



CONFIDENTIAL

SCHOOL # 13 D5

Accrediting Commission For Schools

533 Airport Boulevard, Suite 200
Burlingame, California 94010
(415) 696-1060 • Fax (415) 375-7790

DONALD G HAUGHT ED D
EXECUTIVE DIRECTOR

RECOMMENDATION FOR A TERM OF ACCREDITATION

MARILYN S GEORGE, ED D
ASSOCIATE EXECUTIVE DIRECTOR

Name of School Visited: BELMONT HIGH SCHOOL
Address of School: 1575 WEST SECOND STREET
LOS ANGELES, CA 90026
Name of District: LOS ANGELES UNIFIED
Form Used in Self-Study: FOCUS ON LEARNING - WASC/CDE
Visit: FIFTH SELF STUDY
Date of Visit: 4-07-97 to 4-09-97
Accredited Grade Span: 09 - 12
Enrollment: 4,750

The Visiting Committee's CONFIDENTIAL recommendation to the Accrediting Commission is:

	A Term Of Accreditation For Six Years: A term of six years with a written Progress Report to the School's governing board on the major recommendations or critical areas listed in the Visiting Committee Report. Upon review and formal acceptance by the board, the report will be filed with the WASC Office.
X	A Term Of Accreditation For Six Years With A Review: A term of six years with a complete Progress Report on major recommendations or critical areas and one day on-site review by a two member committee to be completed not later than the third year of the six year term.
	A Term Of Accreditation For Three Years: A term of three years with a full self-study and a full on-site visit during the third year.
	A Term Of Accreditation For One Or Two Years: A term of one or two years (circle one or two) with a complete Progress Report and revisit to serve as a "warning" that unless prompt attention is given to the major recommendations or critical areas accreditation may be denied.
	Denial Of Accreditation: Denial of accreditation based on conditions detailed in the Visiting Committee Report.

NOTE: The Commission reserves the right to grant terms of accreditation other than those above, including a recommendation for a full self-study at any time. Such action will follow a Commission review of the Visiting Committee Report. In the event of a formal appeal, this document will be provided to the school principal.

VISITING COMMITTEE MEMBERS

Mr. Jeffrey M. Corney	<i>J M Corney</i>	Theresa A. Kruger	<i>Theresa A. Kruger</i>
Barbara Al-Bavati	<i>Barbara Al-Bavati</i>	Dr. Phillip Perez	<i>Phillip Perez</i>
Gloria Acosta-Araw	<i>Gloria Acosta-Araw</i>	Dr. Rose M. Roberson	<i>Rose M. Roberson</i>
Kimon Haramis	<i>Kimon Haramis</i>	Dr. William N. White	<i>William N. White</i>
Type or print name	Signature	Committee CHAIRPERSON	

Date April 9, 1997

WASC 25403

DOCUMENTATION AND JUSTIFICATION STATEMENT

I. Complete sections A through E:

- State the Visiting Committee rating (Highly effective, effective, minimally effective)

highly effective: The results of the self-study and the visit provide evidence of (1) the achievement of a high degree of student learning with respect to the category of criteria and (2) a strong operable school improvement process not requiring external monitoring.

effective: The results of the self-study and the visit provide evidence of (1) the achievement of student learning with respect to the category of criteria; and (2) the need for some minimal outside monitoring to support the school improvement process.

minimally effective: The results of the self-study and the visit provide limited evidence of (1) the achievement of student learning with respect to the category of criteria and (2) the necessity for outside monitoring to support the school's improvement process.

- Provide a brief narrative rationale that describes the degree to which the school supports student learning through each category of criteria. (Refer to Chapters IV & V of the Visiting Committee Report)

The Committee finds that the school meets the specific WASC/CDE Criteria Categories as follows:

A. Vision, Leadership, Culture

Visiting Committee Rating: Effective

Supporting Area(s) of Strength: # 1-2-3-4-5

Supporting Critical Area(s) for Follow-up: # 1-3-5

Narrative Rationale:

A clear vision statement, belief statement and ESLR's have been developed for Belmont's students and stakeholder groups. There is a need to expand the involvement of these stakeholder groups (e.g., parents, all staff, and community members) in focused efforts to implement the ESLR's. The school's staff nurtures the students and addresses their needs beyond those which are academic. The climate at Belmont is orderly and reflects the emphasis on getting to class on time. Staff members have an active voice in their selection of staff development activities. Attention to the implementation of a range of instructional strategies to assist students in attaining the ESLR's is needed.

B. Curricular Paths

Visiting Committee Rating: Effective

Supporting Area(s) of Strength: # 4-5-6-7-8

Supporting Critical Area(s) for Follow-up: # 6-7

Narrative Rationale:

Belmont has successfully implemented several career academies. Access to the academies is sometimes limited by students' assignments to a particular track. However, some students are able to "cross track" in order to participate in the academies. There are examples of teachers who have integrated curriculum and established a connection to the "real world" through their efforts. Given the promising academy models and instances of curriculum integration, the school is poised to take the next step in establishing the ESLR's as the "bedrock" of their instructional program for each and every student.

