of this board will be final.

Witnessed by:

_____        _____
Parent or Guardian Signature        Student Signature

_____        _____     _____
Homeroom Teacher Name        Birthdate        Grade/Track

**Revised: 6/98**

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WASC 25273

LOS ANGELES UNIFIED SCHOOL DISTRICT
INFORMATION TECHNOLOGY DIVISION

BENCHMARK PERFORMANCE INDICATORS

8536 BELL SH

|  | 1996-97 | | | 1997-98 | |
|  | SCH | CL | LAUSD | SCH | CL |
|---|---|---|---|---|---|
| SATB/APRENDA MEAN PERCENTILE | 26 | 30 | 33 | 25 | 39 |
| TRANSITION OF NON-ENGLISH STUDENTS TO ENGLISH INSTRUCTION | 53.85 | 50.72 | 11.16 | 47.00 | 47.00 |
| REDESIGNATION RATE | | | | | |
| TOTAL LEP | 1667 | 13602 | 307245 | 1629 | 13675 |
| NO. REDESIGNATED | 132 | 941 | 24751 | 359 | 1817 |
| PERCENT REDESIGNATED | 7.92 | 6.92 | 8.06 | 22.05 | 13.29 |
| PERCENT OF STUDENT IN-SEAT ATTENDANCE | 95.66 | 94.06 | 91.50 | 94.32 | 94.18 |
| AVERAGE TEACHER DAYS ABSENT | 6.740 | 8.000 | 8.098 | 9.409 | 7.943 |
| DISTRICT DROPOUT RATE | 15.95 | 13.54 | 13.93 | 7.89 | 5.28 |
| NUMBER OF ADVANCED PLACEMENT SECTIONS OFFERED | 95.5 | 36.5 | 828.0 | 30.0 | 32.0 |
| A-F PASS RATE | | | | | |
| VS A-F ENROLLMENTS | 64.3 | 84.9 | 64.6 | 62.8 | 65.4 |
| VS TOTAL ENROLLMENTS | 33.0 | 28.0 | 32.8 | 17.7 | 29.8 |

# Bell High School
## *Schoolwide Discipline Policy*

I.     AIMS
- That the Bell High School campus be a safe and pleasant environment for all its inhabitants.
- That the classrooms (and other places of instruction) be regarded as the most important spaces in the school and the least likely to be interrupted or disturbed.
- That a high regard for learning be exhibited by all faculty and staff as a model for students and community members.
- That schoolwide rules exhibit the following qualities.
    1. They are clearly expressed.
    2. They are enforceable.
    3. They are fairly and consistently enforced.
- That good behavior be rewarded consistently with worthwhile rewards.
- That in appropriate behavior always entail an appropriate consequence.
- That all members of the school community assume responsibility for the schoolwide discipline plan.
- That schoolwide rules complement and support classroom rules.
- That every classroom have a discipline plan in consonance with the schoolwide discipline plan.

II.     RULES (SCHOOLWIDE)
- Follow directions.
- Safety
    1. No fighting.
    2. No weapons or incendiary devices.
    3. No gang activity.
    4. No alcohol or drugs.
- Uninterrupted classtime in classroom
    1. Be in class on time.
    2. Hall pass and student I.D. are required when out of classroom during classtime (no pass issued without student I.D.).
    3. No radios or walkmans.
- Pleasant Environment
    1. No graffiti.
    2. No littering.
    3. No vulgar language.

III.     POSITIVE CONSEQUENCES
The Student Leadership Class will take an active role in developing and implementing an effective system of positive consequences to reward appropriate student behavior. The reward system will be reviewed and modified periodically to ensure that rewards are effective and meaningful.

IV.     HIERARCHY OF CONSEQUENCES – Students who do not follow the rules will be referred to the Dean's Office to be logged in. Consequences for misbehavior may include (but are not limited to):
    1. Warning conference and parent notification.
    2. Parent notification and detention.
    3. Parent conference, detention and campus beautification.
    4. Parent conference, suspension.
    5. Parent conference, program reevaluation, opportunity transfer.

# DISCIPLINE

# HIERARCY OF CONSEQUENCES

## Teacher's First Steps

WARNING TO STUDENT
CONFERENCE WITH STUDENT
REFERRAL ROOM
CALL PARENT
DETENTION-Nutriton, Lunch, After School

## Referral to Dean (please allow Dean to determine
action to be taken)

DEAN
CLASS SUSPENSION-Parent Conference with Teacher
SUSPENSION FROM SCHOOL-usually one day
PARENT CONFERENCE-to return to school with Dean
STUDENT CONTRACT
O.T.-Opportunity Transfer

*ONCE STUDENT IS SENT TO THE DEAN THE
CONSEQUENCES OCCUR AT A PACE DETERMINED
BY THE DEAN AND THE PROBLEMS INVOLVED*

# DISCIPLINE

| SITUATION | PREVENTIVE DISCIPLINE STRATEGIES | CONSEQUENCES |
|---|---|---|
| LACK OF SUPPLIES | Have extras ready & trade for something of value., Share books. Reward for being prepared. | Warn<br>Call Parents<br>Referral Room<br>Detention |
| TALKING NOT DOING | Be prepared, Organized Give help, Stand by them, Assign buddy, Move seat | Warn<br>Conference with student<br>Call parents<br>Referral Room<br>Detention |
| NO PRC OR TARDY RM SLIP | Let students know your policy. | First & last 10 minutes send to Attendance Office<br>Referral Room<br>Last resort Dean |
| CHEATING | | Warn<br>Fail Test/Assignment<br>Call Parents<br>Send to Dean |
| SWEARING IN CLASS | | Warn<br>Referral Room<br>Call parents<br>Detention |
| SWEARING AT TEACHER | | Dean<br>Possible O.T. if doesn't stop |
| GRAFFITTI | Check desks Have cleaning rotation among among classes once a week Warn students to notify you if there is graffitti otherwise they are responsible | Make students clean Nutrition, Lunch, After School<br>Call parents<br>Not cleanable send to Dean |

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| SITUATIONS | PREVENTIVE DISCIPLINE STRATEGIES | CONSEQUENCES |
|---|---|---|
| FIGHTING | | Dean<br>Behavior Agreement Contract (verbal)<br>Suspension (physical)<br>O.T. |
| STEALING | Check classroom throughly & backpacks<br>Let students know no one leaves until found | Call for Security or School Police<br>Dean<br>O.T. possible |
| THREATING TEACHER | Stay positive<br>Stay calm<br>Don't overreact | School Police (poss. arrest)<br>Dean<br>Suspension<br>O.T. |
| WEAPONS | Safety first consideration<br>Keep student with you if safe | Notify School Police<br>Dean<br>Suspension<br>Expulsion recommended |
| DRESS CODE VIOLATIONS | Let students know you will enforce policy | Dean |
| WALKMANS BEEPERS DISC PLAYERS | Let students know you will enforce | Have them pick up from you<br>Give to Dean with Name, D.O.B. & Grade and Track |
| UNDER THE INFLUENCE | | Send for Security, School Police, Dean or take to Nurse |

USE WRITTEN HALL PASSES OR REFERRAL WHEN SENDING OUT OF CLASS FOR ANY REASON.

*MAKE REFERRALS SPECIFIC AND PLEASE LET DEANS DETERMINE CONSEQUENCES.*

REQUIRE PRC'S. STUDENTS ARE COMING TO SCHOOL WHEN THEY ARE SUSPENDED FROM CLASSES WHERE PRC'S ARE NOT CHECKED.

o: ·        All members of the Bell High SBM Council
‑rom:      James N. Hooker, Chairperson
)ubject:   Revisions to the Students Dress Code

The Local School Leadership approved, by consensus, the language of a new dress code that went
n to effect on May 1, 1998. This code was a product of a collaboration between the Discipline and
Student Conduct committee and a Student Leadership committee.

On April 4, 1998 the Discipline and Student Conduct committee met and discussed the dress code. It
was a consensus that the dress code should be revised to read as follows: The changes are   ‑
bold/*italic* type.

**POLICY‑** A student may not be on campus (on or off track) dressed in a manner which:
*   creates a **safety hazard** for the student or others
    _   constitutes a **serious distraction to the learning process**

**Guidelines‑** The following clothing and accessories will not be allowed on the Bell High School
            campus:

*   **Hats, caps, hair nets, visors, headbands (bandanas)** or other types of head gear.
    (Exception‑baseball caps that are purple, white or gold, plain or with the Bell Logo).
*   **Clothing**, including jackets and shoes, with logos, insignias, or writing depicting non‑school clubs
    or gangs. Clothing tied to professional or college teams whose names or colors have become
        associated with gangs (such as the Raiders, the Kings, the Yankees, the White Sox, etc.) are
    prohibited.
*   **Accessories.** such as hats, jewelry, of belts. with logos. insignias, colors, or writing depicting non‑
    school clubs or gangs. Earrings are to be worn in the ears only. *No visible tattoos.*
*   **Attire** that advocates or advertises any type of alcohol. drugs. or acts which are illegal. sexually
    and verbally obscene. or hazardous to one's health.
*   **Attire** that is worn or altered in such a way to identify students with non‑school clubs, gangs, or
    prison. This includes, but is not limited to: sagging. baggy, or wide‑legged pants, cut off pants
    below the knee. oversized belts that hang down. and suspenders off the shoulders. All pants and
    shorts must be hemmed. no frays, no holes above the knees.
*   **Attire** which is sexually suggestive or extremely brief. *This includes tops which show cleavage
    area, have spaghetti straps, are strapless or off‑the shoulder tops. They must be wide
    enough to fully cover underwear straps.* No bare midriffs (if arms are raised above the head, no
    skin shows). undershirts. *see through* or fishnet tops. and oversized tank tops. Extremely short
    shorts or skirts exposing the posterior or that do not cover undergarments (*undergarment must be
    covered*).
*   **Thongs, socks, or sock‑like** footwear and slippers, (Shoes must be worn at all times) :
    shoelaces must be of normal size and color.
*   **Attire** . including clothing, jewelry and other accessories. which is a safety hazard to the wearer or
    others; this includes, but is not limited to : whips. small lariates or wallet chains.

Responsibility. Parents have the primary responsibility to see that students attired for
school. **School personnel have the responsibility for maintaining proper and appropriate
conditions conducive to learning.**

# Bell High School Standard Academic Course of Study
## <u>Minimum</u> Graduation Requirements

[These requirements are currently being re-evaluated by L.A.U.S.D. and may be revised while you are in high school.]

| | | | | |
|---|---|---|---|---|
| **English** | English 9AB | English 10AB | American Lit.<br>+<br>Contemporary Comp. | Modern Lit.<br>+<br>Expository Comp. |
| **Mathematics** | Math Investigations AB | Integrated Math 1 AB | 2 Electives | 2 Electives |
| **Social Science** | 2 Electives | World History AB | U.S. History AB | Govt/Econ |
| **Science Health Ed. Planning** | Health + Ed. Career Plan + Required Option | Biology AB | Chemistry AB | 2 Electives |
| **Foreign Language** | 2 Electives | 2 Electives | 2 Electives | 2 Electives |
| | 2 Years of Physical Education | | 2 Fine Arts Courses | 2 Technical Arts Courses |

In order to graduate you must earn 220 credits, pass all required classes, and pass required tests.

# Bell High School Standard Academic Course of Study

*meeting*

## Entrance Requirements of California State University, University of California, and Private Colleges and Universities

| (letters in parentheses correspond to UC A-F requirements.) | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| **English** (B) 4 years required | English 9 AB | English 10 AB | American Literature + Contemporary Comp. AP English Lang. | Modern Literature + Expository Comp. AP English Lit. |
| **Mathematics** (C) 3 years required 4th year strongly recommended | * Integrated Math 1 AB | * Integrated Math 2 AB | Integrated Math 3 AB | Trigonometry + Math Analysis or AP Calculus AB |
| **Social Science** (A) 2 years required | 2 Electives (*See Freshman Planning Sheet*) | World History AB | U.S. History AB + AP American History | U.S. Government/ Economics + AP Government/ Economics |
| **Science, Health, Ed. Planning** (D) 2 years required 3rd year strongly recommended | Health + Ed. Career Plan + Required Option | Biology AB + AP Biology | Chemistry AB or AP Chemistry | Physics AB or AP Physics |
| **Foreign Language** (E) 2 years required 3rd year strongly recommended | * 2 years of the same language (French, Japanese, or Spanish) | | 3rd year advised or AP Spanish Language or AP French Language | 2 Electives or AP Spanish Lit. or AP French Lit. |
| **The Arts and Physical Education** (F) 2 years of Fine Arts and 2 years of other electives in the A-D areas | 2 Years of Physical Education | | 2 Fine Arts Courses (*See Freshman Planning Sheet*) | 2 Technical Arts Courses (*See Freshman Planning Sheet*) |

* Algebra 1AB, Geometry AB, Integrated Math 1AB, Integrated Math 2AB, and Foreign Language classes completed in grades 7 to 8 may count, provided a grade of C or better was earned. Your classes will probably not ʰᵉ identical to this outline, but generally these are the classes you will need to go to a four-year college. Advancement classes are offered for those students wishing to have the challenge and receive the credit for college level study.
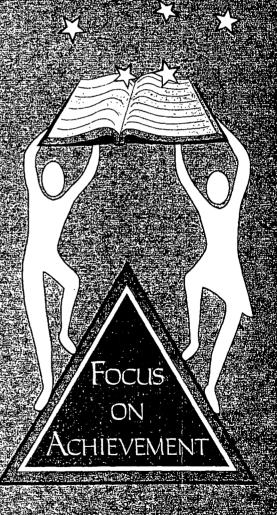
**In order to graduate, you must earn 220 credits, pass all required classes, and pass four required proficiency tests.**

A-23

WASC 25281

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## STUDENT LEARNING STANDARDS

ENGLISH / ESPAÑOL

## NORMAS ESTUDIANTILES DE APRENDIZAJE

FOCUS ON ACHIEVEMENT

July 1998

Dear Los Angeles Unified School District's Partners In Learning:

The network that shares responsibility for children's total development includes the full **partnership** of home, school, neighborhood, and business. Education must be supported by each participant in the partnership in order to provide children with the benefits that result from being educated. The District's Student Learning Standards in this brochure clarify what should be the result of the interaction between all partners in learning by defining what all students should know and be able to do.

Parents are the child's first and most important educator. Parents are the most important link between the classroom and the home to reinforce learning. Because parents know their children's strengths and weaknesses it is hoped that through collaborative efforts we will be able to provide support to enhance each child's education.

Beginning in the 1995-96 academic school year, students, parents, teachers, paraeducators, administrators, support staff, and representatives from the community, businesses, colleges and universities collaborated on the development of a set of learning standards that would clearly identify what all students should know and be able to do in elementary, middle, and senior high school. These standards come from a shared commitment that all students can become informed, productive, and successful citizens.

The intent of publicly identifying standards is to share responsibility for student achievement of the standards with every student, every educator, every parent or guardian, and the entire community. As a part of this shared commitment, the quality of our children's lives and our future as a city, state, and nation will be enhanced.

Ruben Zacarias
Superintendent of Schools

Ramon S. Castillo
Assistant Superintendent
Parent Community Services Branch

## THE ROLE OF THE PARENT/GUARDIAN/COMMUNITY
*What can partners in learning do to support the standards?*
• Be <u>interested</u> • Be <u>informed</u> • Be <u>involved</u>

**Parent or Guardian/Teacher/Child Partnership** - **discuss** the importance of standards with your children; **support** child's efforts to achieve the standards; **provide** activities to reinforce the skills learned daily; **encourage** children to talk about each day's lessons and show work samples regularly; **ensure** child's regular attendance and completion of assignments; **attend** parent/teacher/student conferences; **visit** school regularly to discuss child's progress in relation to the standards; **obtain** suggestions on how to support achievement of the standards; **review** student work and test data; **help** with homework to achieve the standards.

**Home/School/District/Community Partnership** - **obtain** materials and resources that support achievement of the standards from parent leadership groups such as the Parent Collaborative, Instructional Cabinets, Parent Advisory Committees, Adopt-A-School Partnership; **participate** actively in school site councils and parent training/education programs such as: Parent Collaborative, District & Zone Level Parent Advisory Committees, Parent Centers, Mini-Conferences, Parent Education Workshops, and Categorical Program Committees (e.g., Bilingual, Title I).

## MEASURING STUDENT ACHIEVEMENT OF THE STANDARDS

Each page identifies the expected skills or understandings at designated grade levels. The standards appear in English on the last four pages of each publication. Student marks on classwork and report cards will indicate levels of achievement of the standards. Additionally, scores on state and districtwide tests will measure student performance. The standards are identified to measure student performance and address learning needs in the year prior to the anticipated state performance test. The District performance examination will test students in language arts and mathematics in Grades 3, 7, and 9 and in science/health and history/social science in Grades 4, 7, and 11. (This difference in grade level testing in high school is based upon students needing to complete two years of high school science/health and U.S. and World History course content in order to perform on the state tests, which include the Golden State Examinations.) The state assessment for the arts is tentatively scheduled to begin in 2001-2002.

Julio de 1998

Estimados Asociados en el Aprendizaje del Distrito Escolar Unificado de Los Angeles:

La red humana que comparte la responsabilidad del desarrollo global de los niños incluye la **asociación** integrada entre el hogar, la escuela, el vecindario y los representantes del mundo de los negocios. La educación debe contar con la participación de todos y cada uno de los asociados para poder brindar a los niños los beneficios que resultan de tener una buena educación. Las Normas de Aprendizaje para los Estudiantes del Distrito incluidas en este folleto aclaran cuál sería el resultado de la acción conjunta de todos los asociados en el aprendizaje al lograrse definir lo que los estudiantes debieran saber y ser capaces de hacer.

Los padres son los primeros profesores de sus hijos y también los más importantes. Asimismo, son el enlace más fundamental entre el hogar y la escuela en cuanto a que ellos brindan el apoyo para el aprendizaje de todos los niños. Debido a que los padres saben lo que sus hijos pueden hacer y lo que no, se espera que mediante un esfuerzo colaborador, nosotros podremos apoyar el enriquecimiento educativo de cada uno de los niños.

Al iniciarse el año lectivo 1995-96 los estudiantes, los padres, los maestros, los ayudantes de maestros, los administradores, el personal de apoyo y los representantes de la comunidad, el mundo de los negocios, los colegios universitarios y las universidades han colaborado en la elaboración de un conjunto de normas de aprendizaje que claramente identificará qué es lo que todos los estudiantes deben saber y deberían ser capaces de hacer en los niveles primario, medio y secundario. Estas normas se fundan en el compromiso común de que todos los estudiantes pueden convertirse en ciudadanos informados, productivos y exitosos.

El propósito de hacer públicas las normas es el manifestar que la responsabilidad de que los estudiantes logren tomar conciencia e internalizar las normas, es una responsabilidad común y por lo tanto, recae en cada uno de los estudiantes, en cada educador, en cada padre, madre o tutor, y en cada uno de los miembros de la comunidad. Como resultado parcial de este compromiso común, tendremos como resultante un mejoramiento del bienestar de nuestros hijos y de nuestro futuro como ciudad, estado y nación.

Rubén Zacarías
Superintendente de Escuelas

Ramón S. Castillo
Asistente del Superintendente
División de Servicios a los Padres y la Comunidad

## EL PAPEL DEL PADRE/TUTOR/COMUNIDAD

¿Qué pueden hacer los asociados en el aprendizaje para apoyar estas normas?
• Interesarse • Informarse • Participar

**Asociación entre los padres o tutores, los maestros, los niños - comente** a sus hijos la importancia de la normas; **apoye** los esfuerzos de sus hijos por lograr las mismas; **proporcione** actividades que refuercen los conocimientos aprendidos a diario; **motive** a sus hijos a que hablen sobre las lecciones del día y haga que le muestren regularmente ejemplos de las tareas que realizan; **asegure** la asistencia diaria de los niños y que hagan sus tareas; **asista** a las conferencias de los padres, maestros y alumnos; **visite** regularmente la escuela para discutir el progreso del niño en relación a las normas; **obtenga** sugerencias acerca de cómo apoyar el dominio de las normas; **revise** el trabajo de los estudiantes y los resultados que obtiene en las pruebas; **ayúdeles** con las tareas para que logren dominar las normas.

**Asociación entre el hogar, la escuela, el distrito, la comunidad - obtenga** materiales y otras fuentes de información que le provean las bases para que llegue a dominar las normas establecidas por los grupos de liderazgo como el Grupo de Padres en Colaboración, los Gabinetes de Instrucción, los Comités Asesores de Padres, la Asociación "Adopt-A-School" (Adopte una Escuela); **participen** activamente en los Consejos Asesores de las Escuelas y los programas de capacitación/educación de padres como, por ejemplo: el Grupo de Colaboración de Padres, los Comités Asesores de Padres a nivel de Distrito y de Zona, los Centros de Padres, las Pequeñas Conferencias, los Talleres de Educación de Padres y los Comités del Programa Categórico (ejemplo: Bilingüe, Título I)

## EVALUACION DEL CONOCIMIENTO QUE TIENE EL ESTUDIANTE DE LAS NORMAS

Cada página identifica las aptitudes esperadas o la comprensión en los niveles designados. Las normas de aprendizaje se muestran en inglés en las últimas cuatro páginas de cada publicación. Las notas que obtienen los estudiantes por su trabajo en clase y que figuran en la boleta de calificaciones indicarán los niveles de rendimiento de acuerdo a las normas. Además, las calificaciones obtenidas en todo el Distrito determinarán el rendimiento del estudiante. Las normas se han identificado para medir el rendimiento estudiantil y para tratar las necesidades de aprendizaje durante el año anterior al anticipado exámen estatal. el Distrito examinará a los estudiantes en artes del lenguaje y matemáticas en los grados 3°, 7° y 9° y en ciencias, salud, historia y ciencias sociales en los grados 4°, 7° y 11° (Esta diferencia de examinar a nivel de grados en secundaria está basada en la necesidad de los estudiantes de completar un curso de dos años en secundaria de ciencias e historia de EE.UU. e historiax universal para poder rendir las pruebas del estado. que incluyen los examenes conocidos en inglés como "Golden State Examinations". Las evaluaciones estatales para los artes se han programado para que comiencen en 2001-2002.

## Arte

Todo estudiante graduado de escuelas del DEULA deberá ser capaz de:

1. Analizar y dar opiniones informadas sobre obras de arte y expresiones artísticas, incluyendo danza, música, teatro y artes plásticas basadas en la forma, el contenido, la técnica y la creatividad. AL
2. Describir las características de la danza, la música, el teatro y las artes plásticas de diferentes culturas y tradiciones actuales y del pasado; explicar cómo las artes plásticas y dramáticas influyen y reciben la influencia de éstas culturas y tradiciones. H, AL
3. Uso de la percepción artística, el contexto histórico, la creatividad y el análisis para demostrar cómo se relacionan entre sí la danza, la música, el teatro y las artes plásticas y cómo se relacionan con las demás materias y con el aprendizaje para toda la vida. ES, H, AL, M, C

*Al graduarse del DEULA, los estudiantes podrán realizar lo siguiente en por lo menos una de las cuatro artes plásticas y dramáticas:*

4. **Danza:** ⬤ Diseñar y criticar las secuencias de danza, los estudios y los trabajos terminados; usar las técnicas de danza para demostrar principios coreográficos y procesos; utilizar el vocabulario relacionado con la danza en los análisis verbales y escritos de las danzas específicas. ES, AL, M

5. **Danza:** ✋ Planificar, componer y representar piezas de danza extensas; representar el trabajo de otros, demostrando un sentido de individualidad y una interpretación apropiada en las presentaciones. C

6. **Música:** ⬤ Leer y escribir usando la notación musical; analizar y describir música haciendo uso del vocabulario relacionado con la música; identificar y explicar las técnicas y los medios de composición. M

7. **Música:** ✋ Cantar o ejecutar un instrumento con un repertorio musical variado; improvisar melodías, variaciones y acompañamientos; componer y hacer arreglos musicales dentro de los lineamientos específicos. M

8. **Teatro:** ⬤ Analizar las dimensiones físicas, emocionales y sociales de los personajes, el argumento, el ambiente y los temas de los textos dramáticos que representen una variedad de géneros y estilos, períodos históricos y culturas. ES, H, AL

9. **Teatro:** ✋ Elaborar y ejecutar interpretaciones artísticas de obras de teatro en los papeles de actor, director y diseñador; justificar las selecciones del texto, las interpretaciones y los elementos visuales y de sonido para transmitir el dramatismo. AL

10. **Artes Plásticas:** ⬤ Aplicar el vocabulario de las artes plásticas en sus formas escritas y orales; utilizar una discriminación refinada y sutil para analizar las relaciones entre los elementos y los principios de las artes plásticas que se encuentren en el propio trabajo del estudiante, en el trabajo de los demás y en el medio ambiente. AL, M

11. **Artes Plásticas:** ✋ Crear obras de arte originales basadas en la experiencia personal o en las respuestas haciendo uso de las técnicas de las artes plásticas en una variedad de medios y técnicas; demostrar la capacidad de organizar temas e imágenes mediante el uso de las metáforas visuales. M

⬤ = Percepción Artística

✋ = Expresión Creativa

## Educación para la Salud

Todo estudiante graduado de escuelas del DEULA deberá ser capaz de:

1. Evaluar y dar prioridad a los factores y comportamientos que afectan la salud individual, incluyendo los comportamientos relacionados al bienestar físico como los exámenes y las actividades físicas regulares con el fin de mejorar la salud cardiovascular y la flexibilidad. (Salud individual) AL, M
2. Examinar la calidad nutritiva y la seguridad para el consumidor de la amplia variedad de elección de los alimentos disponibles y de la planificación de una dieta de nutrición balanceada que tenga en cuenta los requisitos de edad y sexo, preferencias individuales, familiares y culturales, control del peso y los factores de riesgo para la salud. (Nutrición) M
3. Comparar las etapas del crecimiento físico, mental, emocional y social incluyendo la sexualidad*, que ocurren durante el ciclo de vida desde la etapa prenatal a través de la infancia, la adolescencia, la edad adulta y hasta la muerte. (Crecimiento y desarrollo individuales) AL, C
4. Analizar y comparar la influencia de diferentes factores y comportamientos que fomentan la salud de las familias. (La vida en familia) A, AL
5. Evaluar las consecuencias legales, sociales, económicas y psicológicas de consumir el alcohol, el tabaco y otras drogas y demostrar habilidades de comunicación interpersonal incluyendo la seguridad en sí mismo, el rechazo, la negociación y la resolución de conflictos que se puedan utilizar para evitar el contacto con sustancias perjudiciales. (Alcohol, tabaco y otras drogas) H, AL
6. Evaluar los factores de riesgo por susceptibilidad a las principales enfermedades crónicas e infecciosas, incluyendo el HIV/SIDA y otras enfermedades venéreas y analizar estrategias eficaces para contrarrestar los efectos de dichos factores de riesgo. (Enfermedades infecciosas y crónicas) AL, M, C
7. Analizar la confiabilidad de los productos y servicios de salud y las fuentes de información al respecto y encontrar maneras eficaces de utilizarlos. (Salud del consumidor y de la comunidad) AL
8. Analizar y hacer una crítica de las maneras de proteger la salud y la seguridad mediante la reducción de los riesgos de verse involucrado en situaciones potencialmente peligrosas de índole accidental o violenta que pudieran resultar de las acciones propias o las ajenas. (Prevención de lesiones y seguridad) AL, M
9. Juzgar la importancia y las influencias de los factores culturales, del medio y los factores tecnológicos respecto sobre la salud personal y del medio ambiente y proponer responsabilidades de los ciudadanos en estas cuestiones. (Salud del medio ambiente) A, H, AL, S

* Si se incluyen los órganos humanos de reproducción, se debe obtener la autorización del padre, la madre o el tutor. (Código de Educación, Artículo 51550)

## Historia/Ciencias Sociales

Todo estudiante graduado de escuela de DEULA deberá ser capaz de:

1. Analizar la relación entre los eventos e ideas que han forjado la historia de los Estados Unidos y del otros países importantes del mundo. A, ES, AL, M, C
2. Evaluar la importancia de las creencias principales (religión, filosofía) en el desarrollo histórico de los Estados Unidos y del mundo. A, AL
3. Analizar conceptos geográficos tales como migración, patrones de colonización y la distribución de recursos naturales y sistemas físicos y humanos en la región, con el fin de determinar su influencia en el desarrollo histórico de los Estados Unidos y del mundo. AL, M, C
4. Aplicar conceptos económicos, relaciones, datos y análisis y costo beneficio a los asuntos históricos y contemporáneos. Estos conceptos pueden incluir escasez, intercambios, mercados, cooperación internacional, toma de decisiones y análisis de costo-beneficio. ES, M, C
5. Formular preguntas, evaluar datos históricos y comparar y hacer contraste de ideas diferentes y considerar perspectivas múltiples. A, ES, AL, M
6. Analizar la manera como las experiencias y el aporte de diferentes culturas han afectado el desarrollo de las sociedades anteriores y actuales. A, ES, AL
7. Analizar la manera en que los valores de la sociedad conformaron y afectaron los asuntos sociales y económicos del presente y del pasado y las decisiones políticas de dichas sociedades. A, ES, AL
8. Aplicar los principios de democracia, principios cívicos, derechos y responsabilidades civiles contenidos en la Constitución de los Estados Unidos y en la Declaración de Derechos a los asuntos históricos y contemporáneos. AL

**WASC 25285**

A= Artes Plásticas y Dramáticas    ES = Educación de la Salud    H = Historia

# Normas estudiantiles de aprendizaje

## Artes del Lenguaje

Todo estudiante **graduado** de escuelas del DEULA deberá ser capaz de:

1. Entender, interpretar y evaluar el sentido literal e implícito en varias situaciones que requieran atención auditiva, tales como conferencias, discursos, debates, presentaciones dramáticas y escritos literarios y poesía. A, ES, C, H, M

2. Expresarse oralmente utilizando las reglas convencionales formales e informales del idioma inglés con el fin de lograr el efecto deseado para una variedad de propósitos y audiencias. A, ES, M, C

3. Leer interpretativamente con el fin de determinar el significado literal e implícito en materiales de lectura cada vez más complejos y variados, tanto asignados como escogidos independientemente. A, ES, H

4. Leer y responder en forma crítica a una variedad de literatura clásica y contemporánea que represente diversas expresiones culturales, tanto asignada como escogida independientemente. A, ES

5. Escribir clara y efectivamente, utilizando las reglas convencionales del idioma inglés, incluyendo gramática, ortografía, puntuación, mayúsculas, estructura de la frase, vocabulario, párrafos y lenguaje figurado, demostrando una variedad de estilos individuales de escritura adecuados para cada situación. A, ES, H, M, C

6. Utilizar los procesos de escritura en forma independiente, incluyendo la escritura preliminar, primeras redacciones, evaluaciones, revisiones, correcciones y publicación, con el fin de desarrollar y expresar ideas. ES, H, M, C

7. Producir una variedad de tipos de escritura bien organizados y coherentes, con la elaboración y comentarios adecuados, para el propósito y el público correspondientes. A, ES, H, M, C

8. Localizar, evaluar y sintetizar la información para propósitos específicos utilizando una variedad de recursos incluyendo el centro de medios audiovisuales o biblioteca, entrevistas y una variedad de equipos tecnológicos modernos. A, ES, H, M, C

9. Evaluar y debatir puntos de vista alternos sobre situaciones de conflicto extraídas de varias selecciones literarias y demás fuentes. A, H, ES

OBSERVACIÓN: Todo estudiante graduado del DEULA cumplirá con las normas de Artes del Lenguaje en el idioma inglés.

## Matemáticas

Todo estudiante **graduado** de escuelas del DEULA deberá ser capaz de:

1. Resolver problemas por medio de operaciones (suma, resta, multiplicación y división), cálculo, cálculo mental y sentido de las cantidades utilizando números enteros, fracciones, decimales, números racionales y notaciones científicas. C

2. Utilizar el sistema regular así como el sistema métrico para determinar medidas no geométricas de longitud, peso, masa, valor monetario, tiempo y temperatura. A, ES, C

3. Resolver problemas basados en relaciones y funciones algebraicas; investigar la relación entre la forma simbólica matemática de una función (expresada en igualdades y desigualdades) y una gráfica de dos o tres dimensiones de dicha función. C

4. Analizar y representar soluciones por medio de relaciones geométricas (por ejemplo, congruencia y similitud), medidas geométricas (perímetro, área, medidas de ángulos, volumen y capacidad y proporciones) y dimensiones espaciales. A, C

5. Representar situaciones problemáticas utilizando estructuras discretas (combinaciones y permutaciones) tales como patrones, series, secuencias, relaciones recurrentes y gráficas finitas con el fin de determinar posibles arreglos y combinaciones. A, H, AL, C

6. Aplicar la ley de probabilidades, teórica o experimentalmente, con el fin de representar datos en forma efectiva y tomar decisiones válidas, adecuadas y útiles. ES, H, C

7. Recopilar, organizar y analizar información para obtener un resumen de datos sobre situaciones de la vida real; obtener inferencias estadísticas por medio de cuadros, tablas y gráficas. ES, H, C

8. Investigar la relación entre los modelos matemáticos y los problemas de la vida real utilizando materiales que permitan la práctica y a través del uso de la tecnología moderna, como por ejemplo, calculadoras y modelos computarizados. A, H, AL, C

9. Hacer y comprobar conjeturas (inductivas y deductivas), construir argumentos simples, validar soluciones y aplicar conclusiones a varios problemas de la vida real. ES, H, AL, C

10. Establecer conexiones entre los conceptos matemáticos relacionados y aplicar dichos conceptos a otras áreas de contenido y al mundo laboral. A, ES, H, C

11. Analizar cómo las invenciones, descubrimientos y eventos afectan el desarrollo de las teorías matemáticas y cómo las matemáticas continúan respondiendo a las fuerzas sociales, culturales y tecnológicas cambiantes. H, AL, C

12. Utilizar el lenguaje y los conceptos matemáticos para validar y comunicar las soluciones de problemas presentados en forma oral, escrita y gráfica. AL

## Ciencias

Todo estudiante **graduado** de escuelas del DEULA deberá ser capaz de:

1. Observar y explicar ejemplos de las transformaciones de energía en el sistema terrestre; examinar las evidencias de cambio contenidas en la historia natural. (Geología) H, M

2. Describir, explicar y predecir el funcionamiento del sistema físico con la ayuda de modelos matemáticos. (Ciencias Físicas) M

3. Describir, analizar y predecir las reacciones químicas, las bases bioquímicas de vida orgánica y el efecto de los químicos en el medio ambiente, utilizando el conocimiento de la tabla periódica y de las matemáticas donde sea pertinente. (Química) ES, H, M

4. Analizar y explicar ejemplos de los procesos bioquímicos en los que se basa la vida tales como la fotosíntesis, respiración y herencia genética. (Ciencias Biológicas). ES, AL, M

5. Participar en la investigación efectiva de problemas científicos por medio de preguntas originales, evaluación de evidencias, y desarrollo de conclusiones razonables basadas en las pruebas. (Razonamiento Científico). AL, M

6. Explicar y examinar la relación entre diferentes fenómenos científicos utilizando evidencia basada en experimentos, argumentos lógicos, gráficas, ecuaciones matemáticas y otros recursos. (Comunicación) AL, M

7. Diseñar y llevar a cabo una investigación basada en una pregunta original; cumpliendo con los requisitos de seguridad y las normas y prácticas éticas adecuadas; utilizando las conclusiones de la investigación con el objeto de revisar ideas y suposiciones y planificar investigaciones futuras. (Investigación) ES, AL, M

8. Utilizar la tecnología, instrumentos científicos y equipos con el fin de recopilar, guardar y analizar datos; analizar la manera en que los avances tecnológicos contribuyen al progreso científico al mismo tiempo que crean problemas e interrogantes nuevos. (Instrumentos Científicos) AL, M

9. Evaluar las soluciones propuestas a los problemas que enfrenta el mundo y sus habitantes por medio de la aplicación e integración de conceptos principales de varios ramos de la ciencia. (Aplicación y Conexiones). ES, H, AL, M

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## Arte

Todo estudiante que haya terminado el décimo grado en escuelas del DEULA será capaz de:

12. Evaluar y criticar las obras de danza, música, teatro y artes plásticas en comparación con los modelos ejemplares haciendo uso de los criterios establecidos y de criterios elaborados por el estudiante. AL
13. Identificar obras de arte de diferentes culturas y períodos históricos y determinar en qué manera la danza, la música, el teatro y las artes plásticas mantienen y expresan temas culturales; analizar obras de arte específicas, procesos técnicos y elementos estilísticos incluyendo su propio trabajo. H, AL
14. Analizar cómo las características de la danza, la música, el teatro y las artes plásticas se relacionan entre sí y al aprendizaje en las demás áreas de contenido; describir por qué el conocimiento artístico es esencial para el aprendizaje para toda la vida. ES, H, AL, M, C

*Al graduarse del décimo grado del DEULA, los estudiantes podrán realizar lo siguiente en por lo menos una de las cuatro artes plásticas y dramáticas:*

15. **Danza:** ● Analizar los elementos espacio, tiempo y fuerza haciendo uso de las combinaciones y variaciones de los movimientos de dificultad moderada (ejemplo: cambiando el compás y los modelos rítmicos); tratar los elementos de los movimientos de danza, utilizando el vocabulario apropiado. ES, AL, M, C

16. **Danza:** ✋ Crear coreografías que demuestren la claridad de la intención, la unidad, la originalidad, la forma coherente y los principios, procesos y estructuras de movimiento artístico. C

17. **Música:** ● Analizar los usos de los elementos de escritura musical y los elementos de armonía, ritmo, forma, compás, dinámica y color del tono en muestras musicales específicas. M

18. **Música:** ✋ Cantar o ejecutar un instrumento con expresión y precisión técnica individualmente y en grupo; improvisar variaciones rítmicas y melódicas en melodías dadas; componer y hacer arreglos musicales de varios estilos para voces o instrumentos, demostrando el uso de los elementos musicales. M

19. **Teatro:** ● Analizar el argumento, el ambiente, los personajes y el tema de una obra de teatro; seleccionar y justificar la selección de las partes de la obra que se representarán. AL

20. **Teatro:** ✋ Producir y representar escenas y obras de teatro incluyendo los trabajos originales o improvisados del estudiante que contengan una amplia gama de personajes con diversas maneras de hablar y movimientos; uso de la información compilada por el estudiante sobre las personas, los eventos, el tiempo y el lugar para crear apropiadamente los personajes y para diseñar ambientes dramáticos. H, AL

21. **Artes Plásticas:** ● Analizar las funciones y la estructura visual del arte y hacer uso del vocabulario de las artes plásticas al observar obras de arte, objetos naturales y eventos en el medio ambiente y al crear las propias obras originales. AL, M, C

22. **Artes Plásticas:** ✋ Crear obras de artes plásticas en una variedad de medios, utilizando técnicas y procesos que demuestren competencia y que estén informados por los elementos y principios de las artes plásticas; aplicar los conceptos y las técnicas de las artes plásticas para comunicarse efectivamente. M

● = Percepción Artística

✋ = Expresión Creativa

## Educación para la Salud

Todo estudiante que haya terminado el curso de contenido de la salud a nivel de **secundaria superior** en escuelas del DEULA será capaz de:

10. Hacer un resumen de los factores y comportamientos que afectan la salud, incluyendo la práctica de la buena higiene personal para prevenir que se contagien las enfermedades y participar en una actividad física regular para promover la salud cardiovascular y la flexibilidad. (Salud personal) AL, M
11. Considerar la calidad nutricional y la seguridad del consumidor en la amplia variedad de opciones de alimentos disponibles, al planear una dieta balanceada que vaya de acuerdo con los requisitos de la edad y el sexo; las preferencias personales, familiares y culturales; control del peso; y los factores de riesgo relacionados con la salud. (Nutrición) M
12. Distinguir entre varios aspectos de las etapas del crecimiento y desarrollo físico, mental, emocional y social, incluyendo la sexualidad,* que ocurren a lo largo del ciclo de la vida, desde la etapa prenatal hasta la niñez, adolescencia, madurez y la muerte. (Crecimiento y desarrollo individualizado) AL, S
13. Resumir los factores y comportamientos que afectan la salud de las familias y el posible impacto de esos factores. (Vida familiar) A, AL
14. Evaluar y describir las consecuencias legales, sociales, económicas y psicológicas del consumo del alcohol, el tabaco y otras drogas e identificar las destrezas interpersonales de comunicación, incluyendo la seguridad en sí mismo, el rechazo, la negociación y la resolución de conflictos, que pueden utilizarse para evitar el consumo de sustancias dañinas. (Alcohol, tabaco y otras drogas) H, AL
15. Investigar los factores de riesgo respecto a la susceptibilidad de enfermedades crónicas y contagiosas importantes incluyendo el HIV/SIDA y otras enfermedades transmitidas sexualmente,* y indique las estrategias eficaces para contrarrestar los efectos de esos factores de riesgo. (Enfermedades contagiosas y crónicas) C
16. Comparar y contrastar la confiabilidad de los productos y servicios médicos y las fuentes de información y explicar la forma en que se usan. (Salud del consumidor y de la comunidad) AL, M
17. Estimar la efectividad de las diferentes formas de proteger la salud y la seguridad, reduciendo los riesgos de encontrarse en situaciones peligrosas, accidentales o violentas, que podrían resultar de las acciones propias o de los otros. (Prevención de lesiones y seguridad) AL, M
18. Criticar las influencias de factores culturales, del medio y técnicos respecto a la salud personal y del medio ambiente. (Salud del medio ambiente) A, H, AL, C

*Si se incluyen los órganos humanos de reproducción, se debe obtener la autorización del padre, la madre o el tutor. (Código de Educación, Artículo 51550)

## Historia/Ciencias Sociales
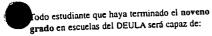
Todo estudiante que haya terminado un curso de contenido de **Historia Mundial** y de los **Estados Unidos** en escuelas del DEULA será capaz de:

9. Analizar las evoluciones políticas, económicas y sociales de mayor importancia que hayan contribuido a la formación de la historia, de los Estados Unidos y demás países contemporáneos. A, ES, AL, M, C
10. Evaluar la influencia de las creencias principales (religión, filosofía) en el desarrollo histórico en los Estados Unidos y demás países contemporáneos. A, AL
11. Analizar el efecto de los factores geográficos en el desarrollo de sistemas humanos y sociales en los Estados Unidos y demás países contemporáneos. M, C
12. Analizar la manera como diferentes sociedades y civilizaciones han establecido metas económicas y han resuelto sus propios asuntos por medio del análisis, conceptos y datos económicos. ES, AL, M
13. Interpretar hechos históricos en forma válida por medio de preguntas sobre historia, evaluación de datos y análisis de diferentes puntos de vista. A, ES, AL, M, C
14. Analizar la dependencia mutua y la acción recíproca entre los Estados Unidos y las culturas mundiales a través de la historia. A, AL
15. Analizar la relación entre los ideales y las acciones de personajes, individuos y grupos históricos y el efecto en los Estados Unidos y demás países contemporáneos. A, ES, AL
16. Analizar y aplicar los principios democráticos a los asuntos y eventos nacionales e internacionales. ES, AL

**WASC 25287**

A= Artes Plásticas y Dramáticas    ES = Educación de la Salud    H = Historia

# Normas estudiantiles de aprendizaje

## Artes del Lenguaje

Todo estudiante que haya terminado el noveno grado en escuelas del DEULA será capaz de:

10. Atender y responder en forma crítica a situaciones, tanto formales como informales, con el fin de desarrollar opiniones sobre una variedad de temas e ideas. A, ES, H, C

11. Hablar ante audiencias diversas con confianza y aplomo, demostrando una variedad de habilidades en el lenguaje hablado. A, H, M, C

12. Aplicar estrategias adquiridas de lectura con el fin de extraer el sentido de una variedad de materiales; sacar conclusiones sobre los temas, propaganda y sátiras. A, ES, H

13. Analizar y evaluar la literatura de una variedad de materiales de lectura e información que represente diversas experiencias culturales. A, ES, H

14. Utilizar las reglas convencionales del lenguaje escrito en cuanto a la mecánica, uso, gramática y ortografía de la escritura, con el fin de desarrollar en forma más completa y mantener la claridad y el estilo individual. A, ES, H, M, C

15. Utilizar todos los pasos del proceso de escritura, incluyendo la escritura preliminar, primeras redacciones, evaluaciones, revisiones, correcciones y publicación con el fin de desarrollar la habilidad en varios tipos de escritura. ES, H, M, C

16. Producir tipos de escritura bien organizados para audiencias y propósitos específicos, utilizando pruebas verídicas derivadas de una variedad de recursos. A, ES, H, M, C

17. Evaluar y analizar la información obtenida de fuentes múltiples, tales como computadoras, programas y centros de información de medios audiovisuales o bibliotecas para diversos propósitos. A, ES, H, M, C

18. Comparar y analizar diferentes aspectos de un tema extraído de la literatura y demás fuentes y proponer soluciones utilizando estrategias de resolución de problemas. A, ES, H

OBSERVACION: Aquellos estudiantes que no dominan el idioma inglés recibirán clases de Desarrollo del Idioma Inglés (ELD) en base a las normas de ELD de California hasta que estén preparados para recibir instrucción en inglés. Mientras ellos aprenden el inglés, la instrucción en las artes del lenguaje, así como la de otras materias básicas, será impartida en el idioma natal del estudiante, siempre que sea necesario.

## Matemáticas

Todo estudiante que haya terminado el noveno grado en escuelas del DEULA será capaz de:

13. Sumar, multiplicar y dividir utilizando números enteros, primos, factores, múltiplos, fracciones, decimales, números racionales, exponentes y notaciones científicas; resolver problemas por medio del cálculo y verificar la lógica de los resultados en situaciones de la vida real con el fin de aumentar el sentido de las cantidades. C

14. Utilizar el sistema regular así como el sistema métrico, incluyendo geometría básica y medidas no geométricas para determinar medidas de longitud, peso, masa, valor monetario, tiempo y temperatura. A, ES, C

15. Identificar patrones, funciones y demás relaciones algebraicas, incluyendo desigualdades; utilizar tablas, gráficas y ecuaciones para modelar relaciones funcionales en situaciones de la vida real; aplicar el conocimiento de las funciones con el fin de analizar e interpretar problemas, predecir soluciones y crear algoritmos algebraicos para solucionar problemas. C

16. Utilizar el raciocinio inductivo y deductivo y conceptos de geometría coordinada y de transformación para analizar las relaciones geométricas, validar pruebas formales e informales y resolver problemas en las relaciones geométricas, tales como congruencia y similitud. A, C

17. Utilizar una variedad de estructuras discretas tales como series, secuencias, repeticiones, matrices, diagramas ramificados y sistemas de redes con el fin de encontrar posibles combinaciones y arreglos, hacer conjeturas, validar soluciones, analizar la lógica de los argumentos y aplicar conclusiones a situaciones matemáticas. C, H

18. Desarrollar y aplicar probabilidades simuladas con el fin de evaluar información, predecir posibles resultados y tomar decisiones válidas, adecuadas y útiles. ES, H, AL, C

19. Utilizar varios métodos estadísticos para describir, analizar y evaluar datos con el fin de tomar decisiones válidas, adecuadas y útiles. ES, H

20. Emplear la tecnología adecuada (por ejemplo, calculadoras, calculadoras diagramáticas y computadoras) y materiales que permitan la práctica para la investigación matemática y situaciones de la vida real. A, H, AL, C

21. Aplicar razonamiento inductivo y deductivo y estrategias para la resolución de problemas, tales como análisis de patrones, propiedades y relaciones entre sistemas de números con el fin de validar soluciones y aplicar las conclusiones a varias situaciones de la vida real. H, AL, C

22. Hacer conexiones entre los conceptos matemáticos relacionados y aplicar dichos conceptos a otras áreas de contenido y situaciones de la vida real. A, ES, H, C

23. Analizar las influencias, del presente y del pasado de los eventos históricos, descubrimientos científicos y cambios sociales en el desarrollo de las matemáticas. H, AL, C

24. Ser capaces de comunicarse por medio del razonamiento matemático en forma oral, escrita y gráfica utilizando lenguaje y conceptos matemáticos (términos y símbolos) con el fin de apoyar ideas y conclusiones. AL

## Ciencias

Todo estudiante que haya estudiando dos años de ciencia a nivel de secundaria en escuelas del DEULA será capaz de:

10. Describir, contar y analizar las fuerzas que han moldeado la tierra por medio de la aplicación de conceptos de astronomía, meteorología, geología, oceanografía y física. (Geología) H, M

11. Analizar y explicar conceptos de física tales como fuerza, movimiento y la transformación de la energía y sacar un predicado por medio de la manipulación de las variables del sistema físico. (Ciencias Físicas) A, M

12. Observar, describir y determinar la cantidad de reacciones químicas y el efecto de la estructura atómica o molecular en la acción recíproca de materiales diferentes, incluyendo el equilibrio de ecuaciones químicas simples. (Química) M

13. Analizar y explicar la dependencia mutua de los organismos en los sistemas ecológicos, el papel de la herencia genética y los patrones y procesos por medio de los cuales los organismos y los sistemas ecológicos cambian con el tiempo. (Ciencias Biológicas) ES, H, M

14. Elaborar hipótesis basadas en observaciones, explicaciones, modelos y predicciones compatibles con las pruebas; reevaluar estas hipótesis a la luz de nueva evidencia. (Raciocinio Científico) AL, M

15. Demostrar el uso adecuado de tablas, gráficas, diagramas y análisis escritos, con el fin de comunicar las determinaciones y conclusiones extraídas de los datos recopilados; comparar y hacer un contraste de conclusiones alternativas basadas en los mismos datos. (Comunicación) ES, AL, M

16. Investigar los fenómenos científicos por medio de experimentación individual o en grupo, estudios de campo y elaborar e investigación, identificación y control de variables que puedan afectar los resultados de los experimentos. (Investigación) AL, M

17. Demostrar el uso adecuado de una variedad de instrumentos científicos y tecnología para la recopilación, organización y análisis de datos extraídos de la observación de objetos, organismos y hechos naturales. (Instrumentos Científicos). M

18. Evaluar las soluciones propuestas a los problemas que enfrentan las comunidades utilizando los conceptos científicos, haciendo la distinción entre las opiniones y los datos científicos adecuados. (Aplicaciones y Conexiones) ES, AL, M

AL = Artes del Lenguaje    M = Matemáticas    C = Ciencias

**WASC 25288**

## Arte

Todo estudiante que haya terminado el octavo grado en escuelas del DEULA será capaz de:

23. Utilizar el criterio establecido para evaluar la calidad y efectividad de los trabajos de arte en la danza, la música, el teatro y las artes plásticas. AL

24. Analizar las características artísticas y sociales y las funciones de la danza, la música, el teatro y las artes plásticas en varias culturas y períodos históricos;explicar por qué ciertos trabajos son representativos desu período o cultura. H, AL

25. Evaluar y citar ejemplos específicos de cómo los elementos y principios de la danza, la música, el teatro y las artes visuales son similares y de qué manera son diferentes; identificar cómo las artes se conectan con el aprendizaje en otras áreas del contenido de las materias y en lo que respecta a las experiencias de aprendizaje de toda la vida. ES, H, AL, M, C

*Al completar el octavo grado en las escuelas del DEULA, el estudiante serán capaces de lo siguiente por lo menos en una de las cuatro artes plásticas o dramáticas:*

26. **Danza:** ● Moverse con exactitud según el compás y el ritmo variados de la música; describir los elementos y conceptos de la danza usando vocabulario de la danza. AL, M

27. **Danza:** ✋ Utilizar vocabulario de movimiento y el conocimiento del movimiento para crear y refinar composiciones originales de danza utilizando una variedad de temas. C

28. **Música:** ● Describir el uso de la melodía, la armonía, el ritmo, la forma, el tiempo, la dinámica y el tono del color al leer o escuchar música; leer la música exacta y expresivamente. M, C

29. **Música:** ✋ Cantar y tocar música con exactitud en partes; improvisar acompañamientos melódicos y armónicos simples y componer piezas cortas dentro de lineamientos especificados; usar una variedad de fuentes de sonido tradicionales y no tradicionales y medios electrónicos al componer y hacer arreglos. M

30. **Teatro:** ● Representar el humor, personajes y la emoción al relatar experiencias e historias; documentar observaciones y percepciones de valores de representaciones y producción de la iluminación, humor, atmósfera y sonido. AL

31. **Teatro:** ✋ Producir y representar escenas u obras para una variedad de repertorios, incluyendo los propios trabajos escritos e improvisados de los estudiantes, utilizando el movimiento, el tono vocal, el tempo y el tono para diferenciar personajes. AL

32. **Artes Visuales:** ● Usar los elementos y principios de las artes plásticas en las imágenes verbales y visuales; analizar imágenes investigando los aspectos de la composición, expresivos y metafóricos de los trabajos de arte. AL, M

33. **Artes Visuales:** ✋ Crear dos y tres trabajos de artes dimensionales que exhiben la familiaridad con elementos y principios de las artes plásticas utilizando una variedad de medios y técnicas; modificando imágenes visuales hábilmente (por ejemplo, a través de la colaboración, la distorsión, la ampliación y la simplificación) para crear un efecto específico. M

● = Percepción Artística

✋ = Expresión Creativa

## Educación para la Salud

Todo estudiante que haya terminado el curso de **séptimo grado** en escuelas del DEULA será capaz de:

19. Describir los factores y comportamientos que afectan la salud personal, tal como desarrollar buenas prácticas de higiene y la participación en las evaluaciones médicas físicas. (Salud personal) AL, M

20. Comparar y contrastar el valor nutricional de los alimentos seleccionados que reflejan las preferencias personales, familiares y culturales, utilizando las Directivas de la Pirámide de la Guía de Alimentos de la USDA que incluyen seis nutrientes esenciales. (Nutrición) M

21. Identificar las etapas del crecimiento y desarrollo físico, mental, emocional y social, incluyendo la sexualidad,* que ocurren a lo largo del ciclo de la vida, desde la etapa prenatal hasta la niñez, adolescencia, madurez y la muerte. (Crecimiento y desarrollo individualizado) C

22. Reconocer y explicar los factores y comportamientos que le afectan a la salud de las familias. (Vida familiar) A, AL

23. Explicar las consecuencias a corto y a largo plazo del consumo del tabaco, el alcohol y otras drogas y reconocer las habilidades de la comunicación y la seguridad en sí mismo que ayudan a contrarrestar las presiones para usarlos. (Alcohol, tabaco y otras drogas) AL

24. Hacer un resumen de los efectos de las enfermedades crónicas y contagiosas que prevalecen en diferentes etapas de la vida, incluyendo el HIV/SIDA y otras enfermedades trasmitidas sexualmente,* y describir las estrategias eficaces para su prevención. (Enfermedades contagiosas y crónicas) AL, C

25. Distinguir entre los productos de la salud, servicios y fuentes de información que podrían ser útiles o dañinas para la salud. (Salud del consumidor y de la comunidad) AL

26. Especificar comportamientos que protegen la salud y la seguridad reduciendo los riesgos de encontrarse en situaciones potencialmente peligrosas o violentas que pueden resultar de las acciones propias o de los otros. (Prevención de lesiones y seguridad) AL

27. Resumir las influencias de los factores culturales, del medio y tecnológicos sobre la salud personal y del medio ambiente. (Salud del medio ambiente) A,H, AL

* Si se incluyen los órganos humanos de reproducción, se debe obtener la autorización del padre, la madre o el tutor. (Código de Educación, Artículo 51550)

## Historia/Ciencias Sociales

Todo estudiante que haya terminado el séptimo grado en escuelas del DEULA será capaz de:

17. Comparar y hacer el contraste del origen y desarrollo de las civilizaciones de Africa, Asia, Europa y Mesoamérica. A, AL, C

18. Mostrar las maneras diversas en que las culturas y sociedades de Africa, Asia, Europa y Mesoamérica han intentado resolver asuntos éticos. A, AL

19. Explicar y demostrar la manera en que la geografía influye en el crecimiento político, social y económico de una civilización. AL, M, C

20. Explicar la manera en que las civilizaciones antiguas, las medievales y las nuevas civilizaciones de América resolvieron los interrogantes económicos básicos sobre lo que debían producir, la manera de hacerlo y para quién hacerlo. AL, M, C

21. Analizar la relación recíproca entre las civilizaciones antiguas, las medievales y las nuevas civilizaciones de América en cuanto al desarrollo político, social y económico de las mismas. M, C

22. Aplicar los principios de la economía de mercado (por ejemplo, toma de decisiones, oferta y demanda, análisis de costo-beneficio a las sociedades antiguas, medievales y nuevas civilizaciones de América. M

23. Recopilar, identificar, cuestionar y evaluar el efecto de ideas, valores, comportamientos e instituciones diversas, con el fin de lograr interpretaciones y soluciones históricas. A, ES, AL, M

24. Analizar la acción recíproca y el efecto mutuo de las culturas de Africa, Asia, Europa, Mesoamérica y tempranas de Norteamérica. A, M, C

25. Evaluar la manera en que las creeencias de las sociedades antiguas, medievales y nuevas de América forjaron en sus gobiernos respectivos. AL, C

26. Evaluar el papel de las civilizaciones antiguas y medievales en el desarrollo de las democracias modernas de la actualidad. AL

**WASC 25289**

A= Artes Plásticas y Dramáticas    ES = Educación de la Salud    H = Historia

# Normas estudiantiles de aprendizaje

## Artes del Lenguaje

Todo estudiante que haya terminado el séptimo grado en escuelas del DEULA será capaz de:

19. Atender activamente y en forma crítica y responder a una diversidad de comunicaciones con el fin de determinar el sentido. A, ES, H, M, C
20. Utilizar habilidades de lenguaje hablado tales como la voz, articulación, contacto visual y ademanes, cuando corresponda, con el fin de comunicar ideas al público en forma efectiva. A, H, M, C
21. Utilizar una variedad de estrategias de lectura, tales como la diferenciación entre denotación y connotación, hecho y opinión, idea principal y detalles secundarios. A, ES, H, C
22. Parafrasear, resumir, analizar, interpretar y evaluar ideas y conceptos por medio de la lectura de literatura culturalmente diversa y demás materiales de lectura. A, ES, H, M, C
23. Utilizar una variedad de estructuras en las oraciones, vocabulario preciso, conjugación adecuada de verbos y puntuación, con el objeto de demostrar y mantener la claridad y desarrollar un estilo personal de escritura. A, ES, H, M, C
24. Utilizar los procesos de escritura incluyendo la escritura preliminar, primeras redacciones, evaluaciones, revisiones, correcciones y publicación, en el trabajo escrito. ES, H, M, C
25. Escribir para una variedad de audiencias y propósitos específicos (tales como en la narración, persuasión e información) utilizando párrafos bien organizados con pruebas adecuadas y apropiadas. A, ES, H, M, C
26. Recopilar, evaluar e integrar la información de fuentes múltiples tales como experiencias prácticas, computadoras y centros de medios audiovisuales o bibliotecas, con el propósito de preparar informes y presentaciones. A, ES, H, M, C
27. Evaluar y analizar puntos de vista alternos sobre temas extraídos de varias selecciones literarias y demás fuentes y evaluar una variedad de soluciones. A, ES, H

OBSERVACION: Los estudiantes del LAUSD que no dominan el idioma inglés recibirán clases de Desarrollo del Idioma Inglés (ELD) en base a las normas de ELD de California hasta que estén preparados para recibir instrucción en inglés. Hasta entonces, la instrucción en las artes del lenguaje, así como la de otras materias básicas, será impartida en el idioma natal del estudiante, siempre que sea necesario.

## Matemáticas

Todo estudiante que haya terminado el séptimo grado en escuelas del DEULA será capaz de:

25. Sumar, restar, multiplicar y dividir utilizando números enteros, primos, múltiplos, decimales, números racionales, exponentes y notaciones científicas; calcular y verificar la lógica de los resultados. C
26. Analizar la estructura de sistemas regulares y métricos utilizados en los Estados Unidos; seleccionar y aplicar sistemas de medidas pertinentes con el fin de resolver problemas de la vida real. A, ES, C
27. Identificar y aplicar las relaciones y funciones matemáticas, algoritmos algebraicos (proceso de resolución de problemas por etapas), variables, constantes, expresiones matemáticas, coordinadas y escalas para la resolución de problemas. C
28. Identificar, describir, comparar y clasificar figuras geométricas; aplicar las propiedades y relaciones geométricas para resolver problemas; y utilizar conceptos geométricos como instrumentos para describir el mundo físico. A, C
29. Aplicar varias estructuras discretas (series, secuencias, matrices y diagramas ramificados) para encontrar posibles arreglos y combinaciones en una situación problemática. AL, C, H
30. Aplicar conceptos de probabilidades tales como casualidad, equidad, desigualdad y valores proyectados con el fin de determinar posibles resultados y tomar decisiones basadas en el conocimiento. ES, H, C
31. Desarrollar, utilizar e interpretar tablas y gráficas para describir situaciones cotidianas; recopilar, organizar y presentar datos por medio de gráficas; sacar conclusiones basadas en datos recibidos. AL, C, H
32. Seleccionar y aplicar métodos adecuados de resolución de problemas, tales como cálculo mental, cálculo con papel y lápiz y calculadoras; y modelar situaciones matemáticas utilizando materiales que permitan la práctica y por medio de programas de computadoras adecuados tales como hojas de cálculo, hojas de borrador o calculadoras diagramáticas. A, H, C
33. Utilizar el raciocinio inductivo y deductivo para resolver problemas matemáticos; aplicar la lógica proporcional para analizar las relaciones entre las fracciones, decimales y porcentajes por medio de ejemplos que incluyen proporciones, coeficientes, índices y escalas. A, ES, AL, C, H
34. Establecer y aplicar conexiones entre los diferentes conceptos matemáticos a otras áreas de contenido y a la vida diaria. (Como el uso de medidas para construcción) A, ES, C, H
35. Comparar y describir los conceptos matemáticos y sistemas numéricos, por ejemplo, el teorema de Pitágoras, desarrollados por diferentes civilizaciones, períodos históricos y culturas. AL, C, H
36. Utilizar símbolos matemáticos, términos y conceptos para comunicar el raciocinio matemático, verbalmente, por escrito y por medio de gráficas. H, AL, C

## Ciencias

Todo estudiante que haya terminado el séptimo grado en escuelas del DEULA será capaz de:

19. Explorar y analizar la manera en que las características físicas de la tierra afectan los hábitats y los climas; explorar y analizar los conceptos comunes de ciencias terrestres tales como el ciclo acuático, gravedad, rotación e inclinación de la tierra; explicar los beneficios de utilizar sabiamente los recursos terrestres y de protegerlos. (Geología) ES, H, M
20. Observar y describir el comportamiento de la materia en cuanto a movimiento, fuerza y transformación de la energía y relacionar las conclusiones a las Leyes de Movimiento de Newton; predecir los efectos de la gravedad, densidad y electromagnetismo en el comportamiento de la materia. (Ciencias Físicas) A, M
21. Explicar que toda materia se compone de partículas conocidas como átomos y que las propiedades físicas y químicas de la materia dependen de la organización de los átomos. (Química) M
22. Explicar como los organismos sobreviven, crecen y se reproducen; clasificarlos de acuerdo a sus características, incluyendo las estructuras celulares y analizar la acción recíproca con el medio ambiente y otros organismos. (Ciencias Biológicas) ES, H
23. Identificar la evidencia pertinente, utilizar raciocinio lógico, formular preguntas científicas; distinguir entre los hechos y las opiniones al evaluar o analizar las explicaciones de los fenómenos naturales. (Raciocinio Científico) AL
24. Comunicar pronósticos y conclusiones sobre el mundo natural y físico por medios orales, visuales y escritos, basados en observaciones, investigaciones y estudios individuales y en grupos. (Comunicación) A, ES, AL
25. Por medio del trabajo individual y de grupo y observando las reglas de seguridad y las consideraciones éticas, investigar cuestiones científicas por medio de la identificación y proposición de soluciones para el control de variables; compilar y evaluar datos recopilados. (Investigación) ES, AL, M
26. Utilizar instrumentos científicos en forma efectiva, tales como termómetros, microscopios y computadoras (incluyendo el Internet) para recopilar y compartir información acerca de objetos, organismos y acontecimientos naturales. (Instrumentos Científicos). AL, M
27. Identificar e investigar los conceptos científicos relativos a los problemas de la vida real; establecer conexiones válidas entre los diferentes aspectos de la biología, tierra/espacio y física. (Aplicaciones y conexiones). ES, M

AL = Artes del Lenguaje    M = Matemáticas    C = Ciencias

## Arte

Todo estudiante que haya terminado el **cuarto grado** en escuelas del DEULA será capaz de:

34. Usar la terminología apropiada de la danza, la música, el teatro y las artes plásticas para explicar las preferencias personales de la expresión artística. AL

35. Identificar una variedad de trabajos de arte en la danza, la música, el teatro y las artes plásticas de varias culturas y períodos históricos; determinar las formas en que los trabajos de arte reflejan a la gente y los lugares ahora y en el pasado. H, AL

36. Identificar conexiones entre los elementos de la danza, la música, el teatro y las artes visuales entre una forma de arte y otras áreas del contenido y entre las artes y las habilidades de aprendizaje a lo largo de toda la vida. ES, H, AL, M, C

37. **Danza:** ● Explicar los elementos tiempo, espacio y fuerza en relación a la música, las imágenes y los sentimientos. M, ES

38. **Danza:** ✋ Crear y demostrar elementos de la danza y las habilidades en la improvisación, la coreografía de los estudiantes y la coreografía establecida. C

39. **Música:** ● Usar un sistema para tomar notas para leer patrones simples del tono y del ritmo; reconocer los elementos básicos de la melodía, la armonía, el ritmo, la forma, el tempo, la dinámica y el color del tono. M

40. **Música:** ✋ Cantar y tocar instrumentos del salón de clase (por ejemplo, tambores, maracas, tamborines, campanas) con exactitud; componer e improvisar patrones simples rítmicos y melódicos y acompañamientos. M

41. **Teatro:** ● Asumir el papel de objetos, animales o gente y reproducir sus sonidos; describir el modo, atmósfera y sonidos de una producción y su impacto en los sentimientos. AL, C

42. **Teatro:** ✋ Crear dramatizaciones improvisadas que incluyen una trama, tema, desarrollo del personaje, diálogo, sonido y aspectos visuales; escribir y grabar el diálogo y la situación. AL

43. **Artes Plásticas:** ● Identificar los elementos del arte y los principios de las artes visuales según se ve en el entorno y en los trabajos de arte. H, M, C

44. **Artes Plásticas:** ✋ Crear trabajos originales en el arte y en una variedad de medios (por ejemplo, el dibujo, la pintura, el grabado, el modelaje, construcción, fotografía y gráficas computarizadas,) utilizando una variedad de técnicas. M

● = **Percepción Artística**

✋ = **Expresión Creativa**

## Educación para la Salud

Todo estudiante que haya terminado el **cuarto grado** en escuelas del DEULA será capaz de:

28. Reconocer los hábitos personales de la salud que mantienen y mejoran la salud, enfocándose particularmente en las necesidades cambiantes de los adolescentes, tales como el practicar la buena higiene personal y dormir suficiente cantidad de horas así como ingerir nutrientes para cumplir con las necesidades de reparación y crecimiento del cuerpo. (Salud personal) AL, C

29. Juzgar el contenido nutricional de varios alimentos y su contribución a la salud y la nutrición utilizando la Guía de Alimentos del USDA. (Nutrición) M, C

30. Reconocer los factores principales que tienen influencia en el crecimiento humano y usar la terminología correcta de las partes del cuerpo* al describir los cambios del crecimiento en la preadolescencia. (Crecimiento y desarrollo individuales) C

31. Identificar los comportamientos que los estudiantes pueden exhibir para apoyar las interacciones familiares positivas tales como el escuchar y seguir indicaciones; seguir los reglamentos familiares; mostrar preocupación y respeto por los miembros de la familia y usar habilidades de comunicación eficaces para la resolución de conflictos sin violencia. (Vida familiar) H, AL

32. Identificar los efectos dañinos del alcohol, el tabaco y otras drogas, y describir las destrezas y comportamientos que pueden usarse para responder a las influencias sociales y las presiones para consumir estas substancias. (Alcohol, tabaco y otras drogas) H, AL, C

33. Enumerar comportamientos que reducen el riesgo de la enfermedad y aceleran la recuperación de enfermedades. (Enfermedades contagiosas y crónicas) C

34. Nombrar los lugares para obtener información sobre servicios y productos relacionados con la salud. (Salud del consumidor y de la comunidad) H

35. Revisar las formas de minimizar los riesgos de involucrarse en accidentes, violencia y otras situaciones potencialmente peligrosas que resultan de las acciones propias o de los demás. (Prevención de lesiones y seguridad) AL

36. Reconocer y describir los efectos del entorno en la salud personal. (Salud del medio ambiente) H, AL, C

* Si se incluyen los órganos humanos de reproducción, se debe obtener la autorización del padre, la madre o el tutor. (Código de Educación, Artículo 51550)

## Historia/Ciencias Sociales

Todo estudiante que haya terminado el **cuarto grado** en escuelas del DEULA será capaz de:

27. Describir la manera en que el ambiente físico en California afecta la vivienda, las creencias, la organización social y el trabajo de las personas. A, ES, AL, C

28. Comparar y hacer el contraste de las características culturales y contribuciones de los grupos indígenas de California y los grupos inmigrantes diversos que llegaron a esta región. A, AL

29. Describir por qué los diferentes grupos de personas han llegado y continúan llegando a California y la influencia que han tenido y continúan teniendo en el desarrollo del Estado. A, M, C

30. Identificar los recursos humanos y naturales disponibles para diferentes habitantes de California en diferentes épocas y describir la manera como dichos recursos han afectado las decisiones que han tomado y continúan tomando dichos habitantes, relativas especialmente al tipo de trabajo que realizan. M, C

31. Evaluar la información histórica que refleja ideas, valores, comportamientos e instituciones diversas por medio de recursos múltiples, con el fin de observar mejor la historia desde diferentes puntos de vista. A, ES, AL

32. Analizar y explicar eventos, tendencias, asuntos, personajes históricos y movimientos que han ayudado a moldear la historia de California. A, AL, M, C

33. Explicar la manera en que los habitantes de California han intentado resolver asuntos de justicia, equidad, comunidad y responsabilidad personales y cívicas. ES, AL

34. Evaluar el papel del gobierno representativo en la escuela, comunidad y organizaciones estatales. ES, AL

**WASC 25291**

# Normas de aprendizaje para los estudiantes

## Artes del Lenguaje

Todo estudiante que haya terminado el tercer grado en escuelas del DEULA será capaz de:

28. Escuchar activamente con el fin de obtener información y responder en forma adecuada. A, ES, H, C
29. Demostrar habilidades de lenguaje hablado tales como ritmo, volumen, énfasis, pronunciación, audibilidad y lenguaje adecuado. A, H, M, C
30. Utilizar varias estrategias de lectura, tales como fonética,contexto gráfico e indicaciones gramaticales y de contexto, con el fin de llevar a cabo la lectura con precisión, fluidez y comprensión. A, ES, H, M, C
31. Volver a relatar, anticipar, sacar conclusiones y evaluar pasajes extraídos de la literatura de varias culturas y de otros materiales de lectura. A, ES, H
32. Utilizar correctamente la ortografía, gramática, uso del lenguaje, estructura, mayúsculas y puntuación, con el objeto de producir redacciones finales de fácil comprensión. A, ES, H, M, C
33. Utilizar una variedad de procesos de escritura, incluyendo la redacción preliminar, borrador, evaluación, revisión, corrección y publicación, con la ayuda del maestro, con el fin de desarrollar y expresar ideas. ES, H, M, C
34. Escribir, en forma simple, párrafos, manteniendo una idea central con hechos pertinentes y detalles, para una audiencia y propósitos variados. A, ES, H, M, C
35. Recopilar información con el fin de presentar un informe utilizando fuentes tales como entrevistas, cuestionarios,computadoras y centros de medios audiovisuales o bibliotecas. A, ES, H, M, C
36. Identificar conflictos y puntos de vista y sugerir soluciones a problemas similares por medio de literatura adecuada para el nivel de grado. A, ES, H

OBSERVACION: Los estudiantes del LAUSD que no dominan el idioma inglés recibirán clases de Desarrollo del Idioma Inglés (ELD) en base a las normas de ELD de California hasta que estén preparados para recibir instrucción en inglés. Mientras ellos aprenden el inglés, la instrucción en las artes del lenguaje, así como la de otras materias básicas, será impartida en el idioma natal del estudiante, siempre que sea necesario.

## Matemáticas

Todo estudiante que haya terminado el tercer grado en escuelas del DEULA será capaz de:

37. Aplicar las operaciones básicas utilizando números enteros y fracciones simples (mitades, cuartas partes); utilizar el método de aproximación a los decimales, cientos y miles como una estrategia de cálculo para verificar la lógica de los resultados. C
38. Utilizar los sistemas e instrumentos de medición, regulares y no regulares, adecuados (reglas, escalas, termómetro, reloj, dinero, etc.) con el fin de calcular o medir directamente la longitud, capacidad, peso, masa, área, volumen, tiempo, temperatura y valor monetario. A, ES, C
39. Expresar los símbolos adecuados de operaciones matemáticas (+, -, x, ÷, =, >, <) y encontrar las cantidades que hacen falta para completar una expresión. C
40. Utilizar los conceptos geométricos de espacio y forma para construir, describir y comparar las propiedades de figuras de una, dos, y tres dimensiones tales como segmentos de líneas, círculos, polígonos simples y sólidos. A, C
41. Crear y utilizar estructuras discretas tales como series, gráficas, tablas y diagramas con el fin de encontrar combinaciones y arreglos posibles para artículos que pueden contarse (por ej.: ¿Cuántas combinaciones son posibles con tres camisas y tres pantalones diferentes?) H, AL, C
42. Predecir los resultados y llevar a cabo experimentos simples (tales como dados y trompos) con el fin de verificar la lógica de los resultados proyectados; identificar posibles estrategias para aumentar o disminuir la posibilidad de un resultado proyectado (por ej.: rifas). C, H
43. Recopilar organizar e interpretar datos estadísticos en gráficas, tablas y diagramas de barras; formular y resolver problemas utilizando datos para tomar decisiones adecuadas y útiles. ES, H, AL, C
44. Seleccionar y utilizar la tecnología adecuada, tal como calculadoras y computadoras con programas de resolución de problemas, elaborar y aplicar estrategias de resolución de problemas y explicar soluciones utilizando materiales que permitan la práctica, prueba y error, análisis de patrones y secuencias y razonamiento aritmético. H
45. Interpretar y utilizar declaraciones lógicas que contienen expresiones tales como y, o, si entonces, alguno, ninguno, no y fuera de, con el fin de hacer inferencias lógicas. ES, H, AL, C
46. Establecer conexiones entre los conceptos matemáticos y relacionarlos a conceptos en otras áreas de contenido y en la vida diaria. A, ES, H, C
47. Comparar el uso de varios sistemas numéricos (por ejemplo: indoarábico, romano acumulativo, etc.) de diferentes épocas históricas. AL, C, H
48. Utilizar lenguaje oral y escrito, dibujos y símbolos y términos matemáticos para comunicar la comprensión matemática. A, AL

## Ciencias

Todo estudiante que haya terminado el cuarto grado en escuelas del DEULA será capaz de:

28. Hacer observaciones acerca del clima, las estaciones, la atmósfera y las características físicas de la tierra; describir cómo algunos eventos naturales tienen patrones, secuencias y relaciones. (Geología) A, M
29. Identificar y describir los conceptos físicos fundamentales de la vida diaria, tales como las propiedades de la materia, fuerza, movimiento y formas de energía utilizando objetos tales como equipos de juegos y juguetes. (Ciencias Físicas) A, ES, AL, M
30. Observar y describir las propiedades de la materia y los cambios de formas; clasificar las formas en sólidas, líquidas y gaseosas. (Química) AL, M
31. Identificar las características de las formas vivas, incluyendo a los humanos, y la manera como se afectan y actúan recíprocamente y los medios de adaptación al medio ambiente cambiante. (Ciencias Biológicas) A, ES, H
32. Observar, ordenar, comparar y clasificar objetos, formas vivientes y eventos mundiales y luego hacer preguntas, predicciones y dar explicaciones razonables. (Razonamiento Científico) H, AL, M
33. Comunicar predicciones, datos y conclusiones sobre el mundo natural y físico por medios orales, visuales y gráficos. (Comunicación) A, ES, AL, M
34. Explorar, observar y clasificar entes vivos e inertes, tanto independientemente como en grupo. (Investigación) ES, M
35. Utilizar varios instrumentos con el fin de ordenar, contar, observar y medir objetos y eventos mundiales. (Instrumentos Científicos) A, M
36. Utilizar los conceptos aprendidos en ciencias biológicas, geología y ciencias físicas para tomar decisiones acerca de asuntos escolares o locales relativos al medio ambiente, tales como prevención de la erosión, reciclaje o calidad atmosférica. (Aplicaciones y Conexiones). ES, AL

# Los Angeles Unified School District

## ARTS

**Upon GRADUATION from the LAUSD, students will be able to:**

1. Analyze and make informed judgments about works of art and artistic expression, including performances in **dance, music, theatre,** and **visual arts** on the basis of form, content, technique, and creativity. (Aesthetic Valuing) LA

2. Describe the characteristics of **dance, music, theatre,** and **visual arts** from various cultures and traditions now and in the past; explain how the visual and performing arts influence and are influenced by these cultures and traditions. (Historical/Cultural Context) H, LA

3. Use artistic perception, historical context, creativity, and analysis to demonstrate how **dance, music, theatre,** and **visual arts** are related to each other, to the other content areas, and to lifelong learning. (Connections, Relations, Applications) HE, H, LA, M, S

*Upon GRADUATION from the LAUSD, students will, in at least ONE of the following four visual or performing arts, be able to:*

4. **Dance:** Design and critique dance sequences, studies, and completed works; use dance technique to demonstrate choreographic principles and processes; use the vocabulary of dance in verbal and written analyses of specific dances. HE, LA, M

5. **Dance:** Plan, compose, and perform extended dance pieces; perform the works of others, demonstrating a sense of individuality and appropriate interpretation in the presentations. S

6. **Music:** Read and write musical notation; analyze and describe music, using the vocabulary of music; identify and explain compositional devices and techniques. M

7. **Music:** Sing or play on an instrument a varied repertoire of music; improvise melodies, variations, and accompaniments; compose and arrange music within specific guidelines. M

8. **Theatre:** Analyze the physical, emotional, and social dimensions of characters, plots, settings, and themes from dramatic texts that represent a variety of genres and styles, historical periods, and cultures. HE, H, LA

9. **Theatre:** Develop and execute artistic interpretations of theatrical texts in the roles of actor, director, and designer; justify selections of text, interpretations, and visual and sound elements to convey dramatic intent. LA

10. **Visual Arts:** Apply the visual arts vocabulary in oral and written form; use refined and subtle discriminations to analyze the interrelationships of the elements and principles of the visual arts found in the students' own work, the work of others, and the environment. LA, M

11. **Visual Arts:** Create original artworks based on personal experiences or responses by using visual arts skills in a variety of media and techniques; demonstrate the ability to organize themes and images through the use of visual metaphor. M

## HEALTH EDUCATION

**Upon GRADUATION from the LAUSD, students will be able to:**

1. Evaluate and prioritize factors and behaviors that affect personal health, including health behaviors like participating in regular health screenings and regular physical activity to improve cardiovascular health and flexibility. (Personal Health) LA, M

2. Examine the nutritional quality and consumer safety of the wide variety of food choices available and plan a nutritionally balanced diet that accounts for age and gender requirements; personal, family, and cultural preferences; weight control; and health-related risk factors. (Nutrition) M

3. Compare the stages of physical, mental, emotional, and social growth and development, including sexuality,* that occur throughout the life cycle from the prenatal stage through childhood, adolescence, adulthood, and death. (Individual Growth and Development) LA, S

4. Analyze and compare the impact of different factors and behaviors that promote the health of families. (Family Living) A, LA

5. Assess the legal, social, economic, and psychological consequences of using alcohol, tobacco, and other drugs and demonstrate interpersonal communication skills—including assertiveness, refusal, negotiation, and conflict resolution—that can be used to avoid involvement with harmful substances. (Alcohol, Tobacco, and Other Drugs) H, LA

6. Evaluate risk factors for susceptibility to major chronic and communicable diseases, including HIV/AIDS and other sexually transmitted diseases,* and analyze effective strategies for counteracting the effects of those risk factors. (Communicable and Chronic Diseases) LA, M, S

7. Analyze the reliability of health products, services, and information sources and identify effective ways to use them. (Consumer and Community Health) LA

8. Critique ways to protect health and safety by reducing the risks of being involved in potentially dangerous accidental or violent situations that may result from one's own actions or the actions of others. (Injury Prevention and Safety) LA, M

9. Judge the importance and influences of cultural, media, and technological factors on personal and environmental health and propose the responsibilities of citizens in these matters. (Environmental Health) A, H, LA, S

*If human reproductive organs are included, permission of a parent or guardian must be obtained (Education Code, Section 51550).

## HISTORY/SOCIAL SCIENCE

**Upon GRADUATION from the LAUSD, students will be able to:**

1. Analyze the relationship of major events and significant ideas that have shaped the history of the United States and other major countries in the world. A, HE, LA, M, S

2. Evaluate the impact of major belief systems (that is, religion, philosophy) on the historical development of the United States and other major countries in the world. A, LA

3. Analyze how geographic factors influenced the historical development of the United States and other major countries in the world. Factors could include migration, settlement patterns and the distribution of natural resources across regions, physical systems, and human systems. LA, M, S

4. Apply economic concepts, relationships, data and analysis, and cost-benefit to contemporary and historical issues. These could include scarcity, trade-off, markets, international cooperation, decision-making, and cost-benefit analysis. HE, M, S

5. Ask historical questions, evaluate historical data, compare and contrast differing sets of ideas, and consider multiple perspectives. A, HE, LA, M

6. Analyze how the experiences and contributions of people of diverse cultures have influenced the development of societies past and present. A, HE, LA

7. Analyze the ways in which the values of specific societies shaped and influenced their past and present social issues, economic issues, and political decisions. A, HE, LA

8. Apply the principles of democracy, American civic values, and citizen rights and responsibilities as embodied in the United States Constitution and the Bill of Rights to contemporary and historical issues. LA

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**= Artistic Perception**   **= Creative Expression**   **A = Visual / Performing Arts**   **HE = Health Education**

# Student Learning Standards

## LANGUAGE ARTS

Upon GRADUATION from the LAUSD, students will be able to:

1. Comprehend, interpret, and evaluate literal and implied meaning in a variety of listening situations, including lectures, speeches, debates, dramatic presentations, and readings from literature and poetry. A, HE, H, M, S

2. Speak to achieve intended effect using formal and informal conventions of the English language appropriate to varied purposes and audiences. A, H, M, S

3. Read interpretively to determine both literal and implied meaning in increasingly complex and varied reading materials, both assigned and independently selected. A, HE, H

4. Read and respond critically to a variety of assigned and independently selected classic and contemporary literature representing diverse cultural experiences. A, H

5. Write clearly—using the formal conventions of the English language, including grammar, spelling, punctuation, capitalization, sentence structure, word choice, paragraphing, and figurative language—in a variety of writing styles suitable to particular situations. A, HE, H, M, S

6. Use the writing process independently—including prewriting, drafting, evaluating, revising, editing, and publishing—to develop and express ideas. HE, H, M, S

7. Produce a variety of well-organized and coherent types of writing, with appropriate elaboration and commentary, for an intended purpose and audience. A, HE, H, M, S

8. Locate, evaluate, and synthesize information for specific purposes, using a variety of sources, including interviews, the library/multimedia center, and a range of current technology. A, HE, H, M, S

9. Evaluate and debate alternative points of view in situations involving conflicts in various literary selections and other sources. A, HE, H

NOTE: All graduates of the LAUSD will meet language arts standards in English.

## MATHEMATICS

Upon GRADUATION from the LAUSD, students will be able to:

1. Use operations (addition, subtraction, multiplication, and division), estimation, mental arithmetic, and number sense to solve problems using whole numbers, integers, fractions, decimals, rational numbers, and scientific notation. S

2. Use both the U.S. customary and the metric systems of measurement to determine geometric and nongeometric measures of length, weight, mass, monetary value, time, and temperature. A, HE, S

3. Solve problems based on algebraic relationships and functions; explore the relationship between the symbolic mathematical form of a function (expressed in equalities or inequalities) and a two- or three-dimensional graph of that function. S

4. Analyze and represent solutions using geometric relationships (for example congruency and similarity), geometric measurement (perimeter, area, angle measures, volume and capacity, and proportions), and spatial dimensions. A, S

5. Represent problem situations using discrete structures (combinations and permutations) such as patterns, series, sequences, recurrence relationships, and finite graphs to determine possible combinations and arrangements. A, H, LA, S

6. Apply theoretical or experimental probability to represent data effectively to make valid, appropriate, and useful decisions. HE, H, S

7. Summarize data from real-world situations by collecting, organizing, and analyzing data; draw statistical inferences from charts, tables, and graphs. HE, H, S

8. Investigate the relationship between mathematical models and real-life problems by using hands-on materials and/or current technology such as calculators and computer modeling. A, H, LA, S

9. Make and test conjectures (inductive and deductive), construct simple arguments, validate solutions, and apply conclusions to various real-world situations. HE, H, LA, S,

10. Make connections among related mathematical concepts and apply these concepts to other content areas and the world of work. A, HE, H, S

11. Analyze how inventions, discoveries, and events influence the development of mathematical theories and how mathematics continues to respond to changing societal, cultural, and technological forces. H, LA, S

12. Use mathematical language and concepts to validate and communicate the solutions of given problems in oral, written, and graphic forms. LA

## SCIENCE

Upon GRADUATION from the LAUSD, students will be able to:

1. Observe and explain examples of energy transformations in the earth system and how natural history provides evidence of the resulting change. (Earth Science) H, M

2. Describe, explain, and predict the behavior of a physical system with the aid of mathematical models. (Physical Science) M

3. Describe, analyze, and predict chemical reactions, the biochemical basis of organic life, and the impact of chemicals on the environment, using knowledge of the periodic table and mathematics where applicable. (Chemistry) HE, H, M

4. Analyze and explain examples of biochemical processes that are the basis of life, such as photosynthesis, respiration, and genetic inheritance. (Life Science) HE, LA, M

5. Engage in effective inquiry into scientific problems by asking original questions, evaluating evidence, and drawing reasonable conclusions based on this evidence. (Scientific Thinking) LA, M

6. Examine and explain relationships among different scientific phenomena using experimental evidence, logical argument, graphs, mathematical equations, and other resources. (Communication) LA, M

7. Design and conduct an investigation based on an original question; follow appropriate safety and ethical guidelines; use findings to revise ideas and assumptions and to design future investigations. (Investigation) HE,LA,M

8. Use technology, scientific instruments, and equipment to collect, store, and analyze data; analyze how technological advances contribute to scientific progress and lead to new problems and questions. (Science Tools) LA, M

9. Evaluate proposed solutions to challenges facing the earth and its inhabitants through the application and integration of the main concepts of the various branches of science. (Application & Connections) HE, H, LA, M

| H = History / Social Science | LA = Language Arts | M = Mathematics | S = Science |

# Los Angeles Unified School District

## ARTS

Upon completing GRADE TEN in the LAUSD, students will be able to:

12. Evaluate and critique works of **dance, music, theatre, and visual arts** in comparison with exemplary models, using established criteria and criteria which students develop. (Aesthetic Valuing) LA

13. Identify works of art from various cultures and historical periods and determine the ways in which **dance, music, theatre, and visual arts** maintain and express cultural themes; analyze specific works of art, technical processes, and stylistic elements, including their own works. (Historical/Cultural Context) H, LA

14. Analyze how the characteristics of **dance, music, theatre, and visual arts** relate to each other and to learning in other content areas; describe how knowledge of the arts is vital to lifelong learning. (Connections, Relations, Applications) HE,H, LA, M, S

*Upon completing GRADE TEN in the LAUSD, students will, in at least ONE of the following four visual or performing arts, be able to:*

15. **Dance:** Analyze the elements of space, time, and force using combinations and variations of movements of moderate complexity (e.g., changing meters and rhythmic patterns); discuss dance movement elements, using appropriate movement vocabulary. HE, LA, M, S

16. **Dance:** Create choreography that demonstrates clarity of intent, unity, originality, coherent form, and artistic principles, processes, and structures of movement. S

17. **Music:** Analyze the uses of musical notation symbols and the elements of melody, harmony, rhythm, form, tempo, dynamics, and tone color in specific musical examples. M

18. **Music:** Sing or perform on an instrument with expression and technical accuracy alone and with others; improvise rhythmic and melodic variations on given melodies; compose and arrange music of various styles for voices or instruments, demonstrating the use of the elements of music. M

19. **Theatre:** Analyze the plot, settings, characters, and theme of a play; select and justify the choice of portions of the play to perform. LA

20. **Theatre:** Produce and perform scenes and plays, including students' own written and improvisational works, that contain a wide range of characterizations with varied speech and movement; use student-researched information about people, events, time, and place to create appropriate characterizations and to design dramatic environments. H, LA

21. **Visual Arts:** Analyze the functions and visual structure of art and use the vocabulary of the visual arts in observing works of art, objects in nature, and events in the environment and in creating their own original works. LA, M, S

22. **Visual Arts:** Create visual works of art in a wide variety of media, using techniques and processes that demonstrate proficiency and are informed by the elements and principles of the visual arts; apply visual arts concepts and technical skills to communicate effectively. M

## HEALTH EDUCATION

Upon completing the SENIOR HIGH course in health in the LAUSD, students will be able to:

10. Summarize factors and behaviors that affect health, including practicing good personal hygiene to prevent the spread of disease and participating in regular physical activity to promote cardiovascular health and flexibility. (Personal Health) LA, M

11. Consider the nutritional quality and consumer safety of the wide variety of food choices available when planning a nutritionally balanced diet that accounts for age and gender requirements; personal, family, and cultural preferences; weight control; and health-related risk factors. (Nutrition) M

12. Distinguish between the various aspects of the stages of physical, mental, emotional, and social growth and development, including sexuality,* that occur throughout the life cycle from the prenatal stage through childhood, adolescence, adulthood, and death. (Individual Growth and Development) LA, S

13. Summarize factors and behaviors that affect the health of families and the possible impact of those factors. (Family Living) A, LA

14. Appraise and describe the legal, social, economic, and psychological consequences of using alcohol, tobacco, and other drugs and identify interpersonal communication skills—including assertiveness, refusal, negotiation, and conflict resolution—that can be used to avoid involvement with harmful substances. (Alcohol, Tobacco, and Other Drugs) H, LA

15. Examine risk factors for susceptibility to major chronic and communicable diseases, including HIV/AIDS and other sexually transmitted diseases,* and relate effective strategies for counteracting the effects of those risk factors. (Communicable and Chronic Diseases) S

16. Compare and contrast the reliability of health products, services, and information sources and explain how to use them. (Consumer and Community Health) LA, M

17. Estimate the effectiveness of different ways to protect health and safety by reducing the risks of being involved in potentially dangerous accidental or violent situations that may result from one's own actions or the actions of others. (Injury Prevention and Safety) LA, M

18. Critique the influences of cultural, media, and technological factors on personal and environmental health. (Environmental Health) A, H, LA, S

* If human reproductive organs are included, permission of a parent or guardian must be obtained (Education Code, Section 51550).

## HISTORY/SOCIAL SCIENCE

Upon completing UNITED STATES AND WORLD HISTORY course content in the LAUSD, students will be able to:

9. Analyze the major political, economic, and social developments that have shaped the history of the United States and the history of other contemporary countries in the world. A, HE, LA, M, S

10. Evaluate the influence of major belief systems (that is, religion, philosophy) on the development of the United States and other contemporary countries in the world. A, LA

11. Analyze the impact of geographical factors on the development of human and social systems in the United States and in other contemporary countries of the world. M, S

12. Analyze how different societies and civilizations have set their economic goals and resolved their own issues by applying economic analysis, concepts, and data. HE, LA, M

13. Make sound historical interpretations by asking historical questions, evaluating data, and analyzing different points of view. A, HE, LA, M, S

14. Analyze the historical interaction and interdependence of United States and world cultures. A, LA

15. Analyze the relationship between the ideals and actions of historical figures, groups, and individuals and their impact on the United States and other contemporary countries in the world. A, HE, LA

16. Analyze democratic principles and evaluate how those principles are evident in national and international issues and events. HE,

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● = Artistic Perception    ✋ = Creative Expression    A = Visual / Performing Arts    HE = Health Education

# Student Learning Standards

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## LANGUAGE ARTS

**Upon completing GRADE NINE in the LAUSD, students will be able to:**

10. Listen critically and respond to informal and formal situations and develop a point of view on a variety of issues and ideas. A, HE, H, S

11. Speak to varied audiences with confidence and poise, demonstrating a variety of oral language skills. A,H,M,S

12. Apply acquired reading strategies to draw meaning from varied materials; make inferences regarding themes, propaganda, and satire. A, HE, H

13. Analyze and evaluate literature and a variety of reading materials and information representing diverse cultural experiences. A, HE, H

14. Use the conventions of written language in mechanics, usage, grammar and spelling, for clarity and individual style. A, HE, H, M, S

15. Use all the steps of the writing process—including prewriting, drafting, evaluating, revising, editing, and publishing—to become skilled in the various kinds of writing. HE, H, M, S, H, M

16. Produce well-organized types of writing for a specific audience and purpose, using accurate supporting evidence derived from a variety of sources. A, HE, H, M, S

17. Evaluate and analyze information from multiple sources, including computers and library/multimedia centers, for a variety of purposes. A, HE, H, M, S

18. Compare and analyze different sides of an issue encountered in literature and other sources and propose solutions using problem-solving strategies. A, HE, H

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## MATHEMATICS

**Upon completing GRADE NINE in the LAUSD, students will be able to:**

13. Add, subtract, multiply, and divide using whole numbers, integers, primes, factors, multiples, fractions, decimals, rational numbers, and scientific notation; use estimation to solve problems and check for reasonableness of results in real-life situations to increase number sense. S

14. Use both the U.S. customary and the metric systems of measurement, including basic geometric and non-geometric measures, to measure length, weight, mass, monetary value, time, and temperature. A, HE, S

15. Identify patterns, functions, and other algebraic relationships including inequalities; use tables, graphs, and equations to model functional relationships in real-life situations; apply knowledge of functions to analyze and interpret problems, predict solutions, and create algebraic algorithms to solve problems. S

16. Use inductive and deductive reasoning and concepts of coordinate and transformational geometry to analyze geometric relationships, validate formal and informal proofs, and solve problems in geometric relationships such as congruency and similarity. A, S

17. Use a variety of discrete structures such as series, sequences, recurrences, matrices, tree diagrams, and networks to find possible combinations and arrangements, make conjectures, validate solutions, analyze the logic of arguments, and apply the conclusions to mathematical situations. H, S

18. Develop and apply probability simulations to evaluate information, to predict possible outcomes, and to make valid, appropriate, and useful decisions. HE, H, LA, S

19. Use various statistical methods to describe, analyze, and evaluate data to make valid, appropriate, and useful decisions. HE, H

20. Employ appropriate technology (for example, calculators, graphing calculators, computers, and hands-on materials) in mathematical investigations and in real-life situations. A, H, LA, S

21. Apply inductive and deductive reasoning and problem-solving strategies such as analysis of patterns, properties, and relations of number systems, to validate solutions and apply conclusions to various real-world situations. H, LA, S

22. Make connections among mathematical concepts and apply these concepts to other content areas and to real-life situations. A, HE, H, S

23. Analyze the influences that historical events, scientific discoveries, and social changes have had and continue to have on the development of mathematical theories. H, LA, S

24. Communicate by using mathematical reasoning orally, in writing, and graphically and by using mathematical language and concepts (terms and symbols) to support ideas and conclusions. LA

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## SCIENCE

**Upon completing TWO YEARS OF HIGH SCHOOL SCIENCE in the LAUSD, students will be able to:**

10. Apply concepts from astronomy, meteorology, geology, oceanography, and physics to describe, quantify, and analyze the forces that shape the earth. (Earth Science) H, M

11. Analyze and explain physical concepts such as force, motion, and energy transformations and be able to make predictions after manipulating a variable in the physical system. (Physical Science) A, M

12. Observe, describe, and quantify chemical reactions and the effect of atomic or molecular structure on the interaction of different materials, including the balancing of simple chemical equations. (Chemistry) M

13. Analyze and explain the interdependence of organisms in ecosystems, the role of genetic inheritance, and the patterns and processes through which organisms and ecosystems change over time. (Life Science) HE, H, M

14. Develop hypotheses based on observations, explanations, models, and predictions consistent with the evidence; re-evaluate those hypotheses in light of new evidence. (Scientific Thinking) LA, M

15. Demonstrate the appropriate use of tables, graphs, charts, and written analyses to communicate findings and conclusions drawn from collected data; compare and contrast alternative conclusions based on the same data. (Communication) HE, LA, M

16. Investigate scientific phenomena through independent and group experiments, field study, and research, identifying and controlling for variables which could affect experimental results. (Investigation) LA, M

17. Demonstrate the appropriate use of a variety of scientific instruments and technology to collect, organize, and analyze data taken from observations of natural objects, organisms, and occurrences. (Science Tools) M

18. Evaluate proposed solutions to challenges facing communities, using the concepts of science and distinguish between opinions and appropriate scientific data. (Applications and Connections) HE, LA, M

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**NOTE:** Students who are not proficient in English will receive instruction in English Language Development (ELD) on the basis of California ELD standards until they are able to participate in classes taught in English. While they are acquiring English, access to the above language arts standard and to the standards in other core disciplines will be provided in the students' primary languages when required.

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**H = History / Social Science      LA = Language Arts      M = Mathematics      S = Science**

# Los Angeles Unified School District

## ARTS

**Upon completing GRADE EIGHT in the LAUSD, students will be able to:**

23. Use established criteria to evaluate the quality and effectiveness of works of art in **dance, music, theatre, and visual arts.** (Aesthetic Valuing) LA

24. Analyze the artistic and social characteristics and functions of **dance, music, theatre,** and **visual arts** in various cultures and historical periods; explain why certain works are representative of their period or culture. (Historical/Cultural Context) H, LA

25. Evaluate and cite specific examples of how the elements and principles of **dance, music, theatre,** and **visual arts** are similar and how they are different: identify how the arts connect to learning in other content areas and to future lifelong learning experiences. (Connections, Relations, Applications) HE, H, LA, M, S

*Upon completing GRADE EIGHT in the LAUSD, students will, in at least ONE of the following four visual or performing arts, be able to:*

26. **Dance:** Organize movements to varying musical beats ● and rhythms; describe the elements and concepts of dance, using the vocabulary of dance. LA, M

27. **Dance:** Use movement vocabulary and kinesthetic 🖐 awareness to create and refine original dance compositions, using a variety of themes. S

28. **Music:** Describe the use of melody, harmony, rhythm, ● form, tempo, dynamics, and tone color when reading or listening to music; read music accurately and expressively. M, S

29. **Music:** Sing and play music accurately in parts; 🖐 improvise simple melodic and harmonic accompaniments and compose short pieces within specified guidelines; use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging. M

30. **Theatre:** Portray mood, characters, and emotion in ● recounting experiences and stories; document observations and perceptions of performances and production values of lighting, mood, atmosphere, and sound. LA

31. **Theatre:** Produce and perform scenes or plays from 🖐 a varied repertoire, including students' own written and improvisational works, using movement, vocal pitch, tempo, and tone to differentiate characters. LA

32. **Visual Arts:** Use the elements and principles of the ● visual arts in verbal and visual imagery; analyze images by investigating the compositional, expressive, and metaphoric aspects of works of art. LA, M

33. **Visual Arts:** Create two- and three-dimensional works 🖐 of art that exhibit a familiarity with the elements and principles of the visual arts by using a variety of media and techniques; skillfully modify visual images (e.g., through elaboration, distortion, enlargement, and simplification) to create a specific effect. M

## HEALTH EDUCATION

**Upon completing the SEVENTH GRADE course in health in the LAUSD, students will be able to:**

19. Describe factors and behaviors that affect personal health such as developing good hygiene practices and participating in regular health screenings and physical activity. (Personal Health) LA, M

20. Compare and contrast the nutritional value of selected foods that reflect personal, family, and cultural preferences by utilizing the USDA Food Guide Pyramid Guidelines, which include the six essential nutrients. (Nutrition) M

21. Identify the stages of physical, mental, emotional, and social growth and development, including sexuality,* that occur throughout the life cycle from the prenatal stage through childhood, adolescence, adulthood, and death. (Individual Growth and Development) S

22. Recognize and explain the factors and behaviors that affect the health of families. (Family Living) A, LA

23. Explain the short- and long-term consequences of using tobacco, alcohol, and other drugs and recognize communication and assertiveness skills that help counteract pressures to use them. (Alcohol, Tobacco, and Other Drugs) LA

24. Summarize the effects of chronic and communicable diseases that are prevalent at different stages of life, including HIV/AIDS and other sexually transmitted diseases,* and describe effective strategies for their prevention. (Communicable and Chronic Diseases) LA, S

25. Distinguish between health products, services, and information sources that may be helpful or harmful to their health. (Consumer and Community Health) LA

26. Specify behaviors that protect health and safety by reducing the risks of being involved in potentially dangerous accidental or violent situations that may result from one's own actions or the actions of others. (Injury Prevention and Safety) LA

27. Summarize the influences of cultural, media, and technological factors on personal and environmental health. (Environmental Health) A, H, LA, S

* If human reproductive organs are included, permission of a parent or guardian must be obtained (Education Code, Section 51550).

## HISTORY/SOCIAL SCIENCE

**Upon completing GRADE SEVEN in the LAUSD, students will be able to:**

17. Compare and contrast the origin and development of African, Asian, European, and Mesoamerican civilizations. A, LA, S

18. Differentiate how various African, Asian, European, and Mesoamerican cultures and societies have attempted to resolve ethical issues. A, LA

19. Explain and demonstrate how geography influences the political, social, and economic growth of a civilization. LA, M, S

20. Explain how ancient, medieval, and early American civilizations resolved basic economic questions of what, how, and for whom to produce. LA, M, S

21. Analyze the interrelationship of political, social, and economic development of ancient, medieval, and early American civilizations. M, S

22. Apply the principles of a market economy (for example, decision-making, supply and demand, cost-benefit analysis) to ancient, medieval, and early American societies. M

23. Gather, identify, question, and evaluate different ideas, values, behaviors, and institutions in order to construct historical interpretations and solutions. A, HE, LA, M

24. Analyze the interaction and impact on one another of the cultures of Africa, Asia, Europe, Mesoamerica, and early North America. A, M, S

25. Evaluate how the belief systems of ancient, medieval, and early American societies shaped their respective governments. LA, S

26. Evaluate the role of ancient and medieval civilizations in the development of modern day democracies. LA

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● = Artistic Perception     🖐 = Creative Expression     A = Visual / Performing Arts     HE = Health Education

# Student Learning Standards

## LANGUAGE ARTS

Upon completing GRADE SEVEN in the LAUSD, students will be able to:

19. Listen actively and critically and respond to varied communications to determine meaning. A, HE, H, M, S

20. Use oral language skills such as voice, articulation, eye contact, and gesture, when appropriate, to communicate effectively to an audience. A, H, M, S

21. Use a variety of reading strategies, such as distinguishing between denotation and connotation, fact and opinion, and main idea and supporting details. A,HE, H,S

22. Paraphrase, summarize, analyze, interpret, and evaluate ideas and concepts in culturally diverse literature and other reading materials. A,HE,H, M, S

23. Use varied sentence structure, precise vocabulary, appropriate tense, and punctuation to maintain clarity and develop an individual writing style. A, HE, H, M, S

24. Use the steps of the writing process—prewriting, drafting, evaluating, revising, editing, and publishing—in written work. HE, H, M, S

25. Write for a variety of audiences and purposes (such as in narrative, persuasive, and informative forms) using well-organized paragraphs with adequate and appropriate supporting evidence. A, HE, H, M, S

26. Gather, evaluate, and integrate information from multiple sources, such as firsthand experiences, computers, and library/multimedia centers, to prepare reports and presentations. A,HE,H, M, S

27. Compare and analyze alternative perspectives on an issue found in literature and other sources and evaluate a variety of solutions. A, HE,H

NOTE: Students who are not proficient in English will receive instruction in English Language Development (ELD) on the basis of California ELD standards until they are able to participate in classes taught in English. While they are acquiring English, access to the above language arts standards and to the standards in other core disciplines will be provided in the students' primary languages when required.

## MATHEMATICS

Upon completing GRADE SEVEN in the LAUSD, students will be able to:

25. Add, subtract, multiply, and divide using whole numbers, integers, primes, factors, multiples, fractions, decimals, rational numbers, exponents and scientific notation; estimate and check the reasonableness of results. S

26. Analyze the structure and use of both the U.S. customary and metric measurement systems; select and apply relevant measurement systems to solve real-world problems. A, HE, S

27. Identify and apply mathematical relationships and functions, algebraic algorithms (step-by-step problem-solving processes), variables, constants, mathematical expressions, coordinates, and scale for solving problems. S

28. Identify, describe, compare, and classify geometric figures; apply geometric properties and relationships to solve problems; and use geometric concepts as a means to describe the physical world. A, S

29. Apply a variety of discrete structures (series, sequences, matrices, and tree diagrams) to find possible combinations and arrangements in a problem situation. H, LA, S

30. Apply concepts of probability such as chance, fairness, odds, and expected values to determine probable outcomes and make informed decisions. HE, H, S

31. Develop, use, and interpret tables and graphs that describe everyday situations; collect, organize, and display data graphically; draw conclusions supported by given data. H, LA, S

32. Select and apply appropriate problem-solving methods from among mental arithmetic, pencil-and-paper computation, and calculators; model mathematical situations using hands-on materials and appropriate software such as spreadsheets, sketchpads, or graphing calculators. A, H, S

33. Use deductive and inductive reasoning to solve mathematical problems; apply proportional reasoning to examine the relationships among fractions, decimals, and percents through examples involving rates, ratios, proportions, and scales. A, HE, H, LA, S

34. Make and apply connections among mathematical concepts to other content areas and to daily life (such as using measurement in construction). A, HE, H, S

35. Compare and describe the number systems and mathematical concepts, for example, the Pythagorean Theorem, developed in different civilizations, historical periods, and cultures. H, LA, S

36. Use mathematical symbols, terms, and concepts to communicate mathematical reasoning orally, in writing, and graphically. LA

## SCIENCE

Upon completing GRADE SEVEN in the LAUSD, students will be able to:

19. Explore and analyze how the physical features of the earth determine habitats and climate; explore and analyze common earth science concepts such as the water cycle, gravity, and earth's rotation and tilt; explain the benefit of wisely using and protecting the earth's resources. (Earth Science) HE, H, M

20. Observe and describe the behavior of matter with respect to motion, force, and energy transformations and relate findings to Newton's Laws of Motion; predict the effects of gravity, density, and electromagnetism on the behavior of matter. (Physical Science) A, M

21. Explain that all matter is composed of atoms and that physical and chemical properties of matter are dependent upon the arrangement of atoms. (Chemistry) M

22. Explain how organisms survive, grow, and reproduce; classify them according to their characteristics, including cellular structures, and analyze their interactions with the environment and other living organisms. (Life Science) HE, H

23. Identify relevant evidence, reason logically, and create scientific questions; distinguish between fact and opinion when analyzing explanations of natural phenomena. (Scientific Thinking) LA

24. Communicate predictions and conclusions about the natural and physical world orally, visually, and in writing from individual and group observations, research, and investigations. (Communication) A, HE, LA

25. Work independently and in groups to investigate scientific questions by identifying and proposing solutions to control for variables; collect, compile, and evaluate data following safety procedures and ethical standards. (Investigation) HE, LA, M

26. Use available scientific equipment effectively, such as thermometers, microscopes, and computers (including the Internet) to gather and share data about natural objects, organisms, and events. (Science Tools) LA, M

27. Identify and research the science concepts involved in real-world problems; establish important connections among the disciplines of biology, earth/space science; and physics. (Applications & Connections) HE, M

| H = History / Social Science | LA = Language Arts | M = Mathematics | S = Science |

# Los Angeles Unified School District

## ARTS

Upon completing GRADE FOUR in the LAUSD, students will be able to:

34. Use appropriate **dance, music, theatre, and visual arts** terminology to explain personal preferences for specific examples of artistic expression. (Aesthetic Valuing) LA

35. Identify a variety of works of art in **dance, music, theatre, and visual arts** from various cultures and historical periods; determine the ways in which the works of art reflect people and places now and in the past. (Historical/Cultural Context) H, LA

36. Identify connections between the elements of **dance, music, theatre, and visual arts,** between an art form and other content areas, and between the arts and life-long learning skills. (Connections, Relations, Applications) HE, H, LA, M, S

37. **Dance:** Explain the elements of time, space, and force in response to music, imagery, and feelings. M, S

38. **Dance:** Create and demonstrate dance elements and skills in improvisation, student choreography, and established choreography. S

39. **Music:** Use a system of notation to read simple patterns of musical pitch and rhythm; recognize the basic ele- ments of melody, harmony, rhythm, form, tempo, dynamics, and tone color. M

40. **Music:** Sing and play classroom instruments (e.g., drums, maracas, tambourines, song bells) with accuracy; compose and improvise simple rhythmic and melodic patterns and accompaniments. M

41. **Theatre:** Assume the role of objects, animals, or people and reproduce their sounds; describe the mood, atmosphere, and sounds of a production and their impact on feelings. LA, S

42. **Theatre:** Create improvisational dramatizations that include plot, theme, character development, dialogue, sound, and visual aspects; write or record the dialogue and situation. LA

43. **Visual Arts:** Identify the elements and principles of the visual arts as seen in the environment and in works of art. H, M, S

44. **Visual Arts:** Create original works of art in a variety of media (e.g., drawing, painting, printmaking, modeling, construction, photography, and computer graphics), using a variety of techniques. M

## HEALTH EDUCATION

Upon completing GRADE FOUR in the LAUSD, students will be able to:

28. Recognize personal health habits that maintain and enhance health, particularly focusing on the changing needs of preadolescents and adolescents, such as practicing good personal hygiene and getting sufficient sleep and nutrients to meet the body's growth and repair needs. (Personal Health) LA, S

29. Judge the nutrient content of various foods and their contribution to health and nutrition using the USDA Food Guide. (Nutrition) M, S

30. Recognize major factors which influence human growth and use correct terminology for body parts* when describing preadolescent growth changes. (Individual Growth and Development) S

31. Identify behaviors that students can exhibit to support positive family interactions, such as listening to and following directions; following family rules; showing care, concern, and respect for family members; and using effective communication skills in nonviolent conflict resolution. (Family Living) H, LA

32. Identify the harmful effects of alcohol, tobacco, and other drugs and describe skills and behaviors that can be used to respond to social influences and pressures to use these substances. (Alcohol, Tobacco and Other Drugs) H, LA, S

33. List behaviors that reduce the risk of disease and speed recovery from illness. (Communicable and Chronic Diseases) S

34. Name places for obtaining information about health-related services and products. (Consumer and Community Health) H

35. Review ways to minimize the risks of becoming involved in accidents, violence, and other potentially dangerous situations that result from one's own actions or the actions of others. (Injury Prevention and Safety) LA

36. Recognize and describe the effects of the environment on personal health. (Environmental Health) H, LA, S

\* If human reproductive organs are included, permission of a parent or guardian must be obtained (Education Code, Section 51550).

## HISTORY/SOCIAL SCIENCE

Upon completing GRADE FOUR in the LAUSD, students will be able to:

27. Describe how California's physical environment influenced where people lived, their beliefs, their social organizations, and their work. A, HE, LA, S

28. Compare and contrast the cultural characteristics and contributions of the American Indians of California with the diverse immigrant groups who came to California. A, LA

29. Describe why different groups of people have come and continue to come to California and the influence they have had and continue to have on California. A, M, S

30. Identify human and natural resources available to different people in California at different times and describe how these resources have influenced the choices people have made and continue to make especially about the work they do. M, S

31. Evaluate historical information reflecting a diversity of ideas, values, behaviors, and institutions, using multiple sources; in order to better understand history from different points of view. A, HE, LA

32. Analyze and explain events, trends, issues, historical figures, and movements that have shaped the history of California. A, LA, M, S

33. Explain how the people of California have attempted to resolve the issues of justice, fairness, equity, personal responsibility, and civic responsibility. HE, LA

34. Evaluate the role of representative government in the school, community, and state organizations. HE, LA

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**● = Artistic Perception     ✋ = Creative Expression     A = Visual / Performing Arts     HE = Health Education**

# Student Learning Standards

## LANGUAGE ARTS

Upon completing GRADE THREE in the LAUSD, students will be able to:

28. Listen actively to gather information and respond appropriately. A, HE, H, S

29. Demonstrate oral language skills of pace, volume, emphasis, pronunciation, audibility, and appropriate choice of words. A, H, M, S

30. Use various reading strategies such as phonics, pictorial context, grammatical and context clues to read with accuracy, fluency, and comprehension. A, HE, H, M, S

31. Retell, make predictions, make inferences, and evaluate passages from culturally diverse literature and other reading materials. A, HE, H

32. Use correct spelling, grammar, usage, sentence structure, capitalization, and punctuation for clarity in finished written products. A, HE, H, M, S

33. Use a variety of writing processes—including prewriting, drafting, evaluating, revising, editing, and publishing, with teacher assistance—to develop and express ideas. HE, H, M,

34. Write in simple paragraph form, supporting a central idea with relevant facts and details for various purposes and audiences. A, HE, H, M, S

35. Gather information for a report using sources such as interviews, questionnaires, computers, and library/multimedia centers. A, HE, H, M, S

36. Identify conflicts and points of view in grade-appropriate literature and suggest solutions to similar problems in everyday situations. A, HE, H

NOTE: Students who are not proficient in English will receive instruction in English Language Development (ELD) on the basis of California ELD standards until they are able to participate in classes taught in English. While they are acquiring English, access to the above language arts standards and to the standards in other core disciplines will be provided in the students' primary languages when required.

## MATHEMATICS

Upon completing GRADE THREE in the LAUSD, students will be able to:

37. Apply the basic operations (addition, subtraction, multiplication, and division) using whole numbers and simple fractions (halves, fourths); use rounding to the tens, hundreds, and thousands as an estimation strategy to check the reasonableness of results. S

38. Use appropriate non-standard and standard measurement systems and measurement tools (rulers, scales, thermometers, clocks, money, etc.) to estimate or directly measure length, capacity, weight, mass, area, volume, time, temperature, and monetary value. A, HE, S

39. Express the appropriate operation symbols ( +, -, x, ÷, =, >, < ) and find missing numbers to make a true mathematical sentence; show how the basic arithmetic operations are related. S

40. Use the geometric concepts of space and form to construct, describe, and compare the properties of one-, two-, and three-dimensional figures such as line segments, circles, simple polygons, and solids. A, S

41. Create and use discrete structures such as sets, graphs, tables, and diagrams to find possible combinations and arrangements of countable items (for example, how many combinations of outfits are possible given three different shirts and three pairs of pants?) H, LA, S

42. Predict outcomes and perform simple experiments (such as with dice and spinners) to check if predicted outcomes are reasonable; identify possible strategies to increase or decrease the likelihood of a predicted outcome (such as a raffle drawing). H, S

43. Collect, organize, and interpret statistical data in charts, tables, and bar graphs; formulate and solve problems using data to make appropriate and useful decisions. HE, H, LA, S

44. Select and use appropriate technology, such as calculators and computers with software models to solve problems; develop and apply strategies to solve problems and explain solutions using hands-on materials, trial and error, analysis of patterns and sequences, and arithmetic reasoning. H

45. Interpret and use logical statements that contain expressions such as and, or, if then, all, some, none, not, and out of, to make reasonable inferences. HE, H, LA, S

46. Make connections among mathematical concepts and relate them to concepts in other content areas and in daily life. A, HE, H, S

47. Compare the use of various number systems (for example, Hindu-Arabic, Roman, tally, etc.) from different historical periods. H, LA, S

48. Use oral and written language, drawings, and mathematical symbols and terms to communicate understanding of mathematics. A, LA

## SCIENCE

Upon completing GRADE FOUR in the LAUSD, students will be able to:

28. Make observations of weather, seasons, the sky, and physical features of the earth; describe how some events in nature have patterns, sequences, and relationships. (Earth Science) A, M

29. Identify and describe physical concepts of force, motion, and energy as demonstrated by the use of objects such as playground equipment and toys. (Physical Science) A, HE, LA, M

30. Observe and describe the properties of matter and its changes in form; classify its forms into solid, liquid, and gas. (Chemistry) LA, M

31. Identify the characteristics of living things, including humans, and how they interact with each other, and ways they adapt to their changing environment. (Life Science) A, HE, H

32. Ask questions and give reasonable explanations after observing, comparing and classifying objects, living things, and events in the world. (Scientific Thinking) H, LA, M

33. Communicate predictions, data, and conclusions about the natural and physical world using language, pictures, and graphs. (Communication) A, HE, LA, M

34. Explore, observe, and classify living and nonliving things through both independent and team investigations. (Investigation) HE, M

35. Use various tools to order, count, observe, and measure objects and events in the world. (Science Tools) A, M

36. Use concepts learned in life science, earth science, and physical science to make decisions about a school or local environmental issue such as preventing erosion, recycling, or air quality. (Applications and Connections) HE, LA

| H = History / Social Science | LA = Language Arts | M = Mathematics | S = Science |
|---|---|---|---|

# Los Angeles Unified School District

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Education Commissions
Health Education
Information Technology Division
Institution of Higher Education Council
Instructional Media Division

Internal Communications Unit
KLCS
LA Systemic Initiative
Language Acquisition/Bilingual Development Branch
League of Women Voters
LEARN
Mail Services Unit
Mentor Teacher Office / Article XXX Committee
Mentor Teachers' Network
Office of Communication
Parent Community Services Branch
Performance-Based Assessment Development Teams
Professional Development Collaborative

Program Evaluation and Assessment Branch
PTSA (Parent, Teacher, Student Associations for 10th and 31st Districts)
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Student Body President's Association
Student Integration Advisory Council
Test Evaluation Committees
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# Master Program Spring '99 Mester 5

**Track C**
**Page 1**
**3/8/99**

These are subject to LEP enrollment and may be fewer than estimated.
\* = MUST BE PURE
SH = MIX
REG = NO LEP

## ART/MUSIC

| Teacher/HR | Rm | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Chaves-Rasas BCLAD M1 | C | 8101 | M1 Advanced Band B | 8102 | M1 Beg Instr B | 8003 | M1 Guitar B | 8104 | M1 Guitar B | 8105 | M1 Music History | 6 | ... CONFERENCE |
| D. Goldberg | C | 8061 Photo 1B | CORE 1 | CORE 1 | ... CONFERENCE | Other Student Services | | 8144 Photo 1B | | 8065 Photo 1B | | 8106 Photo 1B | CORE 1 |
| S7 | | Photo Prod B 8121 | | | | Services | | Photo Prod B 8034 | S7 | Photo Prod B 8086 | S7 | Photo Prod B 8646 | |
| Reyes | | | | 8632 | | 8633 | | 8634 | | 8735 | | 8656 | |
| 120 | C | CONFERENCE | ... | Drawing B | 120 | Drawing B | 120 | Design | 120 | Drawing B | 120 | Design | 120 |
| | | | | | | Walcott | | Walcott | | | | | |
| | | | | | | 8693 | | 8694 | | | | | |
| | | | | | | Vocal Ensemble B | M2 | Choir B | M2 | | | | |

## DRIVER ED

| Teacher/HR | Rm | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Adams 1969 ... | | 7701 | | 7702 | | 7703 | | 7704 | | 7705 | | 7706 | |
| | B5 | Driver Ed. 2.5 | B5 | Driver Ed. 2.5 | B5 | Driver Ed. 2.5 | B5 | Driver Ed. 2.5 | B5 | Driver Ed. 2.5 | B5 | Aux Driver Ed. 2.5 | |

## EDUCATION AND CAREER PLANNING

| Teacher/HR | Rm | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Di Massa 1969 217 | | 7801 | | 7802 | | 7803 | | 7804 | | 7805 | | 7806 | |
| | C | Aux | 217 Ed Career Plan 2.5 | 217 Ed Career Plan 2.5 | 217 Ed Career Plan 2.5 | 217 Ed Career Plan 2.5 | 217 Ed Career Plan 2.5 | 217 Ed Career Plan 2.5 | | 217 Ed Career Plan 2.5 | | 217 Ed Career Plan 2.5 | |
| | | | | | | CORE 1 8103 Shemwell | | CORE 1 8754 Shemwell | | | | | |
| | | | | | | S7 Health | | 230 Health | | | | | |

## HEALTH

| Teacher/HR | Rm | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Houston 1969 B6 | | 8691 | | 8072 | | 8113 | | 8114 | | 8115 | | 8116 | |
| | C | Aux SH | B6 Algebra Topics | SH Health | B6 | SH Health | B6 | SH Health | B6 | SH Health | B6 | SH Health | |
| | | 8751 SH Shemwell | | | | | | | | | | | |
| | C5 | Health | | | | | | | | | | | |

# Master Program Spring '99 Mester 5

## BILINGUAL

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Dana | C 131 | 8631 English 10A | 8642 Eng 10B | CONFERENCE ... | 8604 SH English 10B 231 | 8635 ESL 4 22 | 8686 |
| McGuire CLAD | C 129 | 8641 ESL 4 • • | 8042 • • ESL 4 | 8323 SH English 10B 129 | 8854 Aux SH 129 | 8645 • • 22 | 8046 |
| J. Mendieta | | • • ESL 4 | • • ESL 4 | English 10B 129 | 8824 / 8274 ℗ English 9B 129 | • • ESL 3 129 | ESL 3 129 |
| BCLAD | | ESL 2A 8191 / ESL 2B 8051 | ESL 2A 8312 / ESL 2B 8052 | | | ESL 1A 8695 / ESL 1B 8715 | ESL 1A 8316 / ESL 1B 8716 |
| 233 | C 233 | ESL 2B (AC) 8891 | ESL 2B (AC) 8892 | CONFERENCE ... | B3 Math Inv B | ESL 1B (AC) 8895 233 | ESL 1B (AC) 8896 233 |

## FOREIGN LANGUAGE

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Galarza | C 225 | 8271 Spanish Sp 1B | 8152 Spanish 2B / 8062 Span Sp 1B 225 | 8063 CORE 3 Spanish Sp 2B 225 | 8084 Spanish Sp 1B 225 | CORE 3 CONFERENCE ... | 8066 Spanish Sp 1B 225 |
| J. Narvaez | C 223 | 8781 Spanish Sp 2B | 8082 Spanish 1B 223 | Spanish 3B 8363 / Span Sp 2B 8083 223 | 8064 AP 223 | 8696 CORE 2 CONFERENCE ... | 8696 CORE 2 Spanish Sp 2B 223 |
| Miranda | | | 8092 239 | 8093 | 8094 Spanish Lang B 223 | 8725 CONFERENCE | 8745 |
| 239A | C ... | CONFERENCE A | French 2B A | French 1B 227 | French 3B 227 | French 1B 227 | French 2B 227 |
| Ramirez BCLAD | 239 | 8721 CORE 1 239 | CORE 1 CONFERENCE ... | 8723 CORE 1 239 | 8714 239 | 8445 239 | 8660 239 |
| Cafe | C A | Spanish Sp 1B | CONFERENCE A | Spanish Sp 1B A | Spanish Sp 1B A | 8755 Spanish Sp 2B A / AP Hooker Spanish Lit B 324 | 8756 Spanish Sp 1B A / AP Hooker Spanish Lang B 324 |

## MISCELLANEOUS

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Solon | | | 8362 Teen Living Skills 330 | | | | |
| King | | | | | 8454 Exploratory Educ 10A | | |
| Jensen | | | | | | | 8826 Decathlon B 5.0 230 |

# Master Program Spring '99 Mester 5 - English

| Teacher/HR | Rm | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Avila | | CCC-2 8201 9-Human B1 | CCC-2 8202 8212 9-Human B1 | | 8223 | | | CONFERENCE 8194 | | SH (Reading) 8195 | | 8166 | | | | | | |
| C1 | C1 | Human B2 8211 | Human B2 8122 8622 | C1 | American Lit 8733 | | C1 | | C1 | Myth/Legend 8765 | C1 | American Lit 8746 | C1 | | | | | |
| Alteridge 1969 | | CONFERENCE 8831 | (D) 8122 SH 8622 | | (EVT) H | | | SH | | | | | | | | | | |
| 28 | ... | | Cont Comp 8832 | 28 | English 10B | 131 | | Cont Comp 8834 | 131 | English 10B | 131 | English 10B | 131 | | | | | |
| Becerra | | English 9B 8251 | English 9B | 213 | SH 8833 | 213 | | English 9B | 213 | SH Cont Comp | 213 | CONFERENCE 8136 | ... | | | | | |
| 213 | 213 | | CORE 2 8132 | | 8043 | | | CORE 2 8134 | | CORE 2 | | | | | | | | |
| Bihy (CLAD) | | H | English 9B | 213 | English 9B | | | English 9B | 22 | | | English 9B | 23 | | | | | |
| 22 | C 22 | English 9B | English 10B 8142 | 22 | English 9B 8143 | 22 | | English 10B 8144 | | Cont Comp 8785 | | | | | | | | |
| | | CCC 8141 | CCC | | CCC | | | CCC | | CONFERENCE | | CONFERENCE | | | | | | |
| Defer (In Training) | | CCC Lab | Lab | | Lab | | | Lab | | CCC Lab | | | | | | | | |
| 107 | C 107 | CORE 1 8151 | CORE 1 8154 | 107 | English 9B 8133 | 107 | | CORE 1 8154 | 107 | | 107 | 8156 | ... | | | | | |
| Falls | | English 9B | CONFERENCE | | English 9B | | | English 9B | | Cont Comp 8155 | | Cont Comp | | | | | | |
| 29 | C 29 | | | ... | | 29 | | | 29 | | 29 | | 29 | | | | | |
| Fukunutu | | CONFERENCE 8162 | CONFERENCE 8162 | | 8163 | | | 8164 | | CCC-2 8205 9-Human B1 | | CCC-2 8200 9-Human B1 | | | | | | |
| 20 | C ... | | English 10B | 20 | American Lit 8173 | 20 | | American Lit | 20 | Human B2 8815 | 20 | Human B2 8810 | 20 | | | | | |
| Gillman | | (BCS) 8177 | 8172 | | (EVT) SH | | | CORE 3 8174 | | CORE 3 | | SH 8176 | | | | | | |
| C3 | C C3 | Myth/Legend | English 10B | C3 | English 9B | C3 | | English 10B | C3 | CONFERENCE | ... | English 9B | C3 | | | | | |
| Grewer (In Training) | | H (EVT) 8181 | SH 8182 | | SH 8151 | | | CONFERENCE 8454 | | SH 8185 | | SH 8186 | | | | | | |
| 30 | C 30 | English 9B | Cont Comp | 30 | Modern Lit | 30 | | | 30 | Cont Comp | 30 | Cont Comp | 30 | | | | | |
| King | | 8661 | 8192 | | (EVT) H 8193 | | | Exploratory Educ | | | | CCC 8196 | | | | | | |
| In Training | | SH | | | (EVT) AP | | | | | CONFERENCE | | | | | | | | |
| 10A | C 10A | Cont Comp | Cont Comp | 10A | English 10B | 10A | | | 10A | | ... | Lab | 107 | | | | | |
| Thompson, J | | (D) 8131 SH 8601 | | | CCC-2 8203 9-Human B1 8204 | | | CCC-2 8734 9-Human B1 | | 8165 | | 8736 | | | | | | |
| | 103 | English 9B | CONFERENCE 8232 | ... | Human B2 8213 | 12 | | Human B2 | 12 | CONFERENCE | 12 | English 9B | 12 | | | | | |
| Library | | | | | (EVT) AP 8233 | | | (P) 8234 | | English 9B 8235 | | English 9B 8236 | | | | | | |
| Villalvazo | | | English Lit B | 103 | English Lit B | 103 | | Expo Comp | 103 | SH | | | | | | | | |
| In Training | | CONFERENCE 8241 | 8242 | | (EVT) H 8243 | | | Expo Comp | 103 | Expo Comp 8835 | 103 | Expo Comp 8236 | 103 | | | | | |
| 103 | C ... | SH | | | (EVT) AP | | | | | | | | | | | | | |
| Woodrow 1969 | | SH | English 9B | 21 | English Lang B | | | CONFERENCE | ... | Modern Lit | 21 | SH 8836 | | | | | | |
| 21 (Wants 4 preps) | C 21 | Modern Lit 8241 | English 10B | 21 | English Lang B | 21 | | SH Aux McGuire | | | 21 | American Lit | 21 | | | | | |
| | | Staff, ESL-C 8631 | Staff, ESL-C 8642 | | SH McGuire | | | English 9B 8854 | 129 | | | | | | | | | |
| | 131 | English 10A | English 10B | 131 | English 10B 8323 | 129 | | SH Staff, ESL-C | | | | | | | | | | |
| | | | | | (EVT) Reichert English 10B RAM | | | AP English Lang B 8183 English 10B RAM | 211 | | | | | | | | | |

(EVT) = English Vertical Team

# Master Program Spring '99 Mester 5
## MATHEMATICS

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| **Golan** | C5 | | AP 8272 C5 Statistics B | (T) 8743 C5 Math Lab B | (T) 8254 C5 Math Lab B | (T) 8255 C5 Math Lab B | (P) SH 8790 / 8846 C5 Integ Math 2B |
| **Gurrola, B.** BCLAD | C / M7 | CONFERENCE •• 8161; M7 Integ Math 1B 8301 SH | 8372 SH; M7 Transformations 3 8732 SH | R 8893 / SH 8683; M7 Integ Math 1B 8261 R / SH 8573 | •• BS 8304 / SH 8684; M7 Integ Math 1B 8264 R / SH 8574 | SH 8305 / (P) 8665; M7 Integ Math 3B 8265 SH | CONFERENCE ---; M7 --- |
| **Gurrola, R.** | C / M8 | SH 8301; M8 Integ Math 3B | SH 8732; M8 Transformations 2 | SH 8573; M8 Integ Math 2B 8583 R / SH 8283 | SH 8574; M8 Integ Math 2B | SH; M8 Transformations 2 | CONFERENCE ---; M8 --- |
| **Mendieta, G.** BCLAD | C / M3 | •• BS Math Inv B 8281 / SH Math Inv B 8491 / BS Math Inv A 8981 / SH Math Inv A 8711; M3 | •• SH 8282; M3 Math Inv B 9+ | R 8583 / SH 8283; M3 Algebra Topics | •• Algebra Topics BS 8314 / SH 8284; M3 | •• BS Math Inv B 8285 / SH Math Inv B 8990 / BS Math Inv A 8985 / SH Math Inv A 8995; M3 | Aux 8786; SH Math Inv A 8296 M3 |
| **Mucke** CLAD | C / M4 | SH 8291; M4 Math Inv B | AP 8292 Calculus B; M4 Math Inv B | CONFERENCE ---; M4 | Math Analysis 8294; M4 | Math Inv B 8325; M4 | SH 8296; M4 Math Inv B |
| **Rodgers** | C / B11 | 8331; SH; B11 Transformations 2 8321 | 8252 / R 8562; B11 Integ Math 2B 8322 | SH 8273; B4 Transformations 2 8263 | CONFERENCE 8324; B11 | 8315; B11 Integ Math 1B | (P) SH 8266 / 8776; B11 Integ Math 1B |
| **Scrudsky** (Bruno) | C / B4 | R 8321; B4 Algebra Topics | SH; B4 Math Inv A | SH 8263; B4 Algebra Topics | SH 8324; B4 Math Inv A | SH 8262; B4 Math Inv B (9+) 8275 | CONFERENCE --- |
| **Talavera** | C / C4 | 8311; B6 Algebra Topics | CORE 1 | 8313 12th (Topics) C6 Math Inv B | 8644; C6 Integ Math 1B | CORE 1 8275; C4 Math Inv B | CORE 1 8276; C4 Integ Math 1B |
| **Cafe** | C4 | Aux 8691 Houston; SH; B6 Algebra Topics | CONFERENCE --- | | I. Mendieta (P) 8824 / 8274; D3 Math Inv B | C4 Math Inv B | |

# Master Program Spring '99 Mester 5

## PHYSICAL EDUCATION

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Barton | C Gym | Basic Team (8881) | CORE 1 — Basic Team (8742) | CONFERENCE | Basic Team (8334) | Advanced PE (8335) | Cheer (8357) / Track Team (8436) |
| Kane | Gym | Basic Team (8341) | CORE 1 — Basic Team (8342) | Basic Team (8343) | Advanced PE (8344) | CONFERENCE | Softball (8447) / Basketball GIA (8346) |
| R. Rodriguez | C Gym | Basic Team (8351) | Basic Team (8352) | Advanced PE (8353) | Basic Team (8354) | CONFERENCE | Baseball Team (8417) / JV Baseball (8418) |
| Shenwell | C Gym | CORE 1 C5 — Health (8751) | CORE 1 — CONFERENCE (8751) | CORE 1 S7 — Health (8103) | CORE 1 230 — Health (8754) | Basic Team (8855) | Var Football (8856) / F/S Football (8446) |
| Solon 1969 | C Aud Gym | Advanced PE — Health (8361) | Teen Living Skills 330 (8362) | Health (8903) | IMPACT | Advanced PE (8365) | CONFERENCE |
| | Gym | Jackson — Flags — Advanced PE (8771) | Monaghen — Adapted PE (8462) | | | | |

### Coaching assignments (period 6)

| Coach | Sport | Section |
|---|---|---|
| Arnold | F/S Basketball | 8376 |
| Barber | GIA Soccer | 8437 |
| | Var Soccer | 8886 |
| Del Hierro | Var Basketball | 8916 |
| Suñe | Tennis Team | 8347 |
| Moroney | Wrestling | 8986 |
| Thompson | Swim Team | 8427 |
| | GIA Swimming | 8426 |
| Trujillo | Volleyball GIA | 8337 |
| | Volleyball Team | 8338 |

# Master Program Spring '99 Mester 5

## SCIENCE

Track C
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| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Arnold | C 325 | 8731 / 8991 — H / R — Biology B (325) | 8782 — AP — Biology B (325) | 8373 — H — Biology B (325) | 8374 — SH — Science Fund B (325) | CONFERENCE (---) | Volleyball Team 8338 / Volleyball GIA 8337 (Gym) |
| Cazares | C 239 | 8821 | 8382 — SH — Biology B (239) | 8383 — SH — Biology B (322) | CONFERENCE (---) | 8385 — SH — Biology B (325) | 8386 |
| Kato | C 239 | 8391 — AP — Biology B | 8392 — Biology B | 8393 — SH — Biology B | 8504 — CONFERENCE (---) | 8905 — Biology B | 8847 — Aux (325) |
| 320 | C 320 | 8401 — AP — Chemistry B (320) | Chemistry B (320) | 8403 — SH — Science Fund B (320) | 8404 — SH — Chemistry B (320) | 8405 / 8425 — Chemistry B (320) | 8726 |
| J. Lowe CLAD •• | C 330 | CORE 2 8411 — AP — Physics B (330) | CONFERENCE (---) | CORE 2 8413 — SH — Physics B (330) | 8414 — SH — Physics B (330) | ① / 8425 — SH — Chemistry B (330) | 8416 / 8396 — DS / SH — Chemistry B (330) |
| R.F. Martinez In Training | C 326 | CORE 2 8421 — SH — Biology B (326) | BS 8412 / 8432 — SH — Biology B (326) | CORE 2 — SH — Biology B (326) | 8414 — SH — Biology B (326) | CONFERENCE (---) | 8396 — SH — Biology B (326) |
| Thompson | C 328 | 8421 — SH — Science Fund B (328) | 8422 — SH — Science Fund B (328) | 8993 — Biology B (328) | 8384 — Biology B (328) | 8395 — SH — Science Fund B (328) | 8427 — Aux (326) / Biology B |
| 328 | C 328 | Science Fund B (328) | Science Fund B (328) | Biology B (328) | Biology B (328) | Science Fund B (328) | Pool — Swim Team |

# Master Program Spring '99 Mester 5
## SOCIAL STUDIES

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 — Track A / Track Team |
|---|---|---|---|---|---|---|---|
| Aguirre / 212 | C 212 | 8431 SH Prin Democracy | 8662 212 Economics | 8433 212 Economics | 8434 212 Prin Democracy | CONFERENCE ... | Gym \| Track Team |
| Caldevilla •• BCLAD / 130 | C 130 | 8441 / 8741 •• BS SH World History B | 8442 •• SH 130 World History B | 8443 / 8843 •• BS SH 130 World History B | 8444 130 Leadership B | 8495 130 World History B | 8766 ... CONFERENCE |
| Freedman / 206 | C ... | CONFERENCE | 8772 SH 206 Sociology | 8493 SH 206 Sociology | 8774 SH 206 Sociology | 8775 SH 206 Sociology | 8766 SH 206 Sociology |
| Jensen / 1969 / 230 | C 230 | 8451 H World History B | 8452 AP 230 American Hist B | 8883 230 World History B | ... CONFERENCE | 8455 AP 230 American Hist B | Other Student Services ... |
| Lange / 1969 / Cafe / 207 | C 207 | 8461 SH World History B | ... CONFERENCE | 8463 / 8763 R SH 207 US History B | 8464 SH 207 WHG B | 8675 SH 207 US History B | 8466 207 World History B |
| Orunoz / 224 | C 224 | 8471 US History B | 8472 CORE 3 SH 224 World History B | 8473 CORE 2 SH 224 World History B | 8474 CORE 2 SH 224 World History B | CORE 3 ... | 8476 II 224 World History B |
| Reichert •• BCLAD / 207 | C ... | CONFERENCE | 8482 •• SH 207 US History B | 8183 (EVT) AP 21 English Lang B | 8484 •• SH 203 US History B | 8485 II 203 Economics | 8486 203 Economics |
| Weissman / 215 | C 215 | 8671 Government | 8492 215 US History B | 8483 SH 208 Economics | 8494 208 US History B | CONFERENCE ... | 8496 112 US History B |

## SPECIAL EDUCATION—SDC—LH—EH

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Iwase (E. Gonzalez) 238A | 238 / A | Reading 9B 8541 / English 9B 8521 | Math Inv B 8502 / English 10B 8522 | CONFERENCE | Life Sci B 8534 / Phys Sci B 8544 | Math Inv B 8535 / HS Math B 8515 | English 9B 8536 |
| F. Jones (L. Olague) 238B / C | 238 / B | Gov/Econ B 8511 / World History 8531 | Cont Comp 8692 / Prac Writing 8542 | English 10B 8513 / Reading 9B 8523 | CONFERENCE | Basic Math B 8505 | Reading 10B 8546 / Reading 9B 8576 / English 10B 8566 |
| Nauls (Murphy/Diaz) (E. Galvan) CLAD B8 | 236 / A | 8501 / US History | CONFERENCE | 8913 / Driver Ed 2.5 | Eng 9B 8527 / Short Story 8764 / Reading 9B 8524 | 8945 / Driver Ed 2.5 | Life Sci B 8516 / Phys Scl B 8586 / Math Inv B 8526 |

## SPECIAL EDUCATION—RSP

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Cervantes-Wagner (R. Chaidez/G. Phillips) | 240 | Eng 9D 8550 / Cont Comp 8551 | (Service) | Cont Comp 8778 / English 9B 8553 / English 10B 8563 | CONFERENCE | Math Inv B 8555 / Basic Math B 8565 | Math Inv B 8556 |
| Boyce (Y. Macias) | B8 | Math Inv B 8591 | Eng 9B 8558 / Cont Comp 8572 / Prac Writing 8112 | Basic Math B 8603 / HS Math B 8593 | English 9B 8554 / English 10B 8564 | | English 9B 8596 |
| Hernandez (S. Dou) | 102 | Short Story 8481 / English 10B 8581 | Eng 10B 8497 / American Lit 8602 | CONFERENCE | English 10B 8584 | CONFERENCE 8595 | Short Story 8606 / English 9B 8406 |
| Salf, RSP-A/ De Witte (M. Bonjour) | 240 / 102 | 8561 / Prac Writing | 8552 / SH / English 9B | 8889 / Math Inv B | CONFERENCE | Track A / Math Inv B | Track A / DCS |

# Master Program Spring '99 Mester 5

## VOCATIONAL EDUCATION

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Creamer | C / S5 | ROP 8851 | ROP (P) 8702 / 8302 | ROP 8773 | ROP 8814 | ROP 8875 | ROP 8636 |
| ... | C / S5 | Wood Machine 8611 / 8621 | ROP (P) Wood Machine 8612 | Wood Machine | Wood Machine | Wood Machine S5 | Wood Machine S5 |
| Calderon, R. | C | | | | Drafting 1B 8614 / Drafting 2B 8624 / Drafting 3B 8394 | Drafting 1B 8615 / Drafting 2B 8625 | Drafting 1B 8616 / Drafting 2B 8626 |
| S6 | C / S6 | Draft Blueprint 8871 | Draft Blueprint 8722 | CONFERENCE | ... S6 | S6 | S6 |
| M. Goldberg | | | | 8643 | CONFERENCE | 8885 | 8866 |
| 219 | C / 219 | Computer Prod B 8651 | Computer Prod B 8652 | Computer Prod B 8653 | CONFERENCE | Computer Prod B 8655 / 219 | Computer Prod B 219 |
| T. Rodriguez | C / 219 | ROP 8651 | ROP 8652 | ROP 8653 | ROP 8654 | ROP 8655 | ROP 8876 |
| ... | C / 104 | Office Occupations 104 | Office Occupations 104 | Office Occupations 104 | Office Occupations 104 | Office Occupations 104 | Office Occupations 104 |

## SERVICE/MISCELLANEOUS

[2.5 / 5.0]

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Albano | 101 | 101 / 9034 | 101 / 9035 | 101 / 9036 | 101 / 9037 | 101 / 9038 | 101 / 9039 |
| Braxton | HO | HO / 9052 | HO / 9053 | HO / 9054 | HO / 9055 | HO / 9056 | HO / 9057 |
| Braxton (TR) | Cafe | Cafe / 9070 | Cafe / 9071 | Cafe / 9072 | Cafe / 9073 | Cafe / 9074 | Cafe / 9075 |
| Case (Service) | CO | CO / 9227 | CO / 9228 | CO / 9229 | CO / 9230 | CO / 9092 | CO / 9093 |
| Case (Work Exp.) | CO | CO / 9231 | CO / | CO / | CO / | CO / 9544 | CO 9545 / 9232 |
| Jansen | AO | AO / 9221 | AO / 9222 | AO / 9223 | AO / 9224 | AO / 9225 | AO / 9226 |
| Mares | MO | MO / 9233 | MO / 9234 | MO / 9235 | MO / 9236 | MO / 9237 | MO / 9238 |
| Mares | ST | ST / | ST / | ST / | ST / | ST / | ST / |
| Owens | Libr | Libr / 9512 | Libr / | Libr / 9240 | Libr / 9241 | Libr / 9515 | Libr / 9242 |
| Seegren/DHS | Lib | Lib / 8249 | Libr / 8250 | Libr / 8253 | Libr / 8257 | Libr / 8267 | Libr / 8268 |
| Seegren, Healthy | HS | HS / | HS / | HS / | HS / | HS / | HS / |
| Seegren | APO | APO / 9243 | APO / 9244 | APO / 9245 | APO / 9246 | APO / 9247 | APO / 9248 |
| Seegren | Text | Text / 9249 | Text / 9250 | Text / | Text / 9251 | Text / 9252 | Text / 9253 |
| Solorzano | DO | DO / 9254 | DO / 9255 | DO / 9256 | DO / 9257 | DO / 9258 | DO / 9259 |
| Stone | 126 | 126 / 9260 | 126 / 9261 | 126 / 9108 | 126 / 9262 | 126 / 9110 | 126 / 9111 |
| Ward | CO | CO / 9263 | CO / 9264 | CO / 9265 | CO / 9266 | CO / 9267 | CO / 9268 |

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These are subject to LEP enrollment and may be fewer than estimated.
SH = MIX
* = MUST BE PURE
REG = NO LEP

## ART/MUSIC

| Teacher/HR | Rm | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Kozaki | | | 6111 | | 6112 | | Painting 1B 6113 | | CONFERENCE | | 6115 | | 6116 | |
| 243 | A | 243 | Introduction to Art | 243 | Introduction to Art | 243 | Painting 2B 6913 | | CONFERENCE | 243 | Design | 243 | Design | |
| Walcott | | | 6121 | | 6122 | | 6123 | | 6124 | | | | 6126 | |
| CLAD | A | M2 | Music History | M2 | Beg Instruments B | M2 | Vocal Ensemble B | M2 | Choir B | ... | CONFERENCE | M2 | Music History | |
| M2 | | | 6651 | | | | | | | | | | | |
| | | | Chavas-Rasas | | | | | | | | | | | |
| | | M1 | Advanced Band B | | | | | | | | | | | |

## DRIVER ED

| Teacher/HR | Rm | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Adams | | | 7701 | | 7702 | | 7703 | | 7704 | | 7705 | | 7706 | |
| 1969 | | | | | | | | | | | | | Aux | |
| ... | | B5 | Driver Ed. 2.5 | B5 | Driver Ed. 2.5 | B5 | Driver Ed. 2.5 | B5 | Driver Ed. 2.5 | B5 | Driver Ed. 2.5 | B5 | Driver Ed. 2.5 | |

## EDUCATION AND CAREER PLANNING

| Teacher/HR | Rm | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DiMassa | | | 7801 | | 7802 | | 7803 | | 7804 | | 7805 | | 7806 | |
| 1969 | | | Aux | | | | | | | | | | | |
| ... | | 217 | Ed Career Plan 2.5 | 217 | Ed Career Plan 2.5 | 217 | Ed Career Plan 2.5 | 217 | Ed Career Plan 2.5 | 217 | Ed Career Plan 2.5 | 217 | Ed Career Plan 2.5 | |

## HEALTH

| Teacher/HR | Rm | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Jackson | | | 6161 | | | | | | 6164 | | 6165 | | 6166 | |
| | | | | | TUPE | | CONFERENCE | | | | | | | |
| Gym | A | Gym | Flags | ... | | ... | CONFERENCE | B7 | Health | B7 | Health | B7 | Health | |
| Sutic | | | 6151 | | 6152 | | 6153 | | 6174 | | | | 6846 | |
| B7 | A | B7 | Health | B7 | Health | B7 | Health | | Gym Basic Team | ... | CONFERENCE | | Gym Tennis Team | |

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# Master Program Spring '99 Mester 5

Track A
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## BILINGUAL

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Andrews BCLAD 105 | A 105 | 6001 •• ESL 4 | 6002 ESL 4 (105) | 6003 English 9B (105) | 6344 Aux Spanish 2B (105) | 6015 •• ESL 2A (105) | 6016 •• ESL 2A (105) |
| Herring BCLAD 241 | A 241 | 6011 •• ESL 4 | 6012 •• ESL 4 (241) | 6923 English 9B (241) | 6924 Aux Humanities B (241) | 6355 •• ESL 2B (241) | 6356 •• ESL 2B (241) |
| Johanngen BCLAD 232 | A 232 | 6021 •• ESL 3 | 6022 ESL 3 (232) | 6173 Aux ESL 3 (232) | 6784 ESL 3 (232) | 6905 ESL 1A (232) / 6915 ESL 1B (232) | 6906 ESL 1A / 6916 ESL 1B |

## FOREIGN LANGUAGE

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Fundukian BCLAD 227 | A 227 | 6131 French 1B | 6112 French 2B (227) | 6133 Aux French 1B (233) | French 3B 6134 / AP French B 6914 (229/233) | 6135 French 1B (229) | 6136 French 2B (229) |
| Malhos BCLAD 222 | A 222 | 6091 Spanish Sp 1B | 6092 Japanese 1B (222) | 6143 Spanish 1B (222) | Japanese 2B 6094 / Japanese 3B 6904 (222) | 6095 Spanish Sp 1B (222) | CONFERENCE |
| Picasso BCLAD 211 | A --- | 6101 CONFERENCE | Span Sp 2B 6102 / Spanish 3B 6902 (211) | 6103 Spanish Sp 2B (211) | 6104 AP / Spanish Lit B 6104 (211) | 6145 AP / Spanish Lang B (211) | 6106 CONFERENCE |
| Valencia 229 | A 229 | 6101 AP Spanish Sp 2B | 6142 AP Spanish Lang B (229) | 6093 Spanish Sp 1B (229) | 6093 Spanish Sp 1B (229) / Andrews Spanish 2B (105) | CONFERENCE | 6146 AP Spanish Lang B (222) |
| | | | | | 6344 | | |

| Teacher/IIR | Rm | 6171 | 6172 | 6173 | 6174 | 6175 | 6176 |
|---|---|---|---|---|---|---|---|
| Conover - 1969 | C2 | SH American Lit C2 | SH American Lit C2 | AP English Lang B C2 6193 | Aux English 10B C2 6194 | BCS C2 6175 | BCS C2 6176 |
| Dypiangco | A 28 | CORE 6 Cont Comp 6191 | CORE 6 CONFERENCE | AP English Lit B 28 6193 | MTCA Exploratory Educ 28 6194 | SH Cont Comp 28 6963 | CORE 6 Cont Comp 28 6196 |
| Library | | 6891 | 6202 | 6203 | | 6925 | 6926 |
| Hong 1969 | A 231 | II English 10B 231 | English 10B 231 | II English 10B 231 | CONFERENCE 231 | Humanities B 231 | Humanities B 231 6216 |
| Howard | | 6521 P 6182 | P 6182 | H 6183 | P 6244 / 6274 | MTCA 6275 | |
| 110 | A 110 | English 9B 110 | English 9B 110 | English 9B 110 | English 10B 110 | English 9B 110 | CONFERENCE ... |
| Sato | A 23 | SH English 9B 6241 23 | SH English 9B 6242 23 | SH English 9B 6243 23 | American Lit 6204 23 | English 10B 6255 23 | CONFERENCE ... |
| L. Lowe 1969 | A 27 | SH 6211 | CORE 6 6212 | AP English Lit B 6213 27 | CORE 6 Cont Comp 6214 27 | CORE 6 Cont Comp 6215 27 | AP English Lang B 27 6216 |
| McClinic | A 118 | II English 9B 6221 118 | CONFERENCE 6222 | Drama B 6223 118 | Theater Wkshp B 6224 118 | CONFERENCE 6235 | Play Production B 118 6226 |
| 118 | | | Drama B 118 | | | | |
| Murphy | A 10B | P 6601 / 6231 English 9B | 6232 | Aux Cont Comp 6263 10B | TV Prod B 6234 / Film B 6238 10B | 6235 | 6236 |
| 10B | | Modern Lit 10B | Modern Lit 10B | Cont Comp 10B | Film B 10B | TV Production B 10B | Film B 10B |
| Paschalidis | A 26 | SH 6921 | 6922 | American Lit 6013 26 | 6014 | 6205 | Aux P 6276 |
| 26 | | Humanities B 26 | Humanities B 26 | American Lit 26 | American Lit 26 | English 10B 26 | English 9B 26 |
| Staff, Eng-A1/Gomer | A ... | CONFERENCE 6271 / 6261 | English 9B 24 6962 | American Lit 24 6963 | American Lit 24 6024 | American Lit 24 6195 | English 9B 24 6656 |
| 24 | | | | | Myth/Leg 24 | | |
| Staff, Eng-A2/Harley | A 203 | II English 10B 6261 203 | II English 9B 6522 203 | 6523 238 A | English 9B 6964 A | American Lit 24 | SH English 9B 212 6526 |
| 203 | | | | English 9B 238 A | | | |
| Trujillo BCLAD | A B9 | SH 6251 | SH 6252 | SH 6253 | 6254 | Aux 6875 | GIA Volley 6796 |
| B9 | | English 10B B9 | English 10B B9 | Expo Comp B9 | English 10B B9 | SH English 10B B9 | Volley Team 6816 Gym |
| Yanada - 1969 | A 12 | SH English 10A 6181 12 | SH Expo Comp 6262 12 | Expo Comp ... | Expo Comp 6264 30 | Modern Lit 6265 10A | SH Modern Lit 10A 6266 / 6096 |
| | | | | Andrews 6003 English 9B 105 | Herring 6924 Humanities B 241 | Dufauchard 6525 English 9B 212 | |
| | | | | CONFERENCE 241 | Aux Herring Humanities B 241 | | |
| | | | | Herring 6923 Humanities B 241 | | | |
| CCC Lab | 107 | Dufauchard 6611 CCC Lab 107 | Dufauchard 6612 CCC Lab 107 | Dufauchard 6613 CCC Lab 107 | Dufauchard 6614 CCC Lab 107 | Defer 6615 CCC Lab 107 | King 6616 Aux CCC Lab 107 |

# Master Program Spring '99 Mester 5

## MATHEMATICS

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Bruno | C6 | 6901 C6 Math Inv B | 6622 C6 Integ Math 1B | ... CONFERENCE | 6284 130 Leadership | 6625 C6 Integ Math 1B | 6286 C6 Integ Math 1B |
| Fernandez BCLAD | M6 | •• SH 6041 / BS 6051 / A M6 Math Inv A | 6032 M6 Integ Math 3B | 6333 •• SH / M6 Integ Math 1B | 6034 •• SH | ... CONFERENCE | 6036 SH / M7 Integ Math 1B |
| McMonigle | 135 | ... CONFERENCE 6291 | 6292 135 Geom/Alg B | 6293 B11 Geom/Alg A | 6624 B11 Integ Math 1B | 6305 B10 Geom/Alg A | 6316 B10 Math Inv A (SH) |
| Moeller | M5 | 6031 (Topics) A M5 Math Inv B | 6302 M5 Math Analysis (SH) | 6623 M5 Alg Sel Topics | 6304 B11 Aux | 6685 M5 Alg Sel Top | 6626 M5 Alg Sel Topics |
| Pruitt | M5 | SH | 6282 M5 Math Analysis (SH) | 6903 M5 Alg Sel Topics | 6824 M5 Math Analysis | 6825 M5 Alg Sel Top | 6816 M6 Math Lab |
| (C4) | C4 | ... CONFERENCE | 6042 •• C4 Math Inv A | 6033 •• C4 Math Inv B | C4 Math Lab | 6335 M6 Math Lab / P | 6046 M6 Math Lab |
| Sumoano BCLAD | B3 | •• SH Math Inv B 6691 / BS Math Inv B 6621 / SH Alg Sel Top 6641 | B3 Math Inv B | B3 Integ Math 1B | ... CONFERENCE | B3 Math Inv B | B3 Math Inv B |
| Wagner | B3 | 6291 ... CONFERENCE | CONFERENCE | 6303 135 Math Inv B | 6294 CONFERENCE | 6295 135 Math Inv B | 6306 135 Math Inv B |
| Cafe | 135 | 6631 (D) A 135 Integ Math 2B | 6322 CONFERENCE | 6322 135 Math Inv B | 6324 135 Integ Math 2B | 6985 / 6975 (D) 135 Integ Math 2B | 6326 135 Math Inv B |
| Yaffe In Training | 133 | 6321 A 133 Integ Math 3B | 6332 133 Integ Math 2B | 6653 133 CONFERENCE | 6324 133 Integ Math 3B | 133 Integ Math 1B SH | 6326 133 Integ Math 2B |
| Zalewski CLAD | B10 | 6331 •• SH / A B10 Integ Math 1B | 6332 AP Calculus | 6653 SH / B10 Integ Math 1B | 6334 B10 Math Inv B | 6605 •• SH / C3 Math Inv B | ... CONFERENCE |

• Math Tutor Lab = Only new 9th graders (No 9+ or higher).

• Math Investigations A or B = Regular 9 or 10. (No 10+ or higher. Send them to adult school, etc.)

# Master Program  Spring '99  Mester 5
## PHYSICAL EDUCATION

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Barber 1969 | A Gym | Basic Team (6341) | Advanced PE (6342) | CONFERENCE (6343) | Basic Team (6354) | Advanced PE (6345) | Soccer GIA (6876) |
| Del Hierro | A ... | CONFERENCE (6361) | Basic Team (6352) | Basic Team (6363) | Advanced PE (6364) | Other Student Services (6684) | Var Basketball (6976) |
| Muroney | A Gym | | | | | (6365) | |
| Palmer | A Gym | Advanced PE (6371) | CONFERENCE (6372) | Basic Team (6353) | Advanced PE (6374) | Basic Team (6375) | Wrestling (6786) |
| Gym | A Gym | Basic Team | Advanced PE | Advanced PE | CONFERENCE | Advanced PE | Baseball Team (6956) |
| | | Jackson (6161) | Matsumura (6602) | | Suñe | | Aguirre — Track Team (6826) |
| | | Flags | Adapted PE | | Basic Team 6374 | | Albano — Soccer Team (6886) |
| | | | | | Advanced PE 6378 | | Arnold — Basketball F/S (6966) |
| | | | | | | | Harton — Cheer (6766) |
| | | | | | | | Kane — Softball (6946); GIA Basketball (6986) |
| | | | | | | | Rodriguez — JV Baseball (6936) |
| | | | | | | | Shemwell — Var Football (6896) |
| | | | | | | | Suñe — Tennis GIA (6836); Tennis Team (6846) |
| | | | | | | | Trujillo — Volleyball GIA (6796); Var Volleyball (......) |
| | | | | | | | Williams — Swim Team (6866); Swim GIA (6856) |
| Kamiyama 1969 | A ... | 9th Grade Coordinator | 9th Grade Coordinator | CONFERENCE | AD | AD | AD |

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# Master Program Spring '99 Mester 5

## SCIENCE

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | | 6381 | 6382 | 6383 | 6384 | 6385 | |
| Brancov 329 | A 329 | AP Physics B | AP Chemistry B | Physics B | Physics B | Physics B | CONFERENCE ... |
| | | | 6062 | 6063 | 6064 | 6065 | 6066 |
| DelVillar In Training 323 | A ... | CONFERENCE | SH Biology B | SH Biology B | BS SH Biology B | SH Biology B | SH Biology B |
| | | | | | | | 323 |
| | | 6401 | 6402 | 6403 | | 6405 | 6406 |
| Minkin 327 | A 327 | AP Biology B | Biology B | Biology B | CONFERENCE ... | Biology B | Biology B |
| | | | | | | | 327 |
| | | 6411 | 6412 | | 6414 | 6415 | 6416 |
| Santilena CLAD 322 | A 322 | SH Science Fund B | SH Chemistry B | CONFERENCE ... | •• SH Science Fund B | •• SH Chemistry B | •• SH Biology B |
| | | | | | | | 322 |
| | | 6391 | | 6643 | 6394 | 6395 | 6396 |
| Staff, Sci-A/Chol Cafe | A 323 | Chemistry B | CONFERENCE ... | SH Science Fund B | Science Fund B | Chemistry B | Chemistry B |
| | | | | | | | 239 |
| | | 6421 | 6422 | 6423 | 6424 | | |
| Williams 324 | A 324 | H Biology B | Biology B | Biology B | H Biology B | CONFERENCE ... | Swim Team 6866  Swim GIA 6856 |
| | | | | | | | Pool |

# SOCIAL STUDIES

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Epton BCLAD 112 | A 112 | 6431 •• SH Economics | 6432 •• SH US History B | 6433 SH Economics | 6434 SH World History B | 6435 •• SH World History B | CONFERENCE --- |
| Flores BCLAD 204 | A 204 | 6071 SH World History B | 6052 SH / 6072 BS World History B | 6073 SH World History B | 6044 SH / 6074 BS World History B | CONFERENCE --- | 6076 •• SH World History B |
| Keating 1969 205 | A 205 | 6081 SH US History B | 6082 US History B | 6083 Aux | 6084 SH | 6085 | 6086 SH US History B |
| McIntyre | A 206 | CORE 6 6461 SH | CORE 6 | CORE 6 6463 SH US History B | 6464 AP Prin Democracy | 6465 AP Prin Democracy | 6466 World History B |
| Cafe | A 206 | 6461 SH US History B | CONFERENCE --- | 6463 SH US History B | 6464 AP American Hist B | 6465 American Hist B | 6466 World History B |
| Rhyne | A 208 | 6441 World History B | 6442 | 6443 | 6444 | 6445 | 6446 |
| 208 | A 208 | 6451 World History B | 6452 Economics | 6453 World History B | 6454 CONFERENCE | 6455 Economics | 6456 Economics |
| Tarango | A | CONFERENCE | II 6452 World History B | 6453 World History B | 6454 US History B | 6455 US History B | II 6456 Economics |
| 210 | A --- | CONFERENCE | 210 World History B | 210 World History B | 210 US History B | 210 US History B | 210 World History B |

# MISCELLANEOUS

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | | | | | 6284 Bruno 130 Leadership | | 6386 Kato 320 Yearbook 2.5 |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

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# Master Program Spring '99 Mester 5

## SPECIAL EDUCATION—RSP

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Boyce / In Training / (Macias) | B8 | Basic Math B 6531 / Math Inv B 6591 | English 10B 6552 / Cont Comp 6592 (B8) | 6593 / Basic Math B (B8) | BCS 6584 / English 9B 6594 (B9) | CONFERENCE | BCS 6587 / English 9B 6596 / English 10B 6586 |
| Hernandez / 1969 / (Dou) / 102 | 102 | English 9B 6568 / Basic Math B 6561 | English 9B 6567 / English 10B 6572 / Cont Comp 6562 (102) | CONFERENCE | English 9B 6010 / BCS 6564 (240) | 6545 / Math Inv B (102) | 6566 / English 9B (102) |
| Cervantes-Wagner / (Phillips) / BCLAD | 240 | BCS 6581 / Cont Comp 6711 | 6662 / English 10B (240) | English 9B 6553 / English 10B 6713 (240) | CONFERENCE | 6715 / Math Inv B (102) | 6556 / English 9B |
| Staff, RSP-A/De Witte | 240 | Math Inv B 6009 / BCS 6541 / Cont Comp 6571 / Pract Writing 6551 | 6692 / English 9B (240) | HS Math B 6583 (B8) | CONFERENCE | Basic Math B 6565 / HS Math B 6555 (102) | Basic Math B (240) / Math Inv B 6666 (240) |

## SPECIAL EDUCATION—SDC/LH

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Corbett / CLAD / (Piceno) / 236 B | B | World Hist B 6791 / US History B 6741 | Cont Comp 6742 / Pract Writing 6792 (236 B) | World Hist B 6793 / US History B 6753 / Economics 6763 (236 B) | | ESL 2A 6719 / BCS 6795 / Read Book Plus 6735 / Basic Read 9B 6775 / English 10B 6785 (236 B) | ESL 2A / Cont Comp 6686 / English 9B 6736 / English 10B 6726 (236 B) |
| Diaz / (Dorado) / 236A | A | CONFERENCE | Math Inv B 6732 / Basic Math B 6722 (236 A) | Math Inv B 6733 / HS Math B 6783 (236 A) | Life Sci B 6764 / Phys Sci B 6774 (236 A) | 6745 / Life Science B (236 A) | Life Sci B 6716 / Phys Sci B 6696 (236 A) |
| Staff, SDC-A/Chaldez/Zelete / (C. Gonzalez) / 201 | A | English 9B 6731 / English 10B 6751 / Basic Rd 10B 6761 / Read Imp B 6771 / BCS 6781 (201) | Basic Rd 9B 6752 / English 10B 6762 / Cont Comp 6772 / Pract Writing 6782 (201) | CONFERENCE | 6754 / ECP (201) | Basic Math B 6755 / HS Math B 6765 (201) | World Hist B 6756 / US History B 6746 / Economics 6676 (201) |

# Master Program Spring '99 Mester 5

## VOCATIONAL EDUCATION

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Ashley | A | | | | | | |
| | S4 | Electr 1B 6471 / Electr 2B 6301 | Electr 1B 6472 | Elective (Cisco Grant) 6473 | Electr 1B 6474 | Electr 1B 6475 | CONFERENCE 6476 |
| Calderon, F. | A | | | | | | |
| | S1 | ROP (P) 6481 / 6671 Offset Litho | ROP (P) 6482 / 6672 Offset Litho | ROP 6483 Offset Litho | ROP 6484 Offset Litho | ROP 6485 Offset Litho | ROP 6486 Offset Litho |
| Gallegos | A | | | | | | |
| | S1 | ROP (P) 6491 / 6681 | ROP (P) 6492 / 6682 | ROP 6493 | ROP 6494 | ROP 6495 | ROP 6496 |
| ... | S3 | Machine/CNC 6501 | Machine/CNC 6502 | Machine/CNC 6503 | Machine/CNC | Machine/CNC 6505 | Machine/CNC 6506 |
| Morris 1969 (26 max) 219 | A 219 | Computer Prod | Computer Prod | Computer Prod | CONFERENCE | Computer Prod | Computer Prod |
| Savant 1969 Cafe | A 104 | Office Tech B 6661 / Word Process 6511 Typing B | Typing B 6512 | CONFERENCE | Typing B 6514 | Typing B 6515 | Typing B 6516 |

## SERVICE/MISCELLANEOUS

| Teacher/HR | Rm | 1 [2.5 / 5.0] | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Albano | 101 | 9496 / 9607 | 9407 / 9608 | 9408 / 9024 | 9409 / 9609 | 9410 / 9610 | / 9611 |
| Braxton | HO | 9412 / 9040 | 9413 / 9041 | 9414 / 9044 | 9415 / 9043 | 9416 / 9612 | 9417 / 9613 |
| Braxton (TR) | Cafe | 9418 / 9614 | 9419 / 9615 | 9420 / 9060 | 9421 / 9616 | 9422 / 9617 | 9423 / 9618 |
| Case (Service) | CO | 9424 / 9076 | 9425 / 9077 | 9426 / 9078 | 9427 / 9619 | 9428 / 9620 | 9429 / 9081 |
| Case (Work Exp.) | CO | / 9532 | / 4533 | | | / 9534 | 9535 / 9536 |
| Janssen | AO | 9460 / 9112 | 9461 / 9113 | 9462 / 9114 | 9463 / 9115 | 9464 / 9116 | 9465 / 9117 |
| Mares | MO | 9436 / 9130 | 9437 / 9131 | 9438 / 9621 | 9439 / 9133 | 9440 / 9134 | 9441 / 9135 |
| Mares | ST | 9442 / | 9443 / | 9444 / | 9445 / | 9446 / | 9447 / |
| Owens | Libr | 9527 / 9622 | ............ | 9528 / 9503 | 9529 / 9505 | 9530 / 9506 | 9531 / 9507 |
| | | / 9690 | / 9691 | / 9692 | / 9693 | / 9694 | 9695 |
| Reveles | Lib | / 9670 | / 9671 | / 9672 | / 9673 | / 9674 | / 9675 |
| Seegren/DHS | Libr | | | | | | |
| Seegren | APO | 9454 / 9184 | 9455 / 9625 | 9456 / 9186 | 9457 / 9187 | 9458 / 9188 | 9459 / 9189 |
| Seegren | Text | 4478 / 9626 | 9479 / 9627 | 9480 / 9628 | 9481 / 9629 | 9482 / 9630 | 9483 / 9631 |
| Solorzano | DO | 9466 / 8220 | 9467 / 9632 | 9468 / 9633 | 9469 / 9213 | 9470 / 9634 | 9471 / 9325 |
| Stone | 126 | 9430 / 9635 | 9431 / 9636 | 9432 / 9637 | 9433 / 9097 | 9434 / 9098 | 9435 / 9638 |
| Ward | CO | 9472 / 8238 | 9473 / 9366 | 9474 / 8240 | 9475 / 9341 | 9476 / 9142 | 9477 / 9143 |

# Master Program Spring '99 Mester 4

These are subject to I.I.P. enrollment
and may be fewer than estimated.
SH = MIX
REG = NO LEP

## ART/MUSIC

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Harp | | 7001 | 7002 | | Painting 1B 7004 | 7005 | 7006 |
| 241 | D | 241 Intro to Art | 241 Intro to Art | ... CONFERENCE | 241 Painting 2B | 241 Design | 241 Design |
| Rogers | | 7011 | 7012 | 7013 | 7614 7014 | 7015 | |
| M1 | B | M1 Advanced Band B | M1 (Beg.) Instru B | M2 Vocal Ensemble B | M2 Choir B | M2 Piano/Keyboard B | ... CONFERENCE |

## DRIVER ED

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Adams | | 6701 | 6702 | 6703 | 6704 | 6705 | 6706 |
| 1969 | | | | | | | Aux |
| B5 | B | B5 Driver Ed. 2.5 | B5 Driver Ed. 2.5 | B5 Driver Ed. 2.5 | B5 Driver Ed. 2.5 | B5 Driver Ed. 2.5 | B5 Driver Ed. 2.5 |

## EDUCATION AND CAREER PLANNING

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Di Massa | | 6801 | 6802 | 6803 | 6804 | 6805 | 6806 |
| 1969 | | Aux | | | | | |
| ... | B | 217 Ed Career Plan 2.5 | 217 Ed Career Plan 2.5 | 217 Ed Career Plan 2.5 | 217 Ed Career Plan 2.5 | 217 Ed Career Plan 2.5 | 217 Ed Career Plan 2.5 |

## HEALTH

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Van Dellen | | CONFERENCE | 7072 | 7073 | 7074 | 7075 | 7076 |
| | | 7071 | | | | | |
| B6 | B ... | SH Klein | SH Health | SH Health | SH Health | SH Health | SH Health |
| | | B6 Health | B6 | B6 | B6 | I16 | B6 |

# Master Program Spring '99 Mester 4

## FOREIGN LANGUAGE

| Teacher/HR | Rm | CORE 5 — 1 | CORE 5 — 2 | CORE 5 — 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Adle | D 227 | 7021 French 1B | 229 CONFERENCE (7052) | 7023 229 French 2B | 7024 229 French 3B | 7025 229 French 2B | 7026 229 French 1B |
| Cafe | | | | | | 7885 Aux | 7036 229 French 1B |
| Martinez, R. G. / In Training / 239A | 239 B A | 7031 Spanish 1B | A Spanish 2B (7992) | 7033 A Spanish Sp 1B | 7034 A Spanish 3B | A Spanish Sp 1B (7055) | 7056 A Spanish Sp 2B |
| Scavone / In Training / 233 | B 233 | 7051 AP Spanish Lang B | SH English 9B | 7933 Aux / English 9B | 7054 AP Spanish Lang B | 233 Spanish Sp 2B | 233 Spanish Sp 2B |
| Velasquez, R. / 222 | B 222 | 7041 Spanish Sp 1B | 7042 English 9B | 7043 English 9B | Span Sp 1B 7634 / 7044 Spanish 2B | CONFERENCE | 7046 222 Span Sp 1B |
| Wagensberg / BCLAD / 223 | D 223 | 7061 Spanish Sp 2B | 7032 French 1B | 7063 Spanish Sp 2B | 7064 AP Spanish Lit B | 7065 222 Spanish Sp 2B | CONFERENCE |

## MISCELLANEOUS

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| | | | | | 7624 Bruno / 135 Leadership B 5.0 | | 7586 Aux — Jensen / 230 Decathlon B 2.5 |
| | | | | | | | Kato / 320 Yearbook B 2.5 |

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# Master Program Spring '99 Mester 4 - English

Rm column and period columns: 7091 | 7092 (7932) | CORE 5 7093 | 7094 | 7095 | CORE 5 7096

| Teacher/IHR | Rm | 7091 | 7092 | 7093 (CORE 5) | 7094 | 7095 | 7096 (CORE 5) |
|---|---|---|---|---|---|---|---|
| Carbonara (CLAD) | 28 | (EVT) H / English 9B / 28 | Aux H / English 9B / 28 | English 10B / 28 | MTCA Exploratory Ed / 28 | (EVT) H / English 9B / 28 | English 10B / 28 |
| Carroll (CLAD) | 118 | •• SH / 7101 | •• SH / 7102 | (EVT) H / English 10B / 7103 | 7104 | •• SH / 7105 | Aux / 7936 |
| Chur | C3 | Modern Lit / 7111 | Modern Lit / 7112 | Cont Comp / 7113 | Cont Comp / 7114 | English 10B / 7115 | CONFERENCE |
| Gomez | 23 | English 9B / 7161 | Myth/Legend / 7162 | American Lit / 7143 | Myth/Legend Short Story / 7164 | American Lit / 7145 | CONFERENCE |
| Harley (1969) | 110 | CCC-2 / HumanitiesB1 7121 / HumanitiesB2 7601 | CCC-2 / HumanitiesB1 7122 / HumanitiesB2 7602 | SH / English 10B / 7123 | English 10B / 7124 | (P) SH / English 10B / 7125 / 7635 | CCC-2 Aux / HumanitiesB1 7176 / HumanitiesB2 7606 / 110 |
| J. Jones | C2 | R (P) / American Lit / 7131 / 7621 | Aux H / 7937 | (EVT) AP / English Lit B / 7133 | Expo Comp / 7134 | Expo Comp / 7135 | SH (P) / Expo Comp / 7136 / 7666 |
| Larson | 20 | Cont Comp / 7081 | R (P) / English 9B / 7082 / 7622 | SH / Cont Comp / 105 / 7083 | CONFERENCE | SH / 7085 | English 9B / 20 / 7086 |
| Moore (Hong/Conuver/King) | 24 | Cont Comp / 7151 | 7152 | MTCA / English 9B / 7153 | CONFERENCE / 7154 | Cont Comp / 7155 | |
| Self, Eng-B2/Trujillo | 131 | SH / English 9B / 7911 | SH / English 9B / 7912 | (EVT) AP / English 9B / 7913 | English 9B / 7914 | SH / English 9B / 7915 | CONFERENCE |
| Vee Dana (1969) | 29 | SH / American Lit / 7141 | English 9B / 7142 | CONFERENCE / 7173 | SH / American Lit / 7174 | SH / English 9B / 7165 | SH / English 9B / 29 / 7166 |
| G. Wright (1969) | ... | CONFERENCE | (EVT) AP / English Lang B / 7172 | (EVT) AP / English Lang B / 7173 | GATE Coordinator / C.O. | CCC-2 / HumanitiesB1 7175 / HumanitiesB2 7605 | UTLA |
| K. Wright (1969) | 26 | CONFERENCE | SH / Modern Lit / 7182 | (EVT) AP / English Lit B / 7183 | SH / Modern Lit / 7184 | SH / Cont Comp / 7185 | Cont Comp / 26 / 7186 |
| (20 Max) | 107 | Defer / CCC / 7451 | Defer / CCC / 7452 | Defer / CCC / 7453 | Defer / CCC / 7454 | Defer / CCC / 7455 | King / CCC / 107 / 7456 |
| | 233 | | SH Scavone / English 9B / 7992 | Aux SH Scavone / English 9B / 7933 | | | |

(EVT) = English Vertical Team

# Master Program Spring '99 Mester 4

## MATHEMATICS

Track B
Page 4
2/5/99

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Ayala / M3 | B M3 | SH Math Inv A (7811) | SH Math Inv A (7192) M3 | M3 Transformations 2 (7193) | Aux / M3 Transformations 2 (7244) | MTCA / M3 Integ Math 1B (7195) | M3 Transformations 2 (7996) |
| Conteras | B C5 | SH Algebra Topics (7201) C5 | | | | | Transformations 2 (7206) M3 |
| Cafe | B --- | | CONFERENCE | SH Math Inv A (7823) B3 | Math Inv B (7994) B3 | SH Math Inv A (7205) B3 | B3 Math Inv B (7956) |
| Cortez In Training / B3 | B B3 | SH Transformations 3 (7211) B3 | Integ Math 1B (7212) B3 | (Topics) SH Math Inv B (7213) M5 | Transformations 3 (7714) M5 | CONFERENCE | Gym GIA Soccer |
| Crunelle / B10 | B B10 | SH Integ Math 1B (7221) B10 | CONFERENCE | SH Math Inv B (7993) B10 | SH Math Inv B (7194) B10 | SH Math Inv B (7225) B10 | SH / B10 Math Inv B (7226) |
| Eindee 1969 / M5 | B M5 | SH Math Inv B (7231) M5 | M5 Math Analysis (7232) | SH Algebra Topics (7233) M4 | CONFERENCE | SH Algebra Topics (7235) M5 | M5 Algebra Topics (7236) |
| Kim In Training Aud | B M6 | SH Transformations 2 (7241) C6 | CONFERENCE | Integ Math 1B (7223) M6 | Integ Math 1B (7214) M6 | Integ Math 2B (7245) M6 | M6 Integ Math 1B (7216) |
| McMonigle 1969 | B C6 | CONFERENCE | AP Calculus B (7252) C6 | Integ Math 2B (7253) C6 | Integ Math 2B (7254) C6 | Integ Math 3B (7255) C6 | C6 Integ Math 2B (7256) |
| Robles, Jose / 133 | B 133 | Math Inv B (7261) 133 | Aux / Transformations 2 (7242) 133 | (T) Math Tutor Lab AB (7263) 133 | (T) Math Tutor Lab AB (7264) 133 | Math Inv B (7265) 133 | (T) Math Tutor Lab AB (7266) / C6 Integ Math 2B |
| Tepper / 135 | B 135 | Trigonometry (7821) 135 | AP Statistics B (7272) 135 | SH Integ Math 3D (7273) 135 | TITLE I | TITLE I | CONFERENCE |

# Master Program Spring '99 Mester 4

## PHYSICAL EDUCATION

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Escobedo | B Gym | 7281 Advanced PE | 7282 Advanced PE | CONFERENCE | 7284 Advanced PE | 7285 Advanced PE | GIA Tennis / Tennis Team 7926 / Softball Team 7896 |
| Kiehn | B Gym | 7291 Basic Team | 7292 Basic Team | 7293 Basic Team | 7294 Basic Team | CONFERENCE | Basketball F/S 7286 / Var Basketball 7836 |
| Klein | B6 SH | 7071 Health | 7092 Advanced PE | 7283 Basic Team | 7654 Basic Team | CONFERENCE | Wrestling 7986 |
| | B B6 | | | | IMPACT | | |
| Pickard | B Gym | 7611 Health | 7612 Basic Team | IMPACT | IMPACT | 7625 Advanced PE | CONFERENCE |
| | | Flags | 7672 Matsumura Adapted PE | | | Advanced PE | Aguirre — X-Country 7946 |
| | | | | | | | Albano — Soccer Team 7876 |
| | | | | | | | Arnold — Volleyball GIA 7976 / Volleyball Team 7966 |
| | | | | | | | Barton — Track Team 7946 |
| | | | | | | | Cortez — GIA Soccer 7956 |
| | | | | | | | Kane — Basketball GIA 7846 |
| | | | | | | | Nauls — Cheer 7786 |
| | | | | | | | Rodriguez — Baseball JV 7796 / Baseball Team 7816 |
| | | | | | | | Shenwell — Football F/S 7856 / Football Var 7866 |
| | | | | | | | Thompson — Swim GIA 7916 / Swimming Team 7906 |

# Master Program Spring '99 Mester 4

## SCIENCE

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Benavente<br>327 | B 327 | 7301<br>SH 327 Biology B | 7302<br>327 Biology B | 7303<br>Title 1 | 7304<br>Title 1 | 7305<br>CONFERENCE | 7306<br>SH 327 Biology B |
| Cantu<br>323 | B ... | 7721<br>CONFERENCE | 7922<br>SH 323 Biology B | SH 323 Biology B | SH 323 Biology B | II 323 Biology B | 7927<br>SH 323 Biology B |
| Choi<br>324 | B 324 | 7721<br>SH 324 Biology B | 7312<br>II 324 Biology B | 7313<br>Aux 324 Biology B | 7314<br>II 324 Biology B | 7315<br>324 Biology B | 7316<br>SH 324 Biology B |
| Moreno<br>330 | B 330 | 7321<br>AP 330 Physics B | 7722<br>AP 330 Biology B | 7323<br>327 Biology B | 7324<br>327 Physics B | 7325<br>327 Physics B | CONFERENCE ... |
| Tajibuy<br>(Safety)<br>... | B 322 | 7341<br>AP 322 Chemistry B | CONFERENCE ... | 7343<br>322 Chemistry B | 7344<br>322 Chemistry B | 7345<br>SH 322 Chemistry B | 7346<br>SH 322 Chemistry B |
| Zaremba<br>(Minhln/Thompson/Cazares)<br>329 | B 329 | 7331<br>329 Chemistry B | 7332<br>329 Science Fund B | 7333<br>SH 329 Science Fund B | 7334<br>329 Science Fund B | CONFERENCE ... | 7336<br>SH 329 Science Fund B |

## SOCIAL STUDIES

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Ivanov (N. Brown) Cafe | B / 205 | CORE 5 7401 — World History B (205) | CORE 5 | 7413 — World History B (205) SH | 7374 — World History B (205) SH | CORE 5 7405 — World History B (205) | 7396 — World History B (205) SH |
| Mercado In Training 210 | D / 210 | 7391 — World History B SH | 7382 — CONFERENCE --- | 7383 — US History B (212) SH | 7394 — World History B (212) SH | CONFERENCE --- | 7386 — US History B (215) SH |
| Paltus 1969 204 | B / 204 | 7371 — Government (204) | 7882 — Aux World History B (204) SH | 7373 — Government (204) SH | 7384 — Economics (204) | 7375 — SH Government (204) | 7376 — Government (204) |
| Quezada BCLAD 208 | •• / 208 | 7351 — SSVT H World History B (208) | 7352 — SSVT H World History B (208) | 7353 — Economics (208) | 7354 — Economics (208) | 7355 — SSVT H Government (204) | CONFERENCE --- |
| Vazquez 205 | B / --- | CONFERENCE --- | 7392 — SSVT AP American Hist B (205) | CCC-2 Anthropology 7403 / Anthropology 7603 (210) | CCC-2 Anthropology 7404 / Anthropology 7604 (210) | 7395 — SSVT AP Economics (208); American Hist B (210) | 7406 — Anthropology (210) |
| Vroonnan 212 | B / 212 | 7411 — US History B (212) | 7412 — US History B (212) | CONFERENCE --- | 7414 — US History B (230) | 7385 — US History B (212) | 7416 — World History B (212) |

# Master Program Spring '99 Mester 4

## SPECIAL EDUCATION—CBI

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Domingo (C. Brewer) (H. Rivera) (L. Espinoza) 231 | B 231 | 7461 Con Aware — 231 | 7462 Funct Read — 231 | 7463 Gardening — 231 | 7464 Travel Mobility — 231 | 7465 Leisure Music — 231 | CONFERENCE — ... |

## SPECIAL EDUCATION—ER

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Boonsiriseth (M. Gonzalez) (G. Phillips) (R. Quintero) 201 | B 201 | Math Inv B 7501 / Basic Math B 7511 / HS Math B 7521 — 201 | CONFERENCE — ... | Word Hist 7515 / English 9B 7503 / English 10B 7513 / Reading Imp 7523 / Lang Skill B 7533 — 201 | Cont Comp 7504 / Prac Writing 2518 / Reading 9B 7524 / Reading 10B 7534 — 201 | World Hist B 7535 / US History B 7565 / Economics 7575 / Reading 9B — 201 | Lang Skill B / E Career Plan 7506 / Life Sci B 7516 / Phys Sci B 7526 — 201 |

## SPECIAL EDUCATION—RSP

| Teacher/HR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Royce (Y. Macias) B8 | B8 | 7591 Math Inv B — B8 | 7562 Cont Comp — B8 | Basic Math B 7593 / HS Math B 7583 — B8 | English 9B 7554 / English 10B 7000 — B8 | CONFERENCE — ... | 7576 SH — B8 |
| Cervantes-Wagner (R. Chaidez) ... | 240 | ● English 9B — 240 | 7542 English 9B — 240 | English 9B 7563 / English 10B 7573 — 240 | CONFERENCE — ... | Short Story 7449 / Math Inv B 7525 — 240 | 7566 ● English 9B — B8 |
| Hernandez (S. Dou) ... | 102 | 7641 English 10B — 102 | 7652 English 10B — 102 | CONFERENCE — ... | 7544 DCS — 102 | Basic Math B 7545 / HS Math B 7555 — 102 | 7596 Math Inv B / English 9B — 102 |
| Staff, RSP-A/DeWitte ... | 240 | 7581 Prac Writing — 240 | 7450 Short Story — 240 | 7643 Math Inv B — B8 | CONFERENCE — ... | 7339 Math Inv B — 102 | 7668 Short Story — 240 |

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# Master Program Spring '99 Mester 4

## TRACK B SPECIAL EDUCATION—SDC—LII—EH

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Jackson (C. Gonzalez) | | Cont Comp 7551<br>Pract Writing 7561<br>Read Imp 7491<br>Lang Skills 7531 | CONFERENCE | World Hist B 7473<br>US History B 7483 | World Hist B 7568<br>Basic Math B 7484 | English 9B 7449<br>English 10B 7475<br>Reading 10B 7480<br>Cont Comp 7485<br>Prac Writing 7495 | English 10B 7336<br>US History B 7486<br>BCS 7658 |
| 243 | 243 | ... | ... | 243 | 243 | 243 | 243 |
| Nauls (M. Barajas) | | ESL 3 7488<br>English 10B 7717<br>Books 7471<br>English 9B 7499 | English 9B 7499<br>Career Plan 7532 | Reading 9B 7498<br>Reading 10B 7479<br>Real Imp 7543<br>Lang Skills 7553<br>English 10B 7470<br>ESL 3 7489<br>Economics 7493 | Math Inv B 7497<br>Basic Math B 7564<br>HS Math B 7494 | CONFERENCE | Gym Cheer 7786 |
| B9 | B9 | B9 | B9 | B9 | B9 | ... | |
| Zeleke (C. Rangel) | | Bas Read 10B 7771<br>Bas Read 9B 7571 | Phys Sci B 7492<br>Life Sci B 7472 | CONFERENCE | English 9B 7474<br>English 10B 7470<br>B Read 9B 7478 | Life Sci B 7595<br>Phys Sci B 7655 | Math Inv B 7569<br>Basic Math B 7466 |
| 238A | 238<br>A | 238<br>A | 238<br>A | ... | 238<br>A | 238<br>A | A |

# Master Program  Spring '99  Mester 4

## VOCATIONAL EDUCATION

| Teacher/IIR | Rm | 1 ROP 7421 | 2 ROP 7422 | 3 ROP 7423 | 4 ROP 7424 | 5 ROP 7425 | 6 ROP 7426 |
|---|---|---|---|---|---|---|---|
| Glover | B 106 | Computer Oper 106 | Computer Oper 106 | Computer Oper 106 | Computer Oper 106 | Computer Oper 106 | Computer Oper 106 |
| Goldberg, M. | 219 | 7441 Computer Prod 219 | 7442 Computer Prod 219 | 7443 Computer Prod 219 | 7443 CONFERENCE ... | 7445 Computer Prod 219 | 7446 Computer Prod 219 |
| Kelly | B ... | CONFERENCE F | Floristry 1B 7432 / Floristry 2B 7712 F | ROP 7433 Floral Design F | ROP 7434 Floral Design F | 7435 Floristry 1B F | 7436 Floristry 1B F |

## SERVICE/MISCELLANEOUS

[ 2.5 / 5.0 ]

| Teacher/IIR | Rm | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| Albanu | ESL | 9269 / 9291 | / 9292 | 9270 / 9293 | / 9294 | / 9295 | 9271 / 9296 |
| Braxton | HO | / 9046 | / 9047 | / 9048 | / 9049 | / 9050 | / 9051 |
| Braxton (TR) | Cafe | / 9064 | / 9065 | / 9067 | 9275 / 9297 | / 9068 | / 9069 |
| Case (Service) | CO | / 9082 | / 9083 | 9276 / 9084 | . | / 9086 | / 9087 |
| Case (Work Exp.) | CO | / 9537 | / | / | / | / 9539 | / 9540 |
| Janssen | AO | / 9118 | 9272 / 9119 | 9273 / 9120 | / 9121 | / 9122 | 9274 / 9123 |
| Maes | MO | / 9136 | / 9137 | / 9138 | / 9139 | / 9140 | / 9141 |
| Maes | ST | / | / | 9277 / | 9239 / | / | / |
| Owens | Libr | / | ........ | / | / | / | / |
| Seegren/DHS | Lib | / 9664 | / 9665 | / 9666 | / 9667 | / 9668 | / 9669 |
| Seegren, Healthy | HS | / | / | ... | ... | ... | ... |
| Seegren | APO | / 9190 | / 9191 | / 9192 | / 9193 | / 9194 | / 9195 |
| Seegren | Text | / 9196 | / 9197 | / 9217 | / | / 9212 | / 9214 |
| Solorzano | DO | / 9215 | / 9216 | / 9217 | / 9218 | 9281 / 9219 | / 9220 |
| Stone | 126 | 9282 / 9300 | 9283 / 9101 | 9284 / 9301 | / | / | / 9302 |
| Ward | CO | / 9311 | 9285 / 9312 | / 9313 | / 9314 | / 9315 | / 9316 |

# PEER VISITATION ANALYSIS

### Survey Item #1
### Students are ready to work. They...

are in seat and on task at Bell

| | | |
|---|---|---|
| All: | 103 points | 78% |
| Most: | 21 points | 16% |
| Some: | 2 points | 2% |

have textbook(s) and/or other materials

| | | |
|---|---|---|
| All: | 106 points | 80% |
| Most: | 22 points | 17% |
| Some: | 0 points | |

understand the "how to" of the assignment

| | | |
|---|---|---|
| All: | 101 points | 76% |
| Most: | 25 points | 19% |
| Some: | 2 points | 2% |

see the purpose of assignments/class work

| | | |
|---|---|---|
| All: | 91 points | 68% |
| Most: | 29 points | 22% |
| Some: | 4 points | 3% |

use their time efficiently and effectively

| | | |
|---|---|---|
| All: | 81 points | 61% |
| Most: | 39 points | 30% |
| Some: | 5 points | 4% |

## Comments

1. Interesting and useful assignment.
2. It appeared that everyone was interested in the lesson that was going to be taught.
3. Well organized.
4. Students understood the assignments explained to them by the teacher.
5. Students got down to work very quickly.
6. Very useful log.
7. Instructions were written on the board. Open mind for characters in *Julius Caesar*. Instructions were specific.
8. Class size was small. None had trouble getting ready.
9. Students for the most part listening attentively to instruction regarding setting tabs in ClarisWorks.
10. Word enriched environment.
11. Unbelievably efficient!
12. Students are working and attentive.
13. Students appear to be very interested in succeeding.
14. Focus was on track and field events for P.E. classes.

15. P.E. (swim class) students understood the instructions of the teacher. They were performing basic swim strokes.
16. Students were up in roll call order.
17. Squad order for roll.
18. Class appears very organized. All students walk into class and turn in homework before bell rings. Teacher grades homework while studnents work and provide immediate feedback.
19. What is the purpose?
20. No "warm up" activity as such but students are ready to start with ring of bell.
21. Students started class with warm up activity of review problems.
22. Good classroom management.
23. There is a little time wasted in chit chat but it is minimal. They are taking out materials as they are talking so work is continuous.
24. 26 students; young; basically well disciplined - most did seem to be on task.
25. He was interesting - kids did pay attention.
26. 9th grade Honors class (same group has been together for 2 years from middle school). Uses "instructions for life" as warm up and discusses issues in life. Does not seem related to lesson but keeps students attentive and motivated.
27. I did not arrive at the time of the bell, but the students were ready to learn when I walked in.
28. Good discipline.
29. All, most of time, were on task.
30. Effort by Department Chair to have a book for each kid. Reading (SSR) can be extended to 10 minutes (2 minutes to settle down).
31. Very good, working quiet group.
32. Students were on task and knew what to do as the teacher intructed them.
33. Teacher gave an overview of the unit they are about to study so students can get an idea of what to expect in the days to come.
34. Very creative assignment!
35. All students were working in their section, working independently and asking questions diverted to teacher.
36. I emphasize most since there were a few who had no desire to participate. Almost all were actively engaged.
37. Our students are weak in reading, comprehending and following directions.
38. Teacher put agenda on overhead. Class ran very efficiently.

# PEER VISITATION ANALYSIS

## Survey Item #2
### There is evidence that

there is interaction between
students/teacher
    Evident:    134 points

students are actively engaged
    Evident:    131 points

there is interaction between
students/students
    Evident:    105 points

students are recognized and rewarded
    Evident:    103 points

## Comments

1. Several different learning activities - headphones and reading; computers; desk work.
2. Students were involved in a short skit that dealt with the issue that was going to be discussed. There was plenty of interaction.
3. This was a teacher directed lesson where the teacher explained and gave examples of the lesson. Reading/comprehension/test strategies.
4. Good positive reinforcement.
5. Very good interaction between teacher and students.
6. Students were reading silently what they had been assigned. They all seemed to be engaged in what they were reading.
7. Teacher cued students when half time of the project was over.
8. Students are actively engaged. Participate in discussion and cooperate in all activities.
9. A "Star of the Week" certificate is awarded weekly to students doing their work well and cooperating well in class.
10. Teacher shows excellent control, interest in students.
11. Teacher demonstrates dance lesson. Kids practice in pairs and in groups. Teacher helps students individually.
12. Teacher demonstrated moves. Students practiced in groups.
13. Mostly lecture-type instruction. Students respond to teacher's questions. Most students work alone from the text and notes.
14. Rewards "verbal."
15. Good chemistry in class.
16. Students are particularly eager to answer. They seem to comprehend material.
17. I've seen worse! Kids were quiet, teacher did a good job of walking around the room checking on students.
18. Most students seem talkative and active, but they engage at their tasks at hand and get busy with what the teacher presents to them.
19. The students were engaged on the lecture through problem solving and creating the problem itself.
20. The "crown" (a prop used in class) is given to a particular student for the day.
21. Part of period, group work was occurring.
22. Good participation.
23. There was relatively little interaction between students and teacher.

24. Students were working in cooperative groups (groups of 4).
25. Teacher identifies with student deficiencies and gives activities to improve their spelling (for example) or makes effort to erradicate those deficiencies.
26. Students arranged in group seating.

# PEER VISITATION ANALYSIS

## Survey Item #3
Indicate which learning strategies are employed. Students are...

listening to teacher
| | | |
|---|---|---|
| Evident: | 129 points | 97% |
| N/A: | 1 point | |

taking notes
| | | |
|---|---|---|
| Evident: | 81 points | 61% |
| N/A: | 32 points | 24% |

doing research
| | | |
|---|---|---|
| Evident: | 27 points | 20% |
| N/A: | 77 points | 58% |

using computers
| | | |
|---|---|---|
| Evident: | 15 points | 11% |
| N/A: | 89 points | 67% |

taking test/quiz
| | | |
|---|---|---|
| Evident: | 35 points | 26% |
| N/A: | 71 points | 53% |

working in pairs or group activity
| | | |
|---|---|---|
| Evident: | 65 points | 49% |
| N/A: | 44 points | 33% |

participating in large group discussion
| | | |
|---|---|---|
| Evident: | 12 points | 90% |
| N/A: | 35 points | 26% |

doing independent study (reading and/or writing)
| | | |
|---|---|---|
| Evident: | 78 points | 59% |
| N/A: | 38 points | 29% |

giving oral presentation
| | | |
|---|---|---|
| Evident: | 26 points | 20% |
| N/A: | 75 points | 56% |

watching video
| | | |
|---|---|---|
| Evident: | 19 points | 14% |
| N/A: | 82 points | 67% |

listening to audiotape
| | | |
|---|---|---|
| Evident: | 21 points | 16% |
| N/A: | 70 points | 53% |

using manipulatives (maps, measuring devices, etc.)

| | | |
|---|---|---|
| Evident: | 28 points | 21% |
| N/A: | 74 points | 56% |

using calculators

| | | |
|---|---|---|
| Evident: | 20 points | 15% |
| N/A: | 66 points | 50% |

## Comments

1. Well coordinated.
2. Plenty of involvement among the groups and students were eager to discuss the topic.
3. Students were writing journals, then moved on to discuss characters in the book they were reading. They were all listening to the teacher and participating in the classroom.
4. Students are able to use their creativity in the assignment.
5. Teacher had agenda and went over each assignment or topic. Class went over /commented on previous lesson.
6. Students engaged in learning ClarisWorks program to be able to work at it efficiently to practice writing prompts.
7. Multiple learning activities.
8. Learning the basics of swimming freestyle (back stroke) was also being taught and practiced by students.
9. Students listen to teacher's instructions and then practice on their own, with individual help from teacher.
10. After practice of new move. Small competition.
11. Mostly presents lesson using overhead writings and students write notes.
12. Good teacher explanation/note taking.
13. Small group work on material covered.
14. Kids were doing simple arithmetic problems.
15. Teacher went over answers to material. She explained a research project which involved several sources on an important scientist. Students had a range of scientists to select from and had to incorporate research and a poster of their information into the final project. The instructor made sure students heard the criteria for the project, saw a good model of it and understood the due dates for their "Adopt a Scientist" project.
16. Students interact well with each other and teacher. Teacher maintains control even though students do get off task easily. Class is focused when they need to.
17. Though the students were not working in groups, I could see that the teacher was open to the students helping each other with their assignment.
18. In a lecture, the teacher makes sure that the students are participating by involving them with thought provoking questions. She also used props which stand for symbols which the class knows as universal.
19. Writes and analyzes questions.
20. The majority of students were attentively listening to teacher. Some were asking persistent questions about content of lesson.
21. Students answered questions in textbook as part of multi-part report on this period in history.
22. Wrote short summary of Act I of Drama. Some read to class. One sentence about theme. Teacher gave corrections to class on their errors in their essays on spelling, style, thesis. Reviewing Act I for certain information. Students identify figures of speech in Act I.

23. In each of the class visitations, students are performing some of the learning strategies listed above.
24. This was a computer activity. Very interactive.

# PEER VISITATION ANALYSIS

## Survey Item #4
Technology is integrated into the classroom environment.

computers
| | | |
|---|---|---|
| Evident: | 37 points | 28% |
| N/A | 73 points | 55% |

audio visual
| | | |
|---|---|---|
| Evident: | 52 points | 39% |
| N/A | 62 points | 47% |

Other
1. TV/VCR available.
2. Book, encyclopedia.
3. Internet in computer.
4. Overhead projector
5. Music from audio player
6. Overhead transparency

## Comments

1. Computers being used (3 out of 4). Audio/reading assignments in process (9)
   - one group listening to songs w/writing assignment
   - one group listening to story and reading story at the same time.
2. Class was at the Library. Students use material from the library.
3. Stop class.
4. Group discussion of ten different rolls people play in film as related to real life situations.
5. There were no computers for the room on any source or technology integrated.
6. There appeared to be only one computer in class.
7. No signs of technology applied. Didn't seem related to the day's lesson.
8. Class is currently held in the MacLab.
9. Computers not functional.
10. Music used for dance instruction.
11. Teacher uses mostly overhead visuals for students to take notes on.
12. None needed for simple 9th grade work.
13. Silent reading - 20 minutes.
14. No technology applied in this lesson. Overhead used for warm up.
15. Both are present but I did not observe them being used.
16. Technology is present. The class was reviewing a movie which was shown the previous day.
17. Overhead projector was used.
18. Overhead projector/with transparancies.
19. Lecture, writing vocabulary on board

# PEER VISITATION ANALYSIS

### Survey Item #5
### Higher level thinking skills observed.

comparing and contrasting
- Evident:   85 points    64%
- N/A:       17 points    13%

drawing conclusions
- Evident:   93 points    70%
- N/A:       16 points    12%

drawing inferences
- Evident:   87 points    65%
- N/A:       17 points    13%

evaluating
- Evident:   95 points    71%
- N/A:       14 points    11%

solving problems
- Evident:   88 points    66%
- N/A:       20 points    15%

applying what they have learned to new situations
- Evident:   72 points    54%
- N/A:       19 points    14%

synthesizing information
- Evident:   103 points    77%
- N/A:       14 points    11%

## Comments

1. Use of vocabulary list to create a more interesting paragraph. Sharing paragraphs to read another point of view.
2. Students were asked to evaluate some characters and to compare them with their own personality.
3. Good lesson plan.
4. Comparing career choices in high school and after.
5. Students doing vocabulary review and application.
6. Students processing/synthesizing instruction given.
7. Emphasis on writing, reading advancement.
8. Teacher used motivational strategies to raise level of awareness and importance of individual/group activities.
9. Students compare their own performance with students around them.
10. Interpreting different types of graphs.
11. They were working on their own following guided group practice.
12. Students studying gene pedigrees. Need to conclude and deduce genotypes. Requires inference.
13. The teacher poses problems which the students can relate to. He works alongside them as they search for an answer.
14. Students are striving to grasp the concepts presented.
15. Distinguishing fact and opinion.

# PEER VISITATION ANALYSIS

## Survey Item #6
### Other Observations.

multicultural emphasis
| | | |
|---|---|---|
| Evident: | 66 points | 50% |
| N/A: | 36 points | 27% |

use of T.A.'s with students
| | | |
|---|---|---|
| Evident: | 22 points | 17% |
| N/A: | 90 points | 68% |

student work displayed
| | | |
|---|---|---|
| Evident: | 68 points | 51% |
| N/A: | 40 points | 30% |

(become) responsible and contributing
members of school and community
| | | |
|---|---|---|
| Evident: | 77 points | 58% |
| N/A: | 23 points | 17% |

(become) critical thinkers
| | | |
|---|---|---|
| Evident: | 100 points | 75% |
| N/A: | 11 points | 9% |

(improve) academic skills
| | | |
|---|---|---|
| Evident: | 106 points | 80% |
| N/A: | 11 points | 8% |

(develop) work habits and skills for transition
| | | |
|---|---|---|
| Evident: | 104 points | 78% |
| N/A: | 12 points | 9% |

(acquire knowledge of) technology
| | | |
|---|---|---|
| Evident: | 51 points | 38% |
| N/A: | 45 points | 9% |

## Comments

1. Student work displayed written assignments w/art work.
2. Connection between art and science - and art and different cultures.
3. Teacher explained class plans to go on a field trip to a museum. Wrote letter requesting to waive newly imposed entrance fee. Students commented on issue.
4. No student work displayed as teacher is not in a classroom yet.
5. Excellent strategy.
6. Achievements of prior students discussed/presented.
7. All students were well behaved. No behavior problems or interruptions.
8. Students are especially pleased to know the material. They do their work and ask questions that are relevant.
9. No display of student work.
10. Top of walls are covered (not too tightly) with posters of student work of topics covered.
11. Instructor spoke French most of the time and gave seasonal vocabulary sheet and word search on all saints and related American Halloween vocabulary.
12. Excellent student work on display! Nice classroom appearance.
13. Spanish lesson (no English input).
14. There are too many students in this class for any child to learn - forty students is impossible.

# PEER VISITATION ANALYSIS

### Survey Item #7
### Information from Debriefing

LEP students in classroom
    Evident:    81 points       61%
    N/A:       31 points       23%

Students with special needs in classroom
    Evident:    38 points       29%
    N/A:       61 points       46%

Modifications to meet needs of LEP and/or Special Needs
    Evident:    64 points       48%
    N/A:       38 points       29%

### Comments

1. Explaining directions and reexplaining directions; demonstrating directions; working with individual students.
2. 2/3 LEP - teacher helped ungainly student to his seat. (needed extra help).
3. Those not checked off on this form is due to constraint of time for visitation.
4. Teacher circulated around room to assist students individually.
5. Some kids finished 20 minutes early - no directions on what to do next.
6. Well organized, good lesson.
7. Teacher meets needs of all studnets nad applies SDAIE methods in all classes.
8. Tutor works with students with special needs.
9. Excellent use of French and seasonal vocabulary.
10. Lesson ideas; themes.
11. Classroom strategies and projects.

BELL SENIOR HIGH                                                    (8536)

Address: 4328 BELL AVE          BELL        -      CALIF 90201 Phone:(213) 560-1800

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AN ANNUAL REPORT TO THE COMMUNITY          Data for 1996-1997 School Year
                                           Issued January 1998

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## MESSAGE FROM THE PRINCIPAL

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

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

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

_____ Principal
Mr. Melquiades Mares, Jr.

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## SCHOOL PROFILE

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

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

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

GRADE CONFIGURATION: 9 -12

RACIAL/ETHNIC COMPOSITION

|         | Am Indian Alaskan | Asian | Black Not Hispanic | Filipino | Hispanic | Pacific Islander | White | Total Enrollment |
|---------|-------------------|-------|--------------------|----------|----------|------------------|-------|------------------|
| 1996-97 | 0.2%              | 0.1%  | 0.1%               | 0.2%     | 98.4%    | 0.0%             | 0.9%  | 4,474            |
| 1995-96 | 0.2%              | 0.2%  | 0.2%               | 0.1%     | 98.1%    | 0.1%             | 1.0%  | 4,364            |
| 1994-95 | 0.2%              | 0.2%  | 0.2%               | 0.1%     | 98.0%    | 0.1%             | 1.1%  | 4,396            |

WASC 25341

## SALARY AND BUDGET DATA FOR LAUSD SCHOOL ACCOUNTABILITY REPORT CARD

### 1995-1996 School Year*

| | LAUSD | | | STATE AVERAGE | |
| | 620,837 ADA (Average Daily Attendance) | | | Large Unified Districts (More than 20,000 ADA) | |

### SALARY CATEGORY

| | Annual | Daily | | Annual | Daily |
|---|---|---|---|---|---|
| **TEACHERS** | | | | | |
| Minimum | $29,529 | $162 | | $27,916 | $152 |
| Mid-range | 45,074 | 248 | | 44,063 | 241 |
| Highest | 54,958 | 302 | | 51,460 | 281 |
| Average | 44,834 | 246 | | DATA NOT AVAILABLE | |
| | | | | | |
| **SCHOOL ADMINISTRATORS**\*\* | | | | | |
| Minimum | $39,312 | $171 | | D A T A | |
| Mid-range | 68,193 | 325 | | N O T | |
| Highest | 94,318 | 414 | | A V A I L A B L E | |
| Average(PRINCIPAL) | 76,008 | 357 | | $69,378 | $327 |
| | | | | | |
| **DISTRICT SUPERINTENDENT** | $164,555 | $721 | | $115,378 | $513 |

### BUDGET PERCENTAGES

| | LAUSD | | STATE AVERAGE |
|---|---|---|---|
| ADMINISTRATORS' SALARIES | 3.79% | | 5.17% |
| TEACHERS' SALARIES | 38.30% | | 43.03% |

*Please note that these figures reflect salary and budget data for 1995-96 school year, as required by the State, and the figures do not include general fund expenditures for employee benefits.

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

## STANFORD ACHIEVEMENT TEST, NINTH EDITION
### School Median Percentiles

1996-97 was the first year the Stanford Achievement Test, Ninth Edition (SAT) was administered in grades 1-10. Our overall scores are listed below and are disaggregated by the student's language status and by ethnicity.

### 1996-97

| | GR 9 | GR 10 |
|---|---|---|
| **READING** | | |
| ALL STUDENTS | 19 | 18 |
| LANGUAGE STATUS* | | |
| EO/IFEP | 31 | 26 |
| LEP | 09 | 09 |
| RFEP | 29 | 25 |
| UNKNOWN | 08 | ** |
| | | |
| ETHNICITY | | |
| AM. INDIAN/ALASK NAT. | ** | ** |
| ASIAN | | ** |
| BLACK | | ** |
| FILIPINO | ** | ** |
| HISPANIC | 20 | 18 |
| PACIFIC ISLANDER | ** | |
| WHITE | ** | ** |
| UNKNOWN | 08 | ** |
| | | |
| **MATHEMATICS** | | |
| ALL STUDENTS | 29 | 25 |
| LANGUAGE STATUS* | | |
| EO/IFEP | 35 | 31 |
| LEP | 18 | 19 |
| RFEP | 39 | 32 |
| UNKNOWN | 15 | ** |
| | | |
| ETHNICITY | | |
| AM. INDIAN/ALASK NAT. | ** | ** |
| ASIAN | ** | ** |
| BLACK | | ** |
| FILIPINO | ** | ** |
| HISPANIC | 29 | 26 |
| PACIFIC ISLANDER | ** | |
| WHITE | ** | ** |
| UNKNOWN | 15 | ** |
| | | |
| **LANGUAGE** | | |
| ALL STUDENTS | 25 | 23 |
| LANGUAGE STATUS* | | |
| EO/IFEP | 38 | 31 |
| LEP | 13 | 14 |
| RFEP | 36 | 29 |
| UNKNOWN | 13 | ** |
| | | |
| ETHNICITY | | |
| AM. INDIAN/ALASK NAT. | ** | ** |
| ASIAN | ** | ** |
| BLACK | | ** |
| FILIPINO | ** | ** |
| HISPANIC | 25 | 22 |
| PACIFIC ISLANDER | ** | |
| WHITE | ** | ** |
| UNKNOWN | 13 | ** |

** Scores are not reported when 19 or less students are tested.

LEGEND
*IFEP = Initially identified Fluent-English Proficient
 LEP = Limited-English Proficient
 RFEP = Redesignated Fluent-English Proficient

## APRENDA
### School Median Percentiles

Aprenda was administered to our Spanish-speaking LEP students who were receiving instruction in Spanish and who were enrolled in Bilingual Programs.

| | GR 9 | GR 10 |
|---|---|---|
| **READING** | | |
| 1996-97 | 49 | 28 |
| **MATHEMATICS** | | |
| 1996-97 | 34 | 20 |
| **LANGUAGE** | | |
| 1996-97 | 46 | 35 |

Note: In 1996-97 was the first year Aprenda was administered at grade 9-10.

### SCHOLASTIC ASSESSMENT TESTS (SAT)

The average Scholastic Asssessment Test (SAT) verbal and mathematics scores and the percentage of seniors taking the SAT are listed below:

| Year | Grade 12 Enrollment | No. Taking SAT | Percent Taking SAT | Verbal | Math |
|---|---|---|---|---|---|
| 1996-97 | 602 | 251 | 41% | 377 | 408 |
| 1995-96 | 594 | 246 | 41% | 391 | 401 |
| 1994-95 | 599 | 256 | 42% | 371 | 396 |

### NUMBER OF REDESIGNATED LIMITED-ENGLISH PROFICIENT STUDENTS

| | TOTAL LEP | TOTAL REDESIGNATED |
|---|---|---|
| 1996-97 | 1,667 | 132 |
| 1995-96 | 1,581 | 200 |
| 1994-95 | 1,532 | 89 |

### STUDENT PERFORMANCE IN ACADEMIC SUBJECTS

| Department | # Classes (Spring 1997) | A | | B | | C | | D | | F | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| English | 221 | 598 | 14% | 941 | 22% | 1263 | 29% | 873 | 20% | 641 | 15% |
| Mathematics | 165 | 187 | 6% | 387 | 12% | 755 | 23% | 778 | 24% | 1188 | 36% |
| Science | 91 | 387 | 17% | 525 | 23% | 708 | 31% | 424 | 18% | 264 | 11% |
| Social Studies | 112 | 411 | 14% | 762 | 26% | 857 | 29% | 590 | 20% | 337 | 11% |

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## 2. STUDENT ATTENDANCE

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

*The Board of Education recognized Bell High School for being number one among all L.A.U.S.D. high schools for in-seat attendance for the 1996-97 school year.*

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AVERAGE DAILY ATTENDANCE - ADA (Cumulative Year-end)
    Grade range        1996-97      1995-96      1994-95

     09-12               3995         3998         4000
     Ungraded             133          109           78
     TOTAL               4128         4107         4078

DROPOUTS (through the 10th month enrollment)
    Grade              1995-96      1994-95      1993-94

     09                  122          171          116
     10                   40           77           66
     11                   57           63           33
     12                   14           74           48
     TOTAL               233          385          263
```

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## 3. EXPENDITURES AND SERVICES

Direct charges to schools primarily include the following:

| Direct Expenditure Classification | 1996 - 97 Total Direct Expenditures | Percent | Expenditures per ADA |
|---|---|---|---|
| Instruction | $13,328,762 | 75% | $3,193 |
| Instructional support | $1,538,874 | 9% | $368 |
| Pupil services | $1,058,208 | 6% | $253 |
| School maintenance | $348,284 | 2% | $83 |
| School operations | $1,335,152 | 8% | $319 |
| Pupil transportation | $70,875 | 0% | $16 |
| Total | $17,680,155 | 100% | $4,232 |

EXPLANATION OF DIRECT EXPENDITURE CLASSIFICATIONS

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

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

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

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

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

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

## 4. CLASS SIZE

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

| Department | Average Class Size |
|---|---|
| English | 27 |
| Mathematics | 30 |
| Social Studies | 33 |
| Science | 31 |

COURSE CONTENT/PREPARATIONS FOR SECONDARY TEACHERS

| # Courses/Preparations | Number of Teachers |
|---|---|
| 01 – 02 | 94 |
| 03 – 04 | 106 |
| 05 – 06 | 13 |
| Over 06 | 0 |

## 5. TEACHER ASSIGNMENTS

Out of 177 permanent certificated classroom teachers in our school, none are teaching out of their credentialed areas. Of these, the following are:

| | 1996-97 | 1995-96 | 1994-95 |
|---|---|---|---|
| Credentialed | 157 | 158 | 155 |
| Emergency Credentials/Permits | 18 | 17 | 17 |
| Interns | 2 | 2 | 2 |

In addition, the following possesses bilingual certification or language development certification:

| | 1996-97 | 1995-96 | 1994-95 |
|---|---|---|---|
| Bilingual certification | 24 | 22 | 16 |
| District A-level fluency | 25 | 23 | 22 |
| English Language Development | 15 | 12 | 6 |

## 6. TEXTBOOKS AND MATERIALS

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

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

## 7. COUNSELING AND STUDENT SUPPORT SERVICES

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

| Types of Support Services Provided | Staff Time Provided |
| --- | --- |
| * Nurse | Full Time |
| * Student Attendance and Adjustment Services Counselor | Full Time |
| * School Psychologist | Full Time |
| * Psychiatric Social Worker | Full Time |
| * Title I Counselors (2) | Full Time |
| * Deans (3) | Full Time |
| * College Advisor | Full Time |
| * Career Advisor | Full Time |
| * Regular Counselors (8) | Full Time |
| * PerkinsCounselor (1) | Full Time |
| * Off-Track teachers to assist students with attendance incentives and tardiness problems (4-5 weeks each semester) | Full Time |
| * Tutoring after school in all subjects (1-2 teachers daily) | Full Time |

## 8. SUBSTITUTE TEACHERS

This school has experienced **no** difficulty in obtaining substitute teachers to provide classroom instruction for absent teachers. Last year the approximate average yearly absence for teachers was 9 day(s).

## 9. SCHOOL FACILITIES AND SAFETY

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

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

| Year | Norm Day Enrollment* | School Capacity | Number of Classrooms |
| --- | --- | --- | --- |
| 1996 - 97 | 4,474 | 3,983 | 94 |
| 1995 - 96 | 4,364 | | |
| 1994 - 95 | 4,396 | | |
| 1993 - 94 | 4,233 | | |
| 1992 - 93 | 4,233 | | |

*Note: At year-round schools, only a portion of the total enrollment (Norm day) is attending school at any given time.

## 10. TEACHER EVALUATIONS

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

During the 1996-97 school year 95 teachers were evaluated.

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

·Types of Activities

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

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## 11. DISCIPLINE AND CLIMATE FOR LEARNING

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

| Types of Awards for Non-Athletic Activities | Frequency of Awards/ Number of Student Recipients |
|---|---|
| Student Achievement | 1 assembly / 212 awards |
| Attendance | 2 assemblies / 510 awards |
| Citizenship | 1 assembly / 350 students |
| Improved Behavior | 9 assemblies / 7400 students |
| Gang Free/Drug Free Awareness | 7 assemblies / 3400 students |
| Student Leadership/Council | 2 assemblies / 6000 students |
| 9th Grade Orientation | 3 assemblies / 1200 students |

There were 629 suspensions and 3 student(s) were expelled from our school last year.

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

- Campus beautification projects with murals
- Full time on-site gardener
- Continued daily graffiti removal

## 12. TRAINING AND CURRICULUM IMPROVEMENT

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

- Secondary Courses of Study
- Master Plan for English Learners
- Language acquisition/development
- Instructional strategies
- Test data analysis
- Grade level expectations
- State frameworks
- Writing process

## 13. INSTRUCTION AND LEADERSHIP

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

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

| Types of Leadership Roles | Number of Staff/Community Involved |
|---|---|
| * Grade Level / Department Chairs | 16 |
| * School Site Council | 6 |
| * Bilingual / Bicultural Council | 9 |
| * School Based Management Council | 20 |
| * Title I CEAC Council | 17 |
| * Healthy Start Advisory Board | 33 |

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

The Council determines the following matters:

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

## 14. INSTRUCTIONAL MINUTES

Our school operates on the Concept 6 calendar offering instructional minutes equal to or exceeding the State's requirements:

| | Requirements | |
|---|---|---|
| Grades | District | State |
| 9-12 | 66,667 | 64,800 |

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

## 15. INSTRUCTIONAL DAYS

Our school calendar contains 163 days, _six_ of which were designated for professional development. This provided for _147_ instructional days of student attendance which met or exceeded State requirements.

## 16. WORK FORCE PREPARATION (Senior High Schools only)

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

.   provides instructional programs that foster the acquisition and growth of work-readiness skills on the part of the students

.   measures the success of its efforts to prepare students for the work force

.   meets the needs of special student populations in regard to their preparation to enter the work force.

.   provides college and career fairs to introduce students to post-secondary educational opportunities.

.   provides a review of college entrance examinations.

.   provides a strong Advanced Placement Program to enable students to earn college credit while in high school.

.   provides trips for high school seniors to college campuses so that they may familiarize themselves with the college atmosphere and curriculum.

For more information, please call Sandra Seegren at (213) 560-1800.

DISTRICT: LAUSD - 1964733
TEST TYPE: MULTIPLE CHOICE

GRADE: 09
TEST DATE: 05/98

**GROUP REPORT FOR BELL SH**
School Code: 1930866

| SUBTESTS AND TOTALS | Number Tested | Mean Raw Score | Mean Scaled Score | National Indiv PR-S | Mean National NCE |
|---|---|---|---|---|---|
| Total Reading | 1101 | 39.0 | 661 | 16-3 | 29.1 |
| Vocabulary | 1106 | 14.1 | 668 | 18-3 | 30.8 |
| Reading Comp. | 1131 | 24.7 | 656 | 18-3 | 30.9 |
| Mathematics | 1073 | 17.0 | 669 | 30-4 | 39.0 |
| Language | 1002 | 21.1 | 649 | 28-4 | 37.7 |
| Lang Mechanics | 1002 | 10.2 | 650 | 29-4 | 38.1 |
| Lang Expression | 1002 | 11.0 | 647 | 30-4 | 39.3 |
| Spelling | 1022 | 13.8 | 650 | 16-3 | 29.0 |
| Study Skills | 1072 | 13.8 | 627 | 15-3 | 27.8 |
| Science | 1132 | 15.4 | 655 | 27-4 | 37.0 |
| Social Science | 1073 | 12.5 | 636 | 26-4 | 36.8 |
| Using Information | 922 | 31.1 | 644 | 17-3 | 29.7 |
| Thinking Skills | 906 | 81.5 | 641 | 19-3 | 31.8 |
| Basic Battery | 911 | 106.2 | NA | 21-3 | 33.2 |
| Complete Battery | 906 | 134.8 | NA | 23-4 | 34.3 |

NATIONAL GRADE PERCENTILE RANKS



| CONTENT CLUSTERS | Number of Items | PERCENT IN EACH Below Average | Average | Above Average |
|---|---|---|---|---|
| Reading Vocabulary | 30 | 61 | 38 | 1 |
| Synonyms | 16 | 51 | 41 | 8 |
| Context | 7 | 72 | 26 | 2 |
| Multiple Meanings | 7 | 40 | 55 | 5 |
| Reading Comprehension | 54 | 60 | 39 | 1 |
| Recreational | 18 | 41 | 54 | 4 |
| Textual | 18 | 57 | 41 | 2 |
| Functional | 18 | 68 | 29 | 3 |
| Initial Understanding | 10 | 50 | 46 | 4 |
| Interpretation | 24 | 50 | 47 | 3 |
| Critical Analysis | 10 | 59 | 39 | 2 |
| Process Strategies | 10 | 58 | 35 | 7 |
| Mathematics | 48 | 39 | 57 | 4 |
| Problem-Solving Strategies | 6 | 19 | 60 | 20 |
| Algebra | 6 | 54 | 44 | 2 |
| Statistics | 5 | 45 | 51 | 4 |
| Probability | 6 | 40 | 52 | 9 |
| Functions | 5 | 32 | 54 | 13 |
| Geometry from a Synthetic Perspective | 6 | 31 | 63 | 6 |
| Geometry from an Algebraic Perspective | 5 | 16 | 75 | 9 |
| Trigonometry | 3 | 32 | 63 | 6 |
| Discrete Mathematics | 3 | 36 | 59 | 5 |
| Conceptual Underpinnings of Calculus | 3 | 26 | 72 | 2 |
| Language | 48 | 43 | 55 | 3 |
| Capitalization | 8 | 29 | 67 | 3 |
| Punctuation | 8 | 34 | 64 | 3 |
| Usage | 8 | 33 | 63 | 4 |
| Sentence Structure | 12 | 41 | 49 | 10 |
| Content and Organization | 12 | 38 | 56 | 6 |

| CONTENT CLUSTERS | Number of Items | PERCENT IN EACH Below Average | Average | Above Average |
|---|---|---|---|---|
| Spelling | 30 | 63 | 35 | 2 |
| Homophones | 5 | 66 | 30 | 4 |
| Phonetic Principles | 10 | 55 | 42 | 3 |
| Structural Principles | 10 | 45 | 46 | 9 |
| No Mistake | 5 | 42 | 45 | 13 |
| Study Skills | 30 | 63 | 36 | 1 |
| Library/Reference Skills | 12 | 61 | 37 | 2 |
| Information Skills | 18 | 58 | 41 | 1 |
| Science | 40 | 37 | 62 | 1 |
| Earth & Space Science | 13 | 44 | 51 | 5 |
| Physical Science | 14 | 44 | 55 | 1 |
| Life Science | 13 | 50 | 48 | 2 |
| Science Process Skills | 32 | 56 | 42 | 2 |
| Social Science | 40 | 45 | 53 | 1 |
| History | 10 | 49 | 48 | 2 |
| Geography | 9 | 53 | 39 | 8 |
| Civics & Government | 8 | 33 | 63 | 4 |
| Economics | 8 | 58 | 36 | 7 |
| Culture | 5 | 41 | 51 | 8 |
| Using Information | 74 | 62 | 38 | 1 |
| Thinking Skills | 205 | 60 | 39 | 1 |

WASC 25351

STANFORD LEVEL/FORM: TASK 1/T
1995 NORMS: Spring National

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# STANFORD

*TEST OF ACADEMIC SKILLS, FOURTH EDITION*

## MASTER LIST SUMMARY
### FOR
### BELL SH

School Code: 1930866

DISTRICT: LAUSD - 1964733
TEST TYPE: MULTIPLE CHOICE

GRADE: 09
TEST DATE: 05/98

TOTAL NUMBER TESTED = 1202

| | READING | | | MATHEMATICS | LANGUAGE | | | | | ENVIRONMENT, SCIENCE, SOCIAL SCIENCE | | | | BATTERY TOTALS | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Total Reading | Reading Vocab | Reading Comp | Math | Language | Mechan-ics | Expres-sion | Spelling | Study Skills | Science | Social Science | Using Infor-mation | Thnkg Skills | Basic Battery | Com-plete Battery |
| Number Possible | 84 | 30 | 54 | 48 | 48 | 24 | 24 | 30 | 30 | 40 | 40 | 74 | 205 | 240 | 320 |
| Number Tested | 1101 | 1106 | 1131 | 1073 | 1002 | 1002 | 1002 | 1022 | 1072 | 1132 | 1073 | 922 | 906 | 911 | 906 |
| Mean Raw Score | 39.0 | 14.1 | 24.7 | 17.0 | 21.1 | 10.2 | 11.0 | 13.8 | 13.8 | 15.4 | 12.5 | 31.1 | 81.5 | 106.2 | 134.8 |
| Mean Scaled Score | 661.1 | 668.1 | 656.3 | 669.2 | 649.0 | 649.8 | 647.4 | 650.1 | 627.2 | 655.5 | 636.2 | 644.1 | 641.1 | NA | NA |
| Mean National PR-S | 16-3 | 18-3 | 18-3 | 30-4 | 28-4 | 29-4 | 30-4 | 16-3 | 15-3 | 27-4 | 26-4 | 17-3 | 19-3 | 21-3 | 23-4 |
| Mean National NCE | 29.1 | 30.8 | 30.9 | 39.0 | 37.7 | 38.1 | 39.3 | 29.0 | 27.8 | 37.0 | 36.8 | 29.7 | 31.8 | 33.2 | 34.3 |
| %Above 50th N/PR Number | 102 | 120 | 96 | 220 | 226 | 202 | 236 | 122 | 98 | 146 | 231 | 69 | 77 | 90 | 89 |
| Percent | 9 | 11 | 8 | 21 | 23 | 20 | 24 | 12 | 9 | 13 | 22 | 7 | 8 | 10 | 10 |

A-75

WASC 25352

STANFORD LEVEL/FORM: TASK 1/T
96 NORMS: Spring National

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Process No. 19819950-1732012-9809-00402-1

**GROUP REPORT FOR BELL SH**

School Code: 1930866

DISTRICT: LAUSD - 1964733
TEST TYPE: MULTIPLE CHOICE

GRADE: 10
TEST DATE: 05/93

| SUBTESTS AND TOTALS | Number Tested | Mean Raw Score | Mean Scaled Score | National Indiv PR-S | Mean National NCE |
|---|---|---|---|---|---|
| Total Reading | 776 | 42.6 | 672 | 16-3 | 29.1 |
| Vocabulary | 776 | 16.5 | 687 | 24-4 | 35.2 |
| Reading Comp. | 782 | 26.1 | 661 | 16-3 | 29.2 |
| Mathematics | 731 | 17.2 | 681 | 29-4 | 38.1 |
| Language | 672 | 21.5 | 649 | 18-3 | 31.0 |
| Lang Mechanics | 671³ | 10.2 | 650 | 20-3 | 32.6 |
| Lang Expression | 672 | 11.3 | 647 | 21-3 | 32.8 |
| Spelling | 687 | 12.6 | 664 | 16-3 | 29.3 |
| Study Skills | 730 | 15.3 | 643 | 16-3 | 29.2 |
| Science | 778 | 14.8 | 662 | 26-4 | 36.7 |
| Social Science | 727 | 12.7 | 638 | 20-3 | 32.2 |
| Using Information | 645 | 32.1 | 652 | 17-3 | 30.0 |
| Thinking Skills | 639 | 88.0 | 642 | 14-3 | 27.1 |
| Basic Battery | 643 | 111.0 | NA | 21-3 | 32.7 |
| Complete Battery | 639 | 139.4 | NA | 21-3 | 33.4 |

NATIONAL GRADE PERCENTILE RANKS

1  10  30  50  70  90  99

| CONTENT CLUSTERS | Number of Items | PERCENT IN EACH Below Average | Average | Above Average |
|---|---|---|---|---|
| Reading Vocabulary | 30 | 48 | 48 | 4 |
| Synonyms | 16 | 34 | 61 | 5 |
| Context | 7 | 66 | 30 | 4 |
| Multiple Meanings | 7 | 34 | 52 | 14 |
| Reading Comprehension | 54 | 63 | 35 | 1 |
| Recreational | 18 | 65 | 32 | 3 |
| Textual | 18 | 57 | 36 | 8 |
| Functional | 18 | 56 | 41 | 3 |
| Initial Understanding | 10 | 50 | 38 | 12 |
| Interpretation | 24 | 60 | 37 | 3 |
| Critical Analysis | 10 | 55 | 40 | 5 |
| Process Strategies | 10 | 63 | 33 | 5 |
| Mathematics | 48 | 37 | 60 | 3 |
| Problem-Solving Strategies | 6 | 20 | 75 | 5 |
| Algebra | 6 | 31 | 56 | 13 |
| Statistics | 6 | 34 | 60 | 5 |
| Probability | 5 | 54 | 39 | 7 |
| Functions | 5 | 38 | 49 | 12 |
| Geometry from a Synthetic Perspective | 6 | 31 | 54 | 15 |
| Geometry from an Algebraic Perspective | 5 | 31 | 51 | 18 |
| Trigonometry | 3 | 30 | 67 | 3 |
| Discrete Mathematics | 3 | 37 | 59 | 4 |
| Conceptual Underpinnings of Calculus | 3 | 31 | 61 | 8 |
| Language | 48 | 64 | 34 | 2 |
| Capitalization | 8 | 55 | 41 | 4 |
| Punctuation | 8 | 45 | 52 | 3 |
| Usage | 8 | 44 | 47 | 9 |
| Sentence Structure | 12 | 46 | 50 | 4 |
| Content and Organization | 12 | 53 | 44 | 3 |

| CONTENT CLUSTERS | Number of Items | PERCENT IN EACH Below Average | Average | Above Average |
|---|---|---|---|---|
| Spelling | 30 | 67 | 31 | 2 |
| Homophones | 6 | 37 | 61 | 2 |
| Phonetic Principles | 9 | 68 | 26 | 6 |
| Structural Principles | 10 | 50 | 46 | 4 |
| No Mistake | 5 | 57 | 37 | 7 |
| Study Skills | 30 | 66 | 32 | 2 |
| Library/Reference Skills | 12 | 61 | 37 | 2 |
| Information Skills | 18 | 60 | 37 | 3 |
| Science | 40 | 40 | 58 | 2 |
| Earth & Space Science | 13 | 48 | 50 | 2 |
| Physical Science | 14 | 44 | 51 | 5 |
| Life Science | 13 | 38 | 54 | 8 |
| Science Process Skills | 32 | 36 | 61 | 3 |
| Social Science | 40 | 52 | 45 | 3 |
| History | 10 | 31 | 58 | 12 |
| Geography | 9 | 41 | 53 | 6 |
| Civics & Government | 8 | 50 | 42 | 8 |
| Economics | 8 | 64 | 34 | 2 |
| Culture | 5 | 50 | 45 | 6 |
| Using Information | 75 | 63 | 36 | 1 |
| Thinking Skills | 205 | 70 | 30 | 0 |

**WASC 25353**

STANFORD LEVEL/FORM: TASK 2/T
1995 NORMS: Spring    National

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Process No. 19819950-1732002-9810-00414-1

# STANFORD

## TEST OF ACADEMIC SKILLS, FOURTH EDITION

## MASTER LIST SUMMARY FOR BELL SH

School Code: 193066

GRADE: 10
TEST DATE: 05/98

DISTRICT: LAUSD - 196433
TEST TYPE: MULTIPLE CHOICE

TOTAL NUMBER TESTED = 826

| | READING | | | MATHEMATICS | LANGUAGE | | | | | ENVIRONMENT, SCIENCE, SOCIAL SCIENCE | | | | BATTERY TOTALS | |
| | Total Reading | Reading Vocab | Reading Comp | Math | Language | Mechanics | Expression | Spelling | Study Skills | Science | Social Science | Using Information | Thinking Skills | Basic Battery | Complete Battery |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number Possible | 84 | 30 | 54 | 48 | 48 | 24 | 24 | 30 | 30 | 40 | 40 | 75 | 205 | 240 | 320 |
| Number Tested | 776 | 776 | 782 | 751 | 672 | 671 | 672 | 687 | 730 | 778 | 727 | 645 | 639 | 643 | 639 |
| Mean Raw Score | 42.6 | 16.5 | 26.1 | 17.2 | 21.5 | 10.2 | 11.3 | 12.6 | 15.3 | 14.8 | 12.7 | 32.1 | 88.0 | 111.0 | 139.4 |
| Mean Scaled Score | 670.6 | 687.4 | 661.4 | 681.1 | 648.8 | 650.4 | 647.0 | 664.5 | 643.4 | 661.8 | 637.7 | 652.5 | 642.4 | NA | NA |
| National PR-B | 16-3 | 24-4 | 16-3 | 29-4 | 18-3 | 20-3 | 21-3 | 16-3 | 16-3 | 26-4 | 20-3 | 17-3 | 14-3 | 21-3 | 21-3 |
| Mean National NCE | 29.1 | 35.2 | 29.2 | 38.1 | 31.0 | 32.6 | 32.8 | 29.3 | 29.2 | 36.7 | 32.2 | 30.0 | 27.1 | 32.7 | 33.4 |
| At/Above 50th N/PR Number | 78 | 161 | 67 | 164 | 74 | 94 | 107 | 70 | 66 | 159 | 104 | 44 | 30 | 63 | 58 |
| Percent | 10 | 21 | 9 | 22 | 11 | 14 | 16 | 10 | 9 | 20 | 14 | 7 | 5 | 10 | 9 |

STANFORD LEVEL/FORM: TASK 2/T
1995 NORMS: Spring    National

A-77

WASC 25354

DISTRICT: LAUSD - 1964733
TEST TYPE: MULTIPLE CHOICE

GRADE: 11
TEST DATE: 05/98

| SUBTESTS AND TOTALS | Number Tested | Mean Raw Score | Mean Scaled Score | National Indiv PR-S | Mean National NCE |
|---|---|---|---|---|---|
| Total Reading | 302 | 44.6 | 676 | 18-3 | 30.5 |
| Vocabulary | 302 | 16.1 | 693 | 25-4 | 36.0 |
| Reading Comp. | 308 | 28.3 | 666 | 16-3 | 29.5 |
| Mathematics | 302 | 16.7 | 682 | 27-4 | 37.4 |
| Language | 286 | 22.3 | 658 | 24-4 | 34.9 |
| Lang Mechanics | 286 | 11.0 | 661 | 27-4 | 37.2 |
| Lang Expression | 286 | 11.4 | 655 | 24-4 | 35.1 |
| Spelling | 289 | 12.6 | 675 | 19-3 | 31.2 |
| Study Skills | 300 | 13.2 | 638 | 12-3 | 25.3 |
| Science | 309 | 13.6 | 664 | 23-4 | 34.6 |
| Social Science | 298 | 13.9 | 650 | 32-4 | 40.4 |
| Using Information | 268 | 30.2 | 651 | 14-3 | 27.7 |
| Thinking Skills | 264 | 86.0 | 643 | 13-3 | 26.2 |
| Basic Battery | 266 | 109.6 | NA | 20-3 | 32.5 |
| Complete Battery | 264 | 137.4 | NA | 22-3 | 33.9 |

**NATIONAL GRADE PERCENTILE RANKS**

1  10  30  50  70  90  99

| CONTENT CLUSTERS | Number of Items | Below Average | Average | Above Average |
|---|---|---|---|---|
| Reading Vocabulary | 30 | 43 | 54 | 3 |
| Synonyms | 16 | 31 | 63 | 6 |
| Context | 7 | 48 | 43 | 9 |
| Multiple Meanings | 7 | 54 | 42 | 4 |
| | | | | |
| Reading Comprehension | 54 | 61 | 36 | 3 |
| Recreational | 18 | 47 | 40 | 13 |
| Textual | 18 | 61 | 32 | 7 |
| Functional | 18 | 61 | 36 | 3 |
| Initial Understanding | 10 | 50 | 42 | 8 |
| Interpretation | 24 | 52 | 42 | 6 |
| Critical Analysis | 10 | 60 | 35 | 5 |
| Process Strategies | 10 | 66 | 24 | 10 |
| | | | | |
| Mathematics | 48 | 45 | 50 | 5 |
| Problem-Solving Strategies | 6 | 27 | 58 | 15 |
| Algebra | 6 | 27 | 68 | 5 |
| Statistics | 6 | 29 | 61 | 10 |
| Probability | 5 | 27 | 58 | 15 |
| Functions | 5 | 35 | 50 | 15 |
| Geometry from a Synthetic Perspective | 6 | 34 | 55 | 10 |
| Geometry from an Algebraic Perspective | 5 | 49 | 44 | 7 |
| Trigonometry | 3 | 31 | 61 | 8 |
| Discrete Mathematics | 3 | 35 | 61 | 4 |
| Conceptual Underpinnings of Calculus | 3 | 39 | 34 | 27 |
| | | | | |
| Language | 48 | 47 | 50 | 3 |
| Capitalization | 8 | 39 | 58 | 3 |
| Punctuation | 8 | 52 | 42 | 5 |
| Usage | 8 | 24 | 65 | 10 |
| Sentence Structure | 12 | 33 | 64 | 3 |
| Content and Organization | 12 | 49 | 44 | 7 |

| CONTENT CLUSTERS | Number of Items | Below Average | Average | Above Average |
|---|---|---|---|---|
| Spelling | 30 | 61 | 33 | 6 |
| Homophones | 6 | 37 | 59 | 4 |
| Phonetic Principles | 10 | 56 | 34 | 10 |
| Structural Principles | 10 | 49 | 47 | 4 |
| No Mistake | 4 | 45 | 50 | 5 |
| | | | | |
| Study Skills | 30 | 73 | 27 | 1 |
| Library/Reference Skills | 12 | 61 | 35 | 4 |
| Information Skills | 18 | 71 | 27 | 2 |
| | | | | |
| Science | 40 | 54 | 43 | 3 |
| Earth & Space Science | 13 | 52 | 39 | 8 |
| Physical Science | 14 | 51 | 44 | 5 |
| Life Science | 13 | 53 | 44 | 3 |
| Science Process Skills | 32 | 65 | 33 | 2 |
| | | | | |
| Social Science | 40 | 36 | 57 | 8 |
| History | 10 | 22 | 58 | 20 |
| Geography | 9 | 33 | 62 | 5 |
| Civics & Government | 8 | 33 | 58 | 10 |
| Economics | 8 | 21 | 77 | 3 |
| Culture | 5 | 48 | 27 | 24 |
| | | | | |
| Using Information | 77 | 71 | 28 | 1 |
| | | | | |
| Thinking Skills | 205 | 71 | 28 | 1 |

**WASC 25355**

STANFORD LEVEL/FORM: TASK 3/T
1995 NORMS: Spring   National

A-78

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# STANFORD

### TEST OF ACADEMIC SKILLS, FOURTH EDITION

## MASTER LIST SUMMARY
### FOR
### BELL SH

School Code: 193066

DISTRICT: LAUSD - 196433
TEST TYPE: MULTIPLE CHOICE

GRADE: 11
TEST DATE: 03/98

TOTAL NUMBER TESTED = 326

| | READING | | | MATHEMATICS | LANGUAGE | | | | | ENVIRONMENT, SCIENCE, SOCIAL SCIENCE | | | | | BATTERY TOTALS | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Reading | Reading Vocab | Reading Comp | Math | Language | Mechanics | Expression | Spelling | Study Skills | Science | Social Science | Using Information | Thnkg Skills | Basic Battery | Complete Battery |
| Number Possible | 84 | 30 | 54 | 48 | 48 | 24 | 24 | 30 | 30 | 40 | 40 | 77 | 205 | 240 | 320 |
| Number Tested | 302 | 302 | 308 | 302 | 286 | 286 | 286 | 289 | 300 | 309 | 298 | 268 | 264 | 266 | 264 |
| Mean Raw Score | 44.6 | 16.1 | 28.3 | 16.7 | 22.3 | 11.0 | 11.4 | 12.6 | 13.2 | 13.6 | 13.9 | 30.2 | 86.0 | 109.6 | 137.4 |
| Mean Scaled Score | 675.9 | 692.7 | 665.8 | 682.4 | 658.1 | 661.1 | 655.0 | 674.5 | 638.2 | 664.3 | 650.0 | 650.7 | 643.2 | NA | NA |
| National PR-S | 18-3 | 25-4 | 16-3 | 27-4 | 24-4 | 27-4 | 24-4 | 19-3 | 12-3 | 23-4 | 32-4 | 14-3 | 13-3 | 20-3 | 22-3 |
| Mean National NCB | 30.5 | 36.0 | 29.5 | 37.4 | 34.9 | 37.2 | 35.1 | 31.2 | 25.3 | 34.6 | 40.4 | 27.7 | 26.2 | 32.6 | 33.9 |
| At/Above 50th N/PR  Number | 34 | 50 | 35 | 62 | 59 | 71 | 54 | 41 | 18 | 43 | 92 | 21 | 18 | 33 | 34 |
| Percent | 11 | 17 | 11 | 21 | 21 | 25 | 19 | 14 | 6 | 14 | 31 | 8 | 7 | 12 | 13 |

STANFORD LEVEL/FORM: TASK 3/T
1995 NORMS: Spring    National

Process No. 1981995O-1722327-9811-00411-

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A-79

WASC 25356

# Secondary

## Structured English Immersion

## Models A and B

- Structured English Immersion Model A Matrix
- Structured English Immersion Model B Matrix
- Sample: Schedule for Model A
- Sample: Schedule for Model B
- Sample Generic Lesson Plan for Model B

SECONDARY STRUCTURED ENGLISH IMMERSION MODEL A

A-81

| PROGRAM STAGE | PROGRAM PLACEMENT CRITERIA | ENGLISH IMMERSION | DISTRICT'S GRADE-LEVEL CURRICULUM | |
|---|---|---|---|---|
| | | | SDAIE with Primary Language Support | MAINSTREAM with SDAIE Support |
| | English Language Development Level | English Language Acquisition Process *Content-Based Language Development* | *Art/Music/PE taught in an integrated setting* | |
| STAGE 1 English Foundations | BEGINNING ENGLISH LEARNER (no prior schooling) | ESL (Content-Based) ESL Intro Math ESL Reading/Writing Readiness ESL Art | PE | ⇕ |
| | BEGINNING ENGLISH LEARNER (prior schooling) | ESL (Content-Based) ESL Math ESL Science/Health ESL History-Social Science | Music Art | PE ⇕ |
| STAGE 2 Emerging English Literacy | INTERMEDIATE ENGLISH LEARNER | ESL (Content-Based) ESL Science/Health ESL History-Social Science | Math Music Art | ⇕ |
| STAGE 3 Academic English Literacy | ADVANCED ENGLISH LEARNER Redesignation Candidate PREPARATION FOR REDESIGNATION | ESL (Content-Based) ESL History-Social Science | Math Science/Health | Music, Art, PE ⇕ |
| | | ESL | History-Social Science Math Science | Health Ed. Career Planning Music, Art, PE ⇕ |
| STAGE 4 Academic Competency in English | RFEP Redesignated Student | ALL SUBJECTS IN MAINSTREAM ENGLISH *SDAIE SUPPORT AS NEEDED* (Student has met District's Academic and Language Competency Criteria for Redesignation) | | |

July 22, 1998

SECONDARY STRUCTURED ENGLISH IMMERSION MODEL B

DRAFT

A-82

| PROGRAM STAGE | PROGRAM PLACEMENT CRITERIA | ENGLISH IMMERSION | DISTRICT'S GRADE-LEVEL CURRICULUM | | |
|---|---|---|---|---|---|
| | | | SDAIE with Primary Language Instructional Support | SDAIE with Primary Language Support | MAINSTREAM with SDAIE Support |
| | English Language Development Level | English Language Acquisition Process | Art/Music/PE taught in an integrated setting | | |
| STAGE 1 | BEGINNING ENGLISH LEARNER (no prior schooling) | ESL Content-Based Language Development | Intro Math Reading/Writing Readiness Art | | ⇕ PE |
| English Foundations | BEGINNING ENGLISH LEARNER (prior schooling) | ESL Content-Based Language Development | Math Language Arts History-Social Science Science/Health | Music Art | ⇕ PE |
| STAGE 2 | INTERMEDIATE ENGLISH LEARNER | ESL Content-Based Language Development | Language Arts History-Social Science Science/Health | Math Music Art | ⇕ PE |
| Emerging English Literacy | | ESL Content-Based Language Development | Language Arts History-Social Science | Math Science/Health | ⇕ Music, Art, PE |
| STAGE 3 | ADVANCED ENGLISH LEARNER PREPARATION FOR REDESIGNATION Redesignation Candidate | English Language Arts and Academic Literacy | | History-Social Science Math Science | ⇕ Health Ed. Career Pl. Music, Art, PE |
| STAGE 4 Academic Competency In English | RFEP Redesignated Student | ALL SUBJECTS IN MAINSTREAM ENGLISH SDAIE SUPPORT AS NEEDED (Student has met District's Academic and Language Competency Criteria for Redesignation) | | | |

July 22, 1998

## LOS ANGELES UNIFIED SCHOOL DISTRICT
### Structured English Immersion Model A - Secondary Schedule

| Daily Schedule | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
|---|---|---|---|---|---|---|
| Daily Schedule for Intro. ESL. AB (No prior schooling) | Intro ESL / CLAD | Intro ESL / CLAD | ESL Intro Math / CLAD/SB1969 | ESL Rdg/Wrtg Readiness / CLAD | ESL Art / SB1969 | PE |
| Daily Schedule for Beg. ESL 1 AB | Beg. ESL 1AB / CLAD | Beg. ESL / CLAD | ESL Math / CLAD/SB1969 | ESL. Science/Hlth (MS) ESL Science (HS) / CLAD/SB1969 | ESL History (MS) ESL. ECP/Health (HS) / CLAD/SB1969 | PE |
| Daily Schedule for Inter. ESL. 2A | Intermediate ESL 2A / CLAD | Intermediate ESL. 2A / CLAD | Math / CLAD/SB1969 | ESL. Science/Hlth (MS) ESL Science (HS) / CLAD/SB1969 | ESL History (MS) ESL. ECP/Health (HS) / CLAD/SB1969 | PE |
| Daily Schedule for Inter. ESL 2B | Intermediate ESL 2B / CLAD | Intermediate BSL 2B / CLAD | Math / CLAD/SB1969 | Science/Hlth (MS) Science (HS) / CLAD/SB1969 | BSL History (MS) ECP/Health (HS) / CLAD/SB1969 | PE |
| Daily Schedule for Adv. ESL | Adv. ESL English Lang. Arts (Academic Literacy) / CLAD | Elective | Math / CLAD/SB1969 | Science/Hlth (MS) Science (HS) / CLAD/SB1969 | History (MS) ECP/Health (HS) / CLAD/SB1969 | PE |
| Daily Schedule for PRP | English / CLAD | Elective | Math / CLAD/SB1969 | Science/Hlth (MS) Science (HS) / CLAD/SB1969 | History (MS) ECP/Health (HS) / CLAD/SB1969 | PE |

July 22, 1998

A-83

D. .FT

A-84

# LOS ANGELES UNIFIED SCHOOL DISTRICT
## Structured English Immersion Model B - Secondary Schedule

| Daily Schedule | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
|---|---|---|---|---|---|---|
| Daily Schedule for Intro. ESL AB (No prior schooling) | Intro ESL<br>CLAD | Intro ESL<br>CLAD | Intro Math (SDAIE/L1)<br>BCLAD | Rdg/Wrtg Readiness (SDAIE/L1)<br>BCLAD | Art (SDAIE/L1)<br>BCLAD | PE |
| Daily Schedule for Beg. ESL I AB | Beg. ESL IAB<br>CLAD | ESL/Literacy Development (SDAIE/L1)<br>BCLAD | Math (SDAIE/L1)<br>BCLAD | Science/Hlth (MS) Science (HS) (SDAIE/L1)<br>BCLAD | History (MS) ECP/Health (HS) (SDAIE/L1)<br>BCLAD | PE |
| Daily Schedule for Inter. ESL 2A | Intermediate ESL 2A<br>CLAD | ESL/Literacy Development (SDAIE/L1)<br>BCLAD | Math (SDAIE)<br>BCLAD/CLAD/SB1969 | Science/Hlth (MS) Science (HS) (SDAIE/L1)<br>BCLAD | History (MS) ECP/Health (HS) (SDAIE/L1)<br>BCLAD | PE |
| Daily Schedule for Inter. ESL 2B | Intermediate ESL 2B<br>CLAD | ESL/Literacy Development (SDAIE/L1)<br>BCLAD | Math (SDAIE)<br>CLAD/SB1969 | Science/Hlth (MS) Science (HS) (SDAIE)<br>BCLAD | History (MS) ECP/Health (HS) (SDAIE/L1)<br>BCLAD | PE |
| Daily Schedule for Adv. ESL | Adv. ESL English Lang. Arts (Academic Literacy)<br>CLAD | Elective | Math (SDAIE)<br>CLAD/SB1969 | Science/Hlth (MS) Science (HS) (SDAIE)<br>CLAD/SB1969 | History (MS) ECP/Health (HS) (SDAIE)<br>CLAD/SB1969 | PE |
| Daily Schedule for PRP | English (SDAIE)<br>CLAD | Elective | Math (SDAIE)<br>CLAD/SB1969 | Science/Hlth (MS) Science (HS) (SDAIE)<br>CLAD/SB1969 | History (MS) ECP/Health (HS) (SDAIE)<br>CLAD/SB1969 | PE |

July 22, 1998

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Secondary Structured English Immersion Model B

### *Generic Lesson Plan for Math, Science, History-Social Science, etc.*

| Approximate Time | Activities to Promote English Language Acquisition | Activities to Develop Concepts using L1 Support |
|---|---|---|
| 5-10 minutes | Review of key vocabulary/structures/concepts from previous lesson. Possible activities with beginning students could include: *matching definitions, sentence completion, pronunciation practice using vocabulary to answer questions.* Possible activities for intermediate students could include: *dictation, sequencing of information, translation of key concepts and definitions between English and L1.* | |
| 20-30 minutes | | Develop new academic content knowledge. Possible activities include: *activation of prior learning/experience, reading, writing, discussion activities to develop student understanding through comprehensible input, group work on thematic projects, study skills development to promote notetaking, research skills, effective reading and writing strategies.* |
| 20-30 minutes | Introduce key English academic vocabulary, structures, and model use. **Beginning level students should have the opportunity to manipulate English through such activities as:** *WH-word comprehension development (who, what, where, etc.), language experience, guided reading and writing of simplified texts in English.* **Activities for intermediate level students could include:** *reading excerpts of authentic texts which contain examples of vocabulary and structures being learned, notetaking with graphic organizers to practice strategies getting into English textbooks, charting, graphing, diagramming, data analysis, cloze exercises, writing short summaries and reflective journals.* | |
| 5 min. Review and Homework | Homework activities should include assignments, which require use of both English and primary language. | |

*All Structured English immersion content courses should include computer and multimedia activities appropriate to subject.*

LOS ANGELES UNIFIED SCHOOL DISTRICT
Deputy Superintendent, Instruction and Curriculum

DISTRIBUTION: All Schools and Offices

SUBJECT: MEMORANDUM NO. P-2 (Rev.)
SUPERINTENDENT'S ACTION
PLAN FOR SCHOOL
IMPROVEMENT: SCHOOL
PERFORMANCE ACCOUNTABILITY

ROUTING
School Administrators
Teachers
Parent Representatives
Classified Staff

DATE: March 2, 1999

OFFICE: Deputy Superintendent

APPROVED: LILIAM L. CASTILLO, Deputy Superintendent

For assistance, please call Carmen N. Schroeder, Associate Superintendent, at
(213) 625-6040, or your Assistant Superintendent of Instruction.

This revision replaces the memorandum of the same name and number issued by
the Deputy Superintendent, Instruction and Curriculum on February 10, 1999.
Administrators and principals are asked to share the information contained in this
memorandum with all employees, parents and the community.

I. BACKGROUND

In the early part of the 1997-98 school year, 100 elementary and secondary
schools were identified as being in need of intervention activities. These
schools were identified principally by calculating a composite achievement
score using normal curve equivalent (NCE) scores for students who took
the reading, math, and language tests of the Spring 1996 Comprehensive
Tests of Basic Skills.

Each identified school was required to meet with its stakeholder group,
develop and submit an action plan that would address how student
achievement would be improved. Additionally, these schools received
additional resources during the 1997-98 school year to support their efforts
in improving student achievement.

The results of the testing program for the 1997-98 schools reflected that out
of the initial 100 schools, only 30 still did not improve their student
standardized achievement scores. These schools either had the same test
composite test score or showed a decline in their test scores. Subsequently,
these schools were classified as Academic Probation Schools.

## II. PURPOSE

The purpose of this memorandum is to inform district schools of the
Superintendent's Action Plan, which addresses a plan for intervention for
District schools not showing improvement based on Stanford 9 test scores.
All district schools will be included in the Superintendent's Action Plan.
Four intervention steps have been identified. These are as follows:

Level 1:    A school's test score composite reflects either no improvement
            (score remains the same) or a decline in the composite is
            evidenced.

Level 2:    A school for the second year shows no improvement in student
            achievement (score remains the same) or a decline in the
            composite is evidenced. These schools may show improvement
            in the other identified student achievement indicators. While
            progress in these areas will be considered in the measurement of
            school improvement, the test scores will carry the most weight.
            These schools become Academic Probation Schools.

Level 3:    A school for the third year shows no improvement in student
            achievement (score remains the same) or a decline in the
            composite is evidenced. These schools may show improvement
            in the other identified student achievement indicators. While
            progress in these areas will be considered in the measurement of
            school improvement, the test scores will carry the most
            weight. These schools will become Receivership Schools.

Level 4:    A school for the fourth year shows no improvement in student
            achievement (score remains the same) or a decline in the
            composite is evidenced. These schools become schools which
            may be reconstituted.

## III. LEVEL ONE SCHOOLS: SCHOOLS ON ALERT

Level One schools, those which show no improvement in their composite
score, or which had a decline in test scores, for the 1997-98 school year have
been advised by their Cluster Administrator and Assistant Superintendent of
Instruction of the need to review available data, meet with stakeholders and
plan accordingly on how to improve student achievement. Principals from
these schools have been advised of the possibility of becoming Academic
Probation schools should improved student achievement not take place.

## IV. LEVEL TWO SCHOOLS: ACADEMIC PROBATION SCHOOLS

Thirty schools have been identified as Academic Probation Schools for
the 1998-99 school year. A list of action steps were identified for these schools.

1. Principal and staff were to rewrite the Academic Plan and address specific areas. An *interim plan* was to be shared with the Assistant Superintendent and Cluster Administrator by October 30, 1998. The plan was to include the following components:

   a. Review of mission, vision and beliefs
   b. Performance/Accountability
   c. Student outcomes
   d. Rationale for student outcomes
   e. Assessment
   f. Action/Strategies to achieve student outcome goals
   g. Professional development aligned to student outcomes
   h. Budget/Expenditure plan linked to student outcomes

2. By November 13, 1998, the Assistant Superintendent and Cluster Administrator would meet with school stakeholders to review interim Academic Plan.

3. The school would provide quarterly written progress reports to the Assistant Superintendent - October - February - May.

4. The school would undergo a mid-term evaluation conducted by the Assistant Superintendent by February 10, 1999.

V. LEVEL THREE SCHOOLS: RECEIVERSHIP SCHOOLS

Schools which show no increase or whose scores decline for the third year will be classified as Receivership Schools. Receivership Schools will have specific local school responsibilities suspended. These include: local decision-making, budget flexibility, and initiating personnel changes.

Additionally, these schools will be placed under the direct supervision of the Assistant Superintendent of Instruction who, in collaboration with the appropriate Cluster Administrator, will provide general direction to these schools.

Schools identified as Receivership Schools will be required to take specific action steps to improve student achievement. These steps include:

1. Rewrite the Academic Plan and address the following;

   a. Review of mission, vision and beliefs
   b. Performance/Accountability
   c. Student outcomes
   d. Rationale for student outcomes

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       e.  Assessment
       f.  Action/Strategies to achieve student outcome goals
       g.  Professional development aligned to student outcomes
       h.  Budget/Expenditure plan linked to student outcomes
       i.  Evaluation plan

2. The Assistant Superintendent will meet with the stakeholders to review and approve the Academic Plan.

3. The school will provide quarterly progress reports to the Assistant Superintendent.

4. The school will undergo a mid-term evaluation conducted by the Assistant Superintendent.

## VI.   LEVEL FOUR SCHOOLS:   RECONSTITUTED SCHOOLS

If academic achievement - significant improvement of test scores and other indicators - does not improve by the end of the fourth consecutive school year, the school will face reorganization (reconstitution) including personnel changes.

## VII.   TIMELINE

Schools will be notified by the District of their school's performance status by mid summer or, at the latest, early September of each school year.

###

## 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 |

## 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.<br>• allocate at least 80% of general revenue funds to schools based on ADA.<br>• hold schools accountable for operating within pupil allocation.<br>• schools to manage resources within bargaining unit agreements, district policies and state laws.<br>• 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):<br>• Strategies to help parents support and reinforce student learning at home.<br>• Techniques for effective parenting skills.<br>• Access to community support services.<br>• Clear, two-way communications between school and family as to school programs, achievement standards, students' progress.<br>• Parental involvement in instructional and support roles at schools.<br>• 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:<br>• Providing incentive programs in support of parent involvement efforts.<br>• Coordinate resources for parent involvement.<br>• Provide access to resources and training which support student learning.<br>• Provide recognition of exemplary parent involvement activities.<br>• Provide resources to support school staff in outreach efforts to parents of diverse cultural and ethnic backgrounds.<br>• Provide support to LEARN with resources to expand parental involvement in school reform<br>• 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 |

# STUDENT SURVEY, BELL HIGH SCHOOL
## SPRING 1998

Please read the following statements very carefully. Decide what your opinion is for each statement. You have a choice of five responses. Be sure to bubble correctly. Your homeroom teacher should have explained the importance of this survey and how to consider your response.

After you have bubbled all your responses, please add comments (positive or negative) and/or explain any answers you gave on the lines provided next to the bubbling area.

**A.** if you <u>strongly</u> agree
**B.** if you agree
**C.** if you are not sure or have no opinion
**D.** if you disagree
**E.** if you <u>strongly</u> disagree

1. Bell's school buildings and grounds are clean.
2. The school library meets my needs.
3. School rules are enforced fairly.
4. Bell's sports' program meets my needs.
5. There are enough school activities (other than sports) to meet my interests.
6. If needed, there is an adult at Bell High in whom I can confide.
7. Teachers grade my work fairly.
8. The counseling office meets my needs.
9. I feel safe when I am at Bell High.
10. I am treated with courtesy and respect by adults.
11. Teachers explain their requirements and grade standards clearly.
12. The Career and College Centers meet my needs.
13. I am treated with courtesy and respect by other students.
14. If I wish to do so, I know how to participate in school government.
15. The teachers at Bell are aware of and use computer technology.
16. I learn about school activities and information during Homeroom.
17. The Health Office meets my needs.
18. There is extra (tutoring) help available to me outside class time.
19. If I wish, I can get computer training.
20. I am able to use a computer for class requirements at Bell.
21. Homework is assigned fairly.
22. Teachers know their subject matter and how to teach it.
23. I am aware of and able to use the internet at Bell.
24. In general, Bell High has had a positive influence on my life.

# 9th Grade Student Survey

| Question # | A | B | C | D | E | TOTAL | A% | B% | C% | D% | E% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 5 | 49 | 45 | 49 | 61 | 209 | 2% | 23% | 22% | 23% | 29% |
| 2 | 25 | 60 | 58 | 32 | 22 | 197 | 13% | 30% | 29% | 16% | 11% |
| 3 | 26 | 61 | 43 | 32 | 32 | 194 | 13% | 31% | 22% | 16% | 16% |
| 4 | 50 | 56 | 51 | 24 | 32 | 213 | 23% | 26% | 24% | 11% | 15% |
| 5 | 31 | 61 | 37 | 33 | 30 | 192 | 16% | 32% | 19% | 17% | 16% |
| 6 | 44 | 53 | 53 | 24 | 21 | 195 | 23% | 27% | 27% | 12% | 11% |
| 7 | 26 | 66 | 43 | 36 | 23 | 194 | 13% | 34% | 22% | 19% | 12% |
| 8 | 40 | 61 | 53 | 24 | 12 | 190 | 21% | 32% | 28% | 13% | 6% |
| 9 | 27 | 64 | 49 | 20 | 33 | 193 | 14% | 33% | 25% | 10% | 17% |
| 10 | 45 | 50 | 38 | 33 | 28 | 194 | 23% | 26% | 20% | 17% | 14% |
| 11 | 36 | 62 | 42 | 42 | 19 | 201 | 18% | 31% | 21% | 21% | 9% |
| 12 | 36 | 46 | 70 | 15 | 17 | 184 | 20% | 25% | 38% | 8% | 9% |
| 13 | 24 | 62 | 48 | 31 | 29 | 194 | 12% | 32% | 25% | 16% | 15% |
| 14 | 14 | 33 | 76 | 41 | 29 | 193 | 7% | 17% | 39% | 21% | 15% |
| 15 | 27 | 68 | 62 | 19 | 20 | 196 | 14% | 35% | 32% | 10% | 10% |
| 16 | 66 | 68 | 27 | 19 | 13 | 193 | 34% | 35% | 14% | 10% | 7% |
| 17 | 36 | 48 | 62 | 27 | 23 | 196 | 18% | 24% | 32% | 14% | 12% |
| 18 | 57 | 74 | 42 | 18 | 11 | 202 | 28% | 37% | 21% | 9% | 5% |
| 19 | 24 | 69 | 55 | 15 | 26 | 183 | 13% | 38% | 30% | 8% | 14% |
| 20 | 43 | 70 | 40 | 22 | 21 | 196 | 22% | 36% | 20% | 11% | 11% |
| 21 | 32 | 70 | 33 | 27 | 17 | 179 | 18% | 39% | 18% | 15% | 9% |
| 22 | 23 | 46 | 42 | 32 | 16 | 159 | 14% | 29% | 26% | 20% | 10% |
| 23 | 35 | 59 | 39 | 25 | 19 | 177 | 20% | 33% | 22% | 14% | 11% |
| 24 | 26 | 61 | 41 | 29 | 19 | 176 | 15% | 35% | 23% | 16% | 11% |

# 10th Grade Student Survey

| Question # | A | B | C | D | E | TOTAL | A% | B% | C% | D% | E% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 8 | 45 | 39 | 74 | 44 | 210 | 4% | 21% | 19% | 35% | 21% |
| 2 | 18 | 91 | 52 | 46 | 12 | 219 | 8% | 42% | 24% | 21% | 5% |
| 3 | 18 | 73 | 45 | 37 | 24 | 197 | 9% | 37% | 23% | 19% | 12% |
| 4 | 48 | 74 | 53 | 24 | 10 | 209 | 23% | 35% | 25% | 11% | 5% |
| 5 | 28 | 54 | 57 | 42 | 29 | 210 | 13% | 26% | 27% | 20% | 14% |
| 6 | 20 | 73 | 45 | 25 | 29 | 192 | 10% | 38% | 23% | 13% | 15% |
| 7 | 25 | 73 | 43 | 39 | 30 | 210 | 12% | 35% | 20% | 19% | 14% |
| 8 | 37 | 81 | 59 | 21 | 10 | 208 | 18% | 39% | 28% | 10% | 5% |
| 9 | 18 | 69 | 58 | 35 | 27 | 207 | 9% | 33% | 28% | 17% | 13% |
| 10 | 27 | 72 | 43 | 38 | 29 | 209 | 13% | 34% | 21% | 18% | 14% |
| 11 | 24 | 77 | 50 | 41 | 16 | 208 | 12% | 37% | 24% | 20% | 8% |
| 12 | 34 | 76 | 82 | 15 | 11 | 218 | 16% | 35% | 38% | 7% | 5% |
| 13 | 25 | 68 | 34 | 38 | 22 | 187 | 13% | 36% | 18% | 20% | 12% |
| 14 | 11 | 48 | 84 | 31 | 31 | 205 | 5% | 23% | 41% | 15% | 15% |
| 15 | 31 | 81 | 51 | 32 | 14 | 209 | 15% | 39% | 24% | 15% | 7% |
| 16 | 50 | 96 | 21 | 25 | 18 | 210 | 24% | 46% | 10% | 12% | 9% |
| 17 | 29 | 61 | 64 | 31 | 23 | 208 | 14% | 29% | 31% | 15% | 11% |
| 18 | 65 | 93 | 27 | 14 | 10 | 209 | 31% | 44% | 13% | 7% | 5% |
| 19 | 32 | 76 | 52 | 32 | 12 | 183 | 17% | 42% | 28% | 17% | 7% |
| 20 | 36 | 90 | 38 | 32 | 14 | 210 | 17% | 43% | 18% | 15% | 7% |
| 21 | 22 | 91 | 41 | 26 | 22 | 202 | 11% | 45% | 20% | 13% | 11% |
| 22 | 19 | 85 | 44 | 28 | 23 | 199 | 10% | 43% | 22% | 14% | 12% |
| 23 | 44 | 71 | 33 | 17 | 16 | 181 | 24% | 39% | 18% | 9% | 9% |
| 24 | 15 | 69 | 70 | 28 | 29 | 211 | 7% | 33% | 33% | 13% | 14% |

# 11th Grade Student Survey

| Question # | A | B | C | D | E | TOTAL | A % | B % | C % | D % | E % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 11 | 52 | 33 | 69 | 28 | 193 | 6% | 27% | 17% | 36% | 15% |
| 2 | 25 | 74 | 46 | 31 | 13 | 189 | 13% | 39% | 24% | 16% | 7% |
| 3 | 21 | 54 | 35 | 41 | 35 | 186 | 11% | 29% | 19% | 22% | 19% |
| 4 | 36 | 76 | 57 | 10 | 10 | 189 | 19% | 40% | 30% | 5% | 5% |
| 5 | 27 | 57 | 43 | 33 | 28 | 188 | 14% | 30% | 23% | 18% | 15% |
| 6 | 49 | 63 | 42 | 16 | 21 | 191 | 26% | 33% | 22% | 8% | 11% |
| 7 | 36 | 82 | 33 | 26 | 21 | 198 | 18% | 41% | 17% | 13% | 11% |
| 8 | 35 | 96 | 28 | 23 | 11 | 193 | 18% | 50% | 15% | 12% | 6% |
| 9 | 17 | 75 | 54 | 24 | 20 | 190 | 9% | 39% | 28% | 13% | 11% |
| 10 | 37 | 67 | 30 | 40 | 14 | 188 | 20% | 36% | 16% | 21% | 7% |
| 11 | 40 | 73 | 41 | 22 | 13 | 189 | 21% | 39% | 22% | 12% | 7% |
| 12 | 37 | 73 | 39 | 26 | 18 | 193 | 19% | 38% | 20% | 13% | 9% |
| 13 | 26 | 91 | 34 | 20 | 19 | 190 | 14% | 48% | 18% | 11% | 10% |
| 14 | 15 | 56 | 58 | 34 | 30 | 193 | 8% | 29% | 30% | 18% | 16% |
| 15 | 39 | 73 | 38 | 30 | 11 | 191 | 20% | 38% | 20% | 16% | 6% |
| 16 | 68 | 78 | 16 | 12 | 15 | 189 | 36% | 41% | 8% | 6% | 8% |
| 17 | 18 | 63 | 48 | 23 | 39 | 191 | 9% | 33% | 25% | 12% | 20% |
| 18 | 65 | 76 | 25 | 13 | 4 | 183 | 36% | 42% | 14% | 7% | 2% |
| 19 | 46 | 51 | 53 | 18 | 15 | 183 | 25% | 28% | 29% | 10% | 8% |
| 20 | 50 | 71 | 25 | 18 | 17 | 181 | 28% | 39% | 14% | 10% | 9% |
| 21 | 30 | 93 | 26 | 23 | 8 | 180 | 17% | 52% | 14% | 13% | 4% |
| 22 | 21 | 80 | 32 | 31 | 6 | 170 | 12% | 47% | 19% | 18% | 4% |
| 23 | 46 | 74 | 22 | 16 | 6 | 164 | 28% | 45% | 13% | 10% | 4% |
| 24 | 22 | 60 | 51 | 25 | 13 | 171 | 13% | 35% | 30% | 15% | 8% |

# 12th Grade Student Survey

| Question # | A | B | C | D | E | TOTAL | A% | B% | C% | D% | E% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 9 | 73 | 36 | 96 | 49 | 263 | 3% | 28% | 14% | 37% | 19% |
| 2 | 16 | 103 | 49 | 53 | 38 | 259 | 6% | 40% | 19% | 20% | 15% |
| 3 | 27 | 77 | 50 | 53 | 45 | 252 | 11% | 31% | 20% | 21% | 18% |
| 4 | 42 | 72 | 91 | 31 | 19 | 255 | 16% | 28% | 36% | 12% | 7% |
| 5 | 26 | 69 | 60 | 57 | 40 | 252 | 10% | 27% | 24% | 23% | 16% |
| 6 | 66 | 98 | 41 | 20 | 23 | 248 | 27% | 40% | 17% | 8% | 9% |
| 7 | 34 | 110 | 47 | 40 | 22 | 253 | 13% | 43% | 19% | 16% | 9% |
| 8 | 50 | 115 | 40 | 27 | 20 | 252 | 20% | 46% | 16% | 11% | 8% |
| 9 | 38 | 97 | 60 | 29 | 24 | 248 | 15% | 39% | 24% | 12% | 10% |
| 10 | 30 | 98 | 51 | 55 | 30 | 264 | 11% | 37% | 19% | 21% | 11% |
| 11 | 31 | 117 | 48 | 45 | 16 | 257 | 12% | 46% | 19% | 18% | 6% |
| 12 | 58 | 98 | 51 | 29 | 17 | 253 | 23% | 39% | 20% | 11% | 7% |
| 13 | 26 | 91 | 51 | 35 | 34 | 237 | 11% | 38% | 22% | 15% | 14% |
| 14 | 19 | 67 | 84 | 44 | 31 | 245 | 8% | 27% | 34% | 18% | 13% |
| 15 | 49 | 109 | 59 | 14 | 15 | 246 | 20% | 44% | 24% | 6% | 6% |
| 16 | 72 | 91 | 22 | 32 | 31 | 248 | 29% | 37% | 9% | 13% | 12% |
| 17 | 23 | 70 | 74 | 41 | 39 | 247 | 9% | 28% | 30% | 17% | 16% |
| 18 | 77 | 113 | 46 | 18 | 9 | 263 | 29% | 43% | 17% | 7% | 3% |
| 19 | 36 | 110 | 49 | 32 | 20 | 247 | 15% | 45% | 20% | 13% | 8% |
| 20 | 48 | 112 | 35 | 24 | 10 | 229 | 21% | 49% | 15% | 10% | 4% |
| 21 | 42 | 127 | 44 | 26 | 13 | 252 | 17% | 50% | 17% | 10% | 5% |
| 22 | 26 | 120 | 53 | 37 | 13 | 249 | 10% | 48% | 21% | 15% | 5% |
| 23 | 74 | 98 | 33 | 19 | 16 | 240 | 31% | 41% | 14% | 8% | 7% |
| 24 | 39 | 97 | 44 | 36 | 21 | 237 | 16% | 41% | 19% | 15% | 9% |

## BELL HIGH ACCREDITATION
# PARENT SURVEY, FALL 1998

In the Spring of 1999, Bell will be visited by a group from WASC (Western Association of Schools & Colleges) for the purpose of evaluating Bell's <u>self</u>-study. All students, staff and parents in the Bell Community are being asked for their cooperation. A survey of parents is an important part of the self-study. Please take a few minutes to respond to these statements. Your opinions are greatly appreciated.

Read the following statements very carefully. You have a choice of <u>five</u> responses for each statement. Bubble your opinion on the sheet with a #2 pencil. Then return the survey and your response sheet to the students who handed them to you.

For each of the 20 statements, please bubble one of the following:

**A.** if you <u>strongly</u> agree

**B.** if you agree

**C.** <u>if you are not sure or have no opinion</u>

**D.** if you disagree

**E.** if you <u>strongly</u> disagree

1. I am aware of the graduation requirements for my son/daughter.

2. My son/daughter brings homework every day.

3. The teachers at Bell communicate with me if my son/daughter is having problems.

4. I am aware of Bell High's dress code and other rules for my child.

5. Bell assists students in planning for life after graduation - either continuing education or the workplace.

6. Bell's school buildings and grounds are clean.

7. My child has learned about video, computer or other technology at Bell High.

8. I am treated with respect by the adults at Bell High.

9. My child has made progress in reading at Bell.

10. I am aware of school activities such as sports, early dismissal and parent meetings

11. My son/daughter has made progress in math at Bell High.

12. My child is safe while attending Bell.

13. I am aware of the services offered by Healthy Start at Bell.

14. Parents and community members are encouraged to participate in the school and its activities.

15. All students at Bell have equal access to classes, activities & programs.

16. I am aware that there is tutoring available for my son/daughter.

17. The counseling office will help me or my child with questions about classes, graduation requirements, or personal problems.

18. School buildings and classrooms are generally maintained in good repair.

19. I am satisfied with notification of my child's progress every four weeks.

20. I am satisfied with the quality of instruction at Bell High.

A-97

# Parent Survey

| Question # | A | B | C | D | E | TOTAL | A % | B % | C % | D % | E % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 106 | 50 | 49 | 3 | 4 | 212 | 50% | 24% | 23% | 1% | 2% |
| 2 | 146 | 46 | 11 | 5 | 7 | 215 | 68% | 21% | 5% | 2% | 3% |
| 3 | 85 | 59 | 44 | 8 | 17 | 213 | 40% | 28% | 21% | 4% | 8% |
| 4 | 154 | 47 | 10 | 1 | 4 | 216 | 71% | 22% | 5% | 0% | 2% |
| 5 | 83 | 61 | 50 | 6 | 10 | 210 | 40% | 29% | 24% | 3% | 5% |
| 6 | 39 | 70 | 63 | 20 | 21 | 213 | 18% | 33% | 30% | 9% | 10% |
| 7 | 80 | 61 | 47 | 9 | 17 | 214 | 37% | 29% | 22% | 4% | 8% |
| 8 | 117 | 58 | 26 | 2 | 11 | 214 | 55% | 27% | 12% | 1% | 5% |
| 9 | 91 | 70 | 36 | 9 | 6 | 212 | 43% | 33% | 17% | 4% | 3% |
| 10 | 138 | 40 | 12 | 7 | 14 | 211 | 65% | 19% | 6% | 3% | 7% |
| 11 | 83 | 66 | 34 | 23 | 10 | 216 | 38% | 31% | 16% | 11% | 5% |
| 12 | 78 | 60 | 52 | 11 | 12 | 213 | 37% | 28% | 24% | 5% | 6% |
| 13 | 41 | 46 | 86 | 17 | 22 | 212 | 19% | 22% | 41% | 8% | 10% |
| 14 | 82 | 70 | 36 | 14 | 10 | 212 | 39% | 33% | 17% | 7% | 5% |
| 15 | 63 | 50 | 64 | 20 | 12 | 209 | 30% | 24% | 31% | 10% | 6% |
| 16 | 98 | 55 | 45 | 9 | 7 | 214 | 46% | 26% | 21% | 4% | 3% |
| 17 | 98 | 61 | 37 | 3 | 12 | 211 | 46% | 29% | 18% | 1% | 6% |
| 18 | 44 | 71 | 61 | 17 | 19 | 212 | 21% | 33% | 29% | 8% | 9% |
| 19 | 106 | 68 | 19 | 12 | 6 | 211 | 50% | 32% | 9% | 6% | 3% |
| 20 | 86 | 75 | 35 | 9 | 8 | 213 | 40% | 35% | 16% | 4% | 4% |
| 21 | | | | | | | | | | | |
| 22 | | | | | | | | | | | |
| 23 | | | | | | | | | | | |
| 24 | | | | | | | | | | | |

## Bell High Accreditation, 1998-99
# STAFF SURVEY

Please read each statement carefully. Decide what your opinion is for each statement. You have a choice of five responses (see below).

For purposes of this survey, staff is defined as people working on the Bell campus, unless otherwise indicated. Some statements may not apply to your specific "role" at Bell. In that case, a response of no opinion or no information (C.) would be appropriate.

At the top of the bubble sheet, there is a space for "Type of Survey". Please write one of the following - **Certificated, Classified, Teaching-Assistant.** Do not write your name.

Please use one of the following responses for each statement below.
- **A.** if you strongly agree
- **B.** if you agree
- **C.** if you have no opinion or no information
- **D.** if you disagree
- **E.** if you strongly disagree

1. Bell provides a safe school environment.
2. Instructional supplies are adequate.
3. Technology has been well implemented for student needs.
4. Bell High's faculty/staff provide a positive role model.
5. Bell provides a clean, well-maintained environment.
6. School/student rules are enforced fairly.
7. The administration is responsive to student needs.
8. *School Based Management* meets the needs of all stakeholders.
9. Technology has been well implemented for faculty needs.
10. Faculty are responsive to student needs.
11. Faculty and administration communicate effectively.
12. I am well informed of community needs & feelings.
13. I am satisfied with the professional development (in-services, conferences, seminars, etc.)       available to the Bell faculty/staff.
14. Student Support services (counseling, P.S.A., library, etc.) meet student needs.
15. Bell's faculty are well-trained and/or academically prepared for their jobs.
16. Department members work collaboratively and communicate well.
17. I am satisfied with Bell's effort to improve school attendance.
18. I am knowledgeable about district/local health services (including Healthy Start).
19. Students are treated with respect by Bell faculty/staff.
20. Overall, I am satisfied with the quality of instruction at Bell High.

*****If you wish to make comments about any of the above statements, please write on the back of this paper.**

A-99

# Staff Survey

| Question # | A | B | C | D | E | TOTAL | A% | B% | C% | D% | E% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 43 | 99 | 10 | 13 | 0 | 165 | 26% | 60% | 6% | 8% | 0% |
| 2 | 18 | 61 | 16 | 54 | 15 | 164 | 11% | 37% | 10% | 33% | 9% |
| 3 | 37 | 64 | 17 | 36 | 10 | 164 | 23% | 39% | 10% | 22% | 6% |
| 4 | 28 | 85 | 19 | 25 | 5 | 162 | 17% | 52% | 12% | 15% | 3% |
| 5 | 8 | 75 | 8 | 51 | 21 | 163 | 5% | 46% | 5% | 31% | 13% |
| 6 | 28 | 81 | 9 | 32 | 13 | 163 | 17% | 50% | 6% | 20% | 8% |
| 7 | 16 | 50 | 34 | 43 | 22 | 165 | 10% | 30% | 21% | 26% | 13% |
| 8 | 9 | 65 | 52 | 26 | 13 | 165 | 5% | 39% | 32% | 16% | 8% |
| 9 | 31 | 76 | 14 | 33 | 10 | 164 | 19% | 46% | 9% | 20% | 6% |
| 10 | 21 | 92 | 25 | 20 | 7 | 165 | 13% | 56% | 15% | 12% | 4% |
| 11 | 9 | 54 | 20 | 59 | 21 | 163 | 6% | 33% | 12% | 36% | 13% |
| 12 | 20 | 57 | 27 | 46 | 15 | 165 | 12% | 35% | 16% | 28% | 9% |
| 13 | 30 | 53 | 20 | 48 | 11 | 162 | 19% | 33% | 12% | 30% | 7% |
| 14 | 29 | 75 | 21 | 32 | 8 | 165 | 18% | 45% | 13% | 19% | 5% |
| 15 | 26 | 72 | 28 | 34 | 4 | 164 | 16% | 44% | 17% | 21% | 2% |
| 16 | 15 | 59 | 27 | 49 | 14 | 164 | 9% | 36% | 16% | 30% | 9% |
| 17 | 26 | 73 | 16 | 40 | 8 | 163 | 16% | 45% | 10% | 25% | 5% |
| 18 | 20 | 65 | 35 | 32 | 12 | 164 | 12% | 40% | 21% | 20% | 7% |
| 19 | 24 | 93 | 16 | 22 | 9 | 164 | 15% | 57% | 10% | 13% | 5% |
| 20 | 18 | 82 | 20 | 37 | 6 | 163 | 11% | 50% | 12% | 23% | 4% |
| 21 | | | | | | | | | | | |
| 22 | | | | | | | | | | | |
| 23 | | | | | | | | | | | |
| 24 | | | | | | | | | | | |