Report of the Visiting Accreditation Committee
Western Association of Schools and Colleges

FOCUS ON LEARNING

BELMONT HIGH SCHOOL
Los Angeles Unified School District
Los Angeles, CA

April 6 - 9, 1997

Visiting Committee Members

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Val Verde Unified School District
Moreno Valley, California

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Chapter 1

STUDENT / COMMUNITY PROFILE

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

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

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

Student performance on standardized tests has traditionally been low, a fact which connects to the high dropout rate (about 550 annually). A high percentage of Belmont students are former ESL students and come from family backgrounds where little formal education is the rule. The 1996 count of students eligible for Title I services (students scoring below the 50th percentile on norm-referenced national tests, in-house assessments and/or other at risk factors such as poor attendance or low grades) exceeded past years' numbers at nearly 4,600 students. These numbers include students who have checked out during the year. Efforts to improve performance and student retention are working, but are blunted by the high level of transiency, and influx of students without sufficient educational background, and the loss of high-potential students to magnet programs and other campuses through the district's open enrollment policy.

On the other hand, student behavior is far better than the district average, with low rates of suspensions and expulsions. High levels of student energy and commitment have produced key programs centered on art, music, drill team, flag team, and JROTC. Just this year Belmont's California Academic Decathlon Team

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ranked sixth out of 59 teams in the Los Angeles Unified School District (LAUSD). In sports, Belmont fields a highly competitive football team every year, and has consistently garnered city championships in track and field, cross country, and soccer. For these and many other reasons, Belmont is recognized as "a great place to teach."

Due to the crowded urban environment, Belmont became a year-round school in 1981. Currently, the school serves approximately 5000 students on three (3) tracks. At any given time one track or one third of the student population and staff are "off track," or on vacation. Even with this three track year round schedule meant to accommodate all the students in the area, more than one thousand potential students are bused to other schools in the district. This is part of a LAUSD directive that identifies certain areas within the geographical "neighborhood," and assigns students who live in them to outlying schools. The area's population continues to grow. This school year was the first in which Belmont "capped" (filled to capacity before norm date) and sent students normally designated as part of Belmont's geographical neighborhood to another high school.

A new, larger school is scheduled for construction and will open in the 1999/2000 school year. With space on the main campus for approximately 5500 students, it will accommodate all the local population and end the need to send students out of the community. The new *Belmont Learning Center* will maintain the three-track year-round schedule, but will reorganize into career oriented *academies* of set size with their own teaching/counseling staffs. With 400 or so students in each academy, staff can monitor student progress and provide individual help more efficiently and effectively.

Belmont's staff is diverse and large (150+ teachers plus other staff). The average tenure at the school is eight years. Twenty Belmont graduates are staff members including one about to retire after some thirty years of service, and several who are recently graduated and in their first teaching assignment. Virtually all staff are certified to teach the classes assigned to them. Fifty percent of the staff is bilingual with individuals fluent in two, sometimes three, of at least a dozen different languages as befits the population taught.

State guidelines, which dictate that all teachers of LEP students must have either CLAD, BCLAD, or SB1969 certification, are either met or in the process of being satisfied. Class sizes are average for the district, though district norms are high. Many classes, especially those in lower level math, science and social studies are either taught by a bilingual teacher or are provided with bilingual paraprofessionals funded through special programs such as EIA (Bilingual and State Compensatory Education) and IASA (the reauthorization of Chapter I, now Title I), and this lower ratio of adult to student translates into more individual help for students.

In an era of diminishing dollars from state and district sources, Belmont is still

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

Comments on significant findings of the profile and other items not included in the profile

A significant finding revealed by the school/community profile is the fact that Belmont has the largest bilingual program in the state of California. At the same time 82% of the students are eligible for Title I services. Both the bilingual program and the Title I Program follow state and federal guidelines. A full bilingual program is offered, as well as modified, accelerated and ELD for students so identified. Sheltered classes are provided those students awaiting redesignation.