C. Powerful Teaching and Learning

Visiting Committee Rating: Effective

Supporting Area(s) of Strength: # 1-2-3-5-6-7-8-9-10

Supporting Critical Area(s) for Follow-up: # 1-2-3-4-5-6-7

Narrative Rationale:

The instructional staff has expressed willingness to be more involved in a focused staff development program that is sustained over time and assessed for its impact on student learning. Areas that need to be addressed include active, challenging learning experiences for students that involve them in problem-solving, collaborative work, meaningful application of knowledge and skills; performance-based assessment methods and models; and cross-curricular and career path models and strategies. Greater input by students into lesson designs and performance standards is essential to ensure their needs and interests are being met. In addition, all stakeholders agree that the integration of technology into the instructional program is a major growth area.

D. Support for Personal and Academic Growth

Visiting Committee Rating: Effective +

Supporting Area(s) of Strength: # 1-2-4-5-6-7-9-10

Supporting Critical Area(s) for Follow-up: # 1-2-3-5-6-7

Narrative Rationale:

Belmont High School has established many student support mechanisms that can provide access to a meaningful centered curriculum. The master program offers a wide variety of academic courses and class offerings. The classes include regular, honors, advanced placement courses, sheltered, and bilingual courses. There are eighteen clubs at Belmont and many students form bonds with teacher sponsors outside the classroom. Community support for the school's students, although limited is demonstrated through business partnerships. A Parents' Center has been established and provides classes in parenting. A large teaching, administrative, and support staff help the programs at Belmont. The human resources available to the school meet the needs of the students from curricular to extra curricular activities.

E. Assessment and Accountability

Visiting Committee Rating: Minimally Effective

Supporting Area(s) of Strength: # 1-2-3-8

Supporting Critical Area(s) for Follow-up: # 1-2-3-5-7

Narrative Rationale:

There is a critical need to develop a more systematic approach in strengthening the link between the ESLR's and the instructional program through establishing specific measurable benchmarks. The actions taken will give direction to the curriculum and teaching improvement that is already underway. Although some staff members are already utilizing performance-based assessment methods, there is a need for increased specific inservice from experts in this area and support for school-wide use of these as they relate to students accomplishing the ESLR's. The leadership and staff is committed to devoting resources of money and time to these areas.

II. Summarize the Visiting Committee's findings for these accreditation expectations:

- The Committee finds that the school meets the accreditation process expectations as follows:

1. The school has the capacity to implement a schoolwide action plan resulting in ongoing improvement.

Narrative:

- Although the school struggled with *Focus on Learning (FOL)* and experienced frustration and confusion in developing an action plan, it appears that there is currently a very good understanding of the purpose and objectives of FOL and a high degree of enthusiasm and support for the accreditation process. The professional commitment of the leadership and staff should provide additional momentum in the improvement process. With the extensive discussion between the school and the Visiting Committee, the Visiting Committee anticipates that reformation and improvement of the Action Plan will occur.

2. The School has addressed the recommendations of the previous Visiting Committee.

Narrative:

- The school addressed the five major recommendations made by the on-site Visiting Committee in 1990. The school also addressed the recommendations of the Process, Program, Resource, student, parent and various department committees. These original recommendations were integrated as appropriate into other parts of the school's most recent self-study.

3. The school's self-study was appropriately developed with the involvement of individuals as required by WASC.

Narrative:

- All indications are that there was wide participation by representative segments of the school community in preparing the school's self-study. While fewer parents and students were involved than anticipated, those who contributed to Focus Groups and the parent and student surveys were involved throughout the school's self-study process. The school did an exceptional job of involving virtually all staff members in the self-study process. Paraeducators, support staff, administrators, students, parents and teachers all contributed.

III. Provide a brief narrative which summarized the Visiting Committee's rationale for the recommended terms: (If there is an unresolved minority opinion, please indicate and explain.)

The Visiting Committee began its consideration for a recommended term of accreditation by eliminating all term consideration except the full six-year term and the six-year term with review (6R). The discussion focused on which of these two terms would be most helpful to the school in its continuing efforts to improve the school. The committee easily reached the unanimous recommendation of a term of six-years with a mid-term (third-year) on-site review.

The reasons for the term recommended are enumerated below:

1. The complexity of the school combined with the diversity of student needs made it evident to the committee that the school staff cares about students and the entire school is functioning at a level that allows needs to be met efficiently and effectively.
2. Action plans were well-targeted to bring about program improvement with the expectation that planned changes would produce better learning results for students over the next several years. Overall commitment by the school's Leadership Team, the faculty, the district, Board and community is strong but does not include everyone.
3. The self-study was developed by a multi-tracked school in an outstanding manner with extensive participation on the part of staff, students and the parents.
4. The school staff realizes that it needs to systematically address the incorporation of the expected schoolwide learning results into the normal course of instruction and instructional support.
5. The school's responses to the recommendations of the previous Visiting Committee have been found to be adequate or better to address the areas identified.
6. There is the need to support the school in increasing student learning as evidenced in standardized test scores, grades and performance-based assessment.