If one compares the number of entering freshmen with that of graduating seniors, it can be seen that Belmont High School has a high drop-out rate at 48%.

While 85% of Belmont High School graduates who enter college survive their first year, the average SAT scores are extremely low at 632 (363 mathematics) and (269 verbal). Four sections of honors math analysis as an indicator of the availability of higher level mathematics is inconsistent with the low SAT mathematics scores on this recently re-centered test. Assuming that the 1993-94 data on completion of the A-F pattern courses holds true for 1996-97 seniors, approximately 235 students will complete A-F course work this year. (The figure given for 1996 is 186.)

A challenge at Belmont High School has been that of attendance, with chronic absenteeism and/or punctuality. The Strategic Planning Committee has developed programs to address each of these and has met some success. The school may devise and implement a coherent grading strategy for students with severe and chronic absenteeism on the one hand, and an incentive and reward program on the other.

Belmont High School may explore the creation of a student senate/court so that students have first hand participation in development and enforcement of appropriate school rules/regulations.

The Belmont High School Action Plan Outline on "Communication" stresses the need for a greater number of methods of communication with parents. All parents, including parents of Title I students receive a monthly newsletter about the school.

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In addition a committee has been established to telephone parents in order to improve student attendance and parent participation in school activities as part of the school family. The Title I and Bilingual offices facilitate school tours for the parents.

Belmont parents tend to be hesitant about becoming involved in school functions. Ninety-six percent of the student population comes from non-English-speaking homes.

Chapter 2

PROGRESS REPORT

Comments on the school's major changes and follow-up process since the last self-study.

Belmont High School appears to have made significant efforts to address the major recommendations of the prior Visiting Committee. The process has been driven by the school's administrative staff. Belmont High received a six year accreditation term with a three year follow-up report. That Visiting Team had made seven major recommendations as well as schoolwide and curriculum-specific recommendations. The three-year progress report was a motivator for the staff to plan and monitor change.

Discussion of the progress made on all recommendations from the last full visit.

Major recommendations and subject matter recommendations from the previous WASC Visiting Committee have, for the most part, been addressed. The seven major recommendations dealt with:

- Expanding efforts to improve student attendance and the dropout rate.
- Expansion of "Writing Across the Curriculum" staff development program.
- Increasing parent involvement in the educational process to improve attendance, campus order and cleanliness, study habits and student progress.
- Staff inservice focusing on instructional strategies, cooperative learning, critical thinking and interactive student participation.
- LEP student access to and participation in academic core classes.
- Increasing enrollment of under-represented students in college classes.
- Improving articulation between four feeder schools

Below are summary comments regarding the issues addressed in the major recommendations:

- A Shared Decision Making Council (SDMC) and strategic planning process was implemented to address the concerns, goals and vision of the school.
- School-wide emphasis on writing at all levels and in all disciplines.
- Personal contacts made to parents via telephone to encourage participation in school culture.
- Increased funding toward staff development with emphasis on instructional strategies for teachers.
- Cluster wide colloquia hosted, by Belmont, at which staff have opportunities to articulate with feeder schools in Belmont's cluster.

- Programs have been implemented to provide access to, and participation in, the academic core classes by LEP students.

Recommendations from schoolwide and departmental reports have been addressed. Some indications of significant progress include:

- Counseling program now contains a separate ESL component to enhance communication.
- Establishment of a Shared Decision Making Council to increase collaboration between teachers, administrators, parents and students.
- Eleven on-line computer work stations added to allow school to access student data and other information from other schools.
- Expanded Humanitas program and the formation of vocational career clusters have contributed to the integration of academic skills in all subjects in these programs.
- Expansion of library services including a management system, on-line computers, and CD-ROM availability.
- Concerted efforts by administration to increase security and safety of students on and near the campus.
- Monthly extended lunch period to allow departments to meet and discuss concerns and to plan.
- Implemented a new bilingual master plan.
- Established ESL computer labs with a change in focus from grammar to composition.
- A counselor is now assigned to each track to assist special education students.
- An attendance system has been installed which will improve parent calling, student reports, student scheduling, printed data and report preparation.

Belmont High School is addressing the high drop out rate and absenteeism with the following procedures:

- Weekly Attendance Profile
- Letters to parents on students' uncleared absences
- Attendance counseling
- PSA Counselor is attempting to identify problems
- Recognition and rewards for perfect attendance
- The implementation of academies brings smaller groups of students together
- Programs for at-risk students have been instituted (IMPACT, Teen Moms, etc.)

Staff has received training, and resources have been spent on:
- Writing Across the Curriculum
- UCLA Writing Project and computer literacy
- California Projects in Literature, Social Studies, Science, and Math

- Overall classroom management techniques
- Socratic Questioning
- Reading and Writing to Learn
- Classes for teachers of ESL/LEP students (speak, listen, think, read and write.)

Computer labs are available before and after school for students' writing

Concerns regarding the security of students in the areas that surround the campus have been addressed:
- Increased Los Angeles Police Department and Los Angeles Unified School District Police presence before, during, and after the school day
- Closure of Loma Drive to prohibit drive-by incidents
- Dress code established prohibiting gang attire

The implementation of critical thinking skills and life long learning has started to be addressed through the concept of the development of academies.

Maintenance of facilities continues to be an area of concern.

A new Belmont High School located near the present campus, is scheduled to be built in the near future. Staff is currently preparing a new curriculum that will drive the school based on the academy concept.

Chapter 3

SELF-STUDY PROCESS

Accomplishment of the seven key outcomes and accuracy

The "Focus on Learning" self-study process brought together various groups and individuals who did not typically interact in the normal course of business at Belmont High. It brought together teachers from traditionally isolated departments, certificated staff with classified staff, newly hired teachers with veterans, and parents and students with campus staff. The process of the self-study was conducted in an abbreviated timeline and the staff and other stakeholders at Belmont High are to be commended for the thorough and professional manner in which they conducted and prepared the self-study documentation.

Last spring a Steering Committee was organized and the staff divided into Focus Groups.
In the fall the Stakeholder Groups met to develop their first set of Expected Schoolwide Learning Results.

The school used the self-study process to foster school-wide collaboration and to focus energy and resources on a common purpose. What students are doing and what students are learning, is that common purpose. As is typical in major change processes, there was a period of "confusion and frustration" that eventually led to the accomplishment of key outcome in the *Focus on Learning* self-study report. The school's self-study was conducted with the intention of presenting an accurate reflection of the school's program for students.

Several small group meetings of staff were held regarding what students should know upon graduation. Five general areas of focus were suggested, each with specific outcomes.

Due to the year-round multi-tracked nature of the school, students and staff are divided into three tracks (A, B and C), making continuity difficult to maintain. Often there was overlap, and some staff members felt lost in the process.

The involvement and collaboration of each stakeholder group in the self-study

- The Faculty was divided into five focus areas, with one group per track, totaling fifteen separate groups. Each group leader was deemed a member of the Leadership Team along with the two Accreditation Coordinators, the Principal and the Assistant Principal in charge of the Accreditation Process. Parents, classified, and student representatives met separately.

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- Each focus group examined the evidence with respect to its own criteria. On track Focus Groups met and discussed their respective findings, noting there were many similarities. Preliminary writing of self study reports began in those groups. When the three focus group leaders met to complete the process, they had ample information and direction. The Focus Group Leaders submitted the group reports to the leadership committee.

A better understanding about the impact of the program on student learning

- The Leadership Committee compiled a list of the needs by reviewing each self study report submitted by focus group leaders. Every need was identified and listed in a corresponding column for that particular focus on a "List of Needs." This list was reported back to the groups with changes made to note the commonalties among the needs expressed. From this list of commonalties, a school wide list of needs emerged. The leadership committee refined this list, and the final six areas of need were identified.

- All five groups indicated a need to improve the dissemination of information among stakeholder groups. When reported to parents and students, those groups concurred. Other needs identified were the restructuring of and alignment of curriculum to support the academy model. The need to improve teaching techniques and presentation were also identified. Another area is the need to make students aware of career options. The need for students accepting personal responsibility and accountability for their decisions and actions was also discussed. The groups recognized the need for a school environment conducive to successful outcomes in all the other areas.

Instructional delivery needs to be aligned to ESLR's.

The development, clarification, or refinement of expected school wide learning results

Members of the Leadership Team turned to writing the Action Plan. Using the information and suggestions gleaned from the five self study reports and the list of schoolwide needs, an action plan was developed. Members identified how the process would be devised and who would be responsible for implementing it and evaluating it. When the draft of the Action Plan was complete, it was presented to the Stakeholder Groups for their input and approval. Six Areas have been identified;

- **Improving Communication Among All Stakeholder Groups**
  Students, parents and staff members must know what is offered, what is expected and where to go for help and support at Belmont.
- **Restructuring the Curriculum and Aligning it to the Academy Model**
  An inter disciplinary approach to instruction needs to be applied for the preparation of career paths within the academy focus..

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- **Improving Instructional Delivery**
  Training and retraining teachers must take place, specifically in the areas of curricula, use of technology instructional techniques and current research.
- **Two Areas of Student Responsibility and Accountability**
- **Students Knowledge of Expectations, Requirements and Options**
  Students need to know what is available in high school and beyond, and what the requirements are for any specific course of study and for graduation and college entrance
- **Student Accountability**
  Needs to be incorporated both in the areas of high school requirements for graduation as well as socially acceptable behavior.
- **Providing a Secure, Clean Environment for Student Learning**
  Secure and increase student involvement interest and ownership of the school's safety cleanliness and learning climate.

A better understanding of specific disciplines/support programs compared to appropriate curricular references/current educational thinking.

- A committee has been identified for each of the Action Area; Of the Action Plan.
- Each committee is charged with the implementation of its own part of the action plan. For example, the Curriculum Committee will oversee the development and application of departmental standards and their integration into the academy curriculum for consistency.
- Ad hoc committees such as those charged with developing a Comprehensive Education and Career Planning Curriculum or Community Service Curriculum Component may complete their work in a year. There is the same overlap in the other action areas with committees formed for the short term, dissolved when their work is completed. Evaluation subsequently will fall to one of the standing committees. At the same time, new committees formed in response to some newly perceived need.
- Membership on the committees is to be voluntary and varied, that is representative of all stakeholder groups. While we suggest that all faculty seek membership on one committee, we recognize that membership of the students, classified, and parents will be representative.
- The school anticipates an active recruitment in all stakeholder areas.

The Assessment of the actual student program and its impact on student learning with respect to the criteria, the guide questions, and the rubrics.

Regular monthly meetings of all committees will be required, and an annual evaluation of the process to date will be made and reported to all stakeholders. It is expected that these standing committees will conduct surveys of stakeholder satisfaction each year, review and evaluate statistical data on (standardized test results, GPAs, attendance, and discipline referrals). It is expected that they will keep a record of their findings and their

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recommendations to determine progress in the overall plan. When the results of the evaluation warrant, new committees will be organized. The Leadership Committee will remain as the oversight body for this process.

Confirmation of the above process will be the responsibility of the administration.

The development of a school-wide action plan and correlated discipline/support program action steps to address identified growth needs.

Belmont High has developed school-wide action plans to address identified needs in six areas. These plans include rationale, action steps, and ESLRs.

The development and implementation of an accountability system for monitoring the accomplishment of the school-wide action plan.

The principal, assistant principals and the Leadership Committee members are the key players in ensuring the actual implementation of the action plans. Study groups have begun to be formed to tackle each of the major growth area action plans. An accountability system that would begin to monitor/measure student achievement of the ESLRs is at its inception. The linkages that have been formed through the self-study process seem to be sufficiently powerful and meaningful to lead to on-going work on implementing the action plans. Belmont High has a solid tradition and track record of the following through on WASC recommendations.

Belmont High School
Expected Schoolwide Learning Results

Communication Skills:

Belmont High School will prepare its graduates to:
- read and listen reflectively and critically
- write coherently and with proper grammar
- speak with poise and command of the language
- work collaboratively with others and use effective communication skills to develop and maintain relationships within diverse settings

Community Involvement:

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

Academic Achievers and Life-long Learners:

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

Analytical Skills

Belmont High School will prepare its graduates to:
- establish and demonstrate the higher order thinking skills of application, analysis, synthesis, and evaluation

Living Skills:

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

Chapter 4

VISION, LEADERSHIP, AND CULTURE

A1   Does the school have a clearly stated vision or purpose based on its beliefs, student needs, and current educational research?   Is the vision supported by the governing board and the central administration? Is the school's purpose defined by expected schoolwide learning results?

The Belmont High School vision statement and belief statements were developed in 1994-95.   In the fall of 1996, the staff developed ESLR's which are intended to guide teaching in the future.

The district's school board and central administration support the vision statement of Belmont High School.   This is evidenced in the similarity between the school's vision and that of the Belmont Cluster and the Superintendent's recently announced goals. Cluster level support of the school's vision is evidenced by the colloquia held for teachers, parents, support staff, and administrators of the Belmont Cluster schools.

It will be necessary to incorporate mission, belief statement, and ESLR's into the school's instructional delivery system.   Additionally, students and parents need to be involved in the implementation of the above.

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

A Shared Decision Making Council (SDMC) makes decisions in the areas of budget, discipline policies, equipment, staff development, and schedules for the regular school program.   The Strategic Planning Leadership Team (SPLT) has also initiated a strategic planning process which involves the entire faculty.   Through the SPLT, the school's vision and belief statements were developed.   Under the auspices of the SPLT, committees have explored various improvements or reforms, such as block scheduling and student uniforms.

The school community is made aware of the vision for the school, and everyone in the school community is encouraged to help students achieve the vision.

The principal meets routinely with the district staff to present school plans and needs, and the district communicates these needs to the board.

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A3 Is staff supported, utilized and monitored to facilitate student achievement of ESLR's? Are leadership and staff a part of an organized structure committed to professional development?

The majority of teachers feel that their teaching assignments are appropriate for their preparation and qualification. In addition, they feel adequately prepared to work with English language learners. However, the majority of mainstream teachers believe they need additional professional development to work effectively with special education students.

The school needs to have a staff development program which is viewed as effective by all faculty members. There is a need for the faculty to develop strategies to address ESLR's. Further work needs to be conducted for teachers to focus on the daily application of ESLR's in the classrooms.

The majority of the teachers agree that the administration works collaboratively with all stakeholders. Leadership and staff are part of an organized structure committed to participating in professional development activities.

In many areas the school is forward-looking in terms of ideas, innovation, and methodologies. However, there is room for improvement in order to reduce the feeling of teacher isolation in the classroom.

A4 Is the school a safe, clean, and orderly place that nurtures learning? Is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

The neighborhood surrounding the school has one of the highest crime rates in Los Angeles. Despite this fact, the school is viewed as safe by a majority of staff, students, and parents. There is regular supervision at the school site by administration and staff. Two police officers and nine campus aides assist in supervision of the school. Weapons searches are conducted randomly. A hall pass policy has been implemented along with tardy sweeps intended to clear the halls at the end of passing periods. The issue of student safety on campus has been improved, but many students still feel unsafe on their way to and from school.

Efforts are made to maintain a clean campus. Many students and adults utilize the school facilities during the day and evening hours. Graffiti is painted out regularly. Many bathrooms are closed for repair, making student access difficult. A significant percentage of students and faculty feel that the school is not clean.

Most staff members feel that there is a high level of trust and mutual respect at the school. A majority of students feel that teachers care about them. There is little friction among the diverse student body.

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A full-time college advisor, assisted by college outreach workers help students enter college. Honors and AP (Advanced Placement) courses are offered, in addition to other programs such as the Humanitas Program and several academies. Clubs and extracurricular activities provide a connection for many of the students at the school.

Collaboration between staff and administration is encouraged through the SDMC and the schoolwide focus groups. Professional interaction with the district is also acknowledged. Collaboration among teachers occurs through a variety of vehicles, such as the new integrated math and science courses and the standardized English curriculum. Even with opportunity for collaboration, many teachers continue to work in the isolation of the classroom.

Staff development has been provided in teaching methodology. More recently, attention has been given to strategic planning and accreditation processes. Implementation of instructional strategies needs to be further developed.

The culture of the school is characterized by the faculty and staff helping students to develop a sense of belonging. Teachers devote extra time for the students on a regular basis. Classroom doors are open during lunch time. There is a large varied immigrant student population with little to no conflict among them. Students are respectful, friendly and polite. The school is orderly and ranks third in the district for the least number of suspensions. The dress code (though not entirely consistent), tardy sweeps and strict hall pass policy keep the school safe and free of outsiders.

Belmont High School is very proud of its championship sporting teams and other extracurricular groups, such as Academic Decathlon, speech and debate, and band.

The IMPACT Program has been established to address drug and alcohol prevention support, crisis counseling, grief, gay and lesbian issues, culture shock (ESL student), gang intervention, pregnancy and being a teen mom.

Areas of Strength:

- A vision statement, belief statement, and ESLR's have been developed.
- Instructional technology has been introduced into the school's instructional program.
- Construction of new facilities enhance student learning in less crowded and more technologically equipped settings.
- A leadership team is establishing a mechanism for implementing program improvement.
- A significant number of teachers possesses certification to provide primary language, SDAIE, or ELD instruction.
- There is an emphasis on students getting to class on time.

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- Most students and teachers feel safe on campus, despite the outside environment.
- There is support of participation in professional development options.
- The staff provides a caring environment for students.

Key Issues:

- Further involvement of students and parents needs to take place in the refinement and implementation of the ESLR's.
- Teachers perceive a need for further staff development to work effectively with Special Education students.
- Staff development activities must support teachers in addressing the ESLR's.
- The evaluation process needs to be an effective tool to improve instructional collaboration among staff, with an emphasis on implementing instructional strategies which will meet the many needs of their students.
- The safety of students to and from school needs to be addressed.
- ESLR's and the school action plan need to be woven into the regular business of school improvement.

Important evidence about the Vision, Leadership and Culture from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study document
- Meetings and dialogue with staff, students, parents, focus groups and district office personnel.
- School vision supported by school board.
- VC meetings with Leadership Team.
- VC meetings with Focus Groups.
- Examination of on-site documents.

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CURRICULAR PATHS

B1   Do all students participate in a rigorous, relevant and coherent curriculum that supports the achievement of the ESLR's?

With the exception of several programs (e.g., Humanitas Program and the academies), students participate in a traditional curriculum that emphasizes skills and knowledge. Instruction is mainly textbook oriented. Some teachers are utilizing strategies such as cooperative learning and sheltered instruction. Core academic classes are arranged sequentially. Student participation in special programs is limited by their English fluency and their track assignment.

There are articulation efforts within the cluster between the feeder middle schools and the high school. Likewise, Belmont maintains communication with local colleges and universities through the college fair, the Occidental College Upward Bound summer program and others.

Although the ESLR's have been developed during the past year, they need to be infused in the daily curriculum. The staff believes that the school has several areas of need in regard to this criterion: articulation among the disciplines; limited participation in special programs due to the multi-track organization of the school; minimal elective offerings; lack of follow-up studies on graduates.

The school has developed programs that provide opportunities to apply knowledge across disciplines and apply knowledge and skills in meaningful real-world settings. These programs, such as the Travel and Tourism Academy, Graphic Arts Technology Academy, Computer Drafting and Accounting, enhance students' opportunities for post secondary academic and technical education. Other programs, Humanitas and International Studies, demand critical thinking of students and facilitate their success in AP and Honors.

Difficulty arises in that not all programs/academies are offered on all tracks thus limiting access in number and kind. Courses such as art, business education, and computer related programs provide opportunities for real life learning experiences and may engage students to pursue post secondary technical education.

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

Although the school provides many opportunities for career exploration, preparation for post-secondary education and pre-technical training, not all students take advantage of these programs and activities.

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Students are given the option of participating in college preparatory classes, vocational programs, academies, and advanced placement courses to meet their educational goals. All students confer with counselors minimally twice a year.

Not all students have access to each of the school's curricular paths. Limitations are English fluency and track placement. Students are programmed by their counselors according to student interest and teacher recommendations. All students take a course required for graduation entitled Education Career Planning. A personal learning plan is developed in this course. Students also participate in value/interest tests and are exposed to guest speakers sharing their experience in diverse fields of work. There are many activities sponsored by the college counselor, such as College Day for Juniors, the College Fair, an Awareness Night, and dissemination of pertinent college and scholarship information to students. In addition, the Upward Bound Program, the UCLA Partnership Program, and the Riordan Program augment the support given to students aspiring to go to college.

Parent involvement in monitoring the progress of students is encouraged through bilingual newsletters, parent conferences, and parent advisory meetings. The school recognizes the need to broaden the participation of parents.

Belmont accommodates the needs of LEP students through the ESL program and the Newcomer Center. Bilingual classes are offered in core academic areas, such as biology, ECP, world history, health, and math. A three-tiered ESL program has been developed to meet the diverse second language needs of this group of students. Immigrants who have never attended an American school may attend the Newcomer Center. Support staff members (psychologist, nurse, counselor) provide additional services to the Newcomer students. Students are permitted to remain enrolled beyond the age of eighteen in order to complete their secondary education in a comprehensive high school setting. There needs to be, however, a more aggressive effort to inform students and involve their parents in the decision-making process regarding post-secondary options. In particular, LEP students need help in establishing educational objectives

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

Students may enroll in college preparatory or vocational programs, or programs that assist in their language development. LEP students rely primarily on their counselors and teachers for guidance. The year round calendar poses a barrier to schedule changes for programmatic reasons; but cross-tracking is available. Low achieving students are no longer programmed into remedial courses. Students may advance into higher level classes as their interests and skills develop.

The academies have a curriculum that integrates, or will integrate academics and

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technical content. The School-To-Work Program is developing industry partnerships. ROP offerings at various work locations and other district campuses afford students the opportunity to learn about occupational fields they may choose to enter. ROP and JTPA require a fluency in English which many students do not possess. Together with the assignment to tracks, this poses an access issue for these students.

Areas of Strength:

- There are operational academies at the school (e.g., Travel and Tourism, Humanitas, Graphic Arts, and International Studies).
- The cluster organization promotes articulation among the school, other levels in the K-12 system, and local colleges and universities.
- The Newcomer Center offers needed support to a special segment of the LEP population.
- Core academic classes are offered in Spanish.
- A three-tiered program for ESL students has been developed.
- ROP, JTPA, and School-To-Work business partnerships enhance the curricular paths for students.

Key Issues:

- English language proficiency and the logistics of the year round calendar create problems for students in accessing special programs.
- Instruction needs to be enhanced beyond the textbook to provide increased meaning to students.
- Impact of the ESLR's on the school curriculum is in the infant stages.
- There is a need to increase the communication and collaboration among programs and departments in the school and with all stakeholders, particularly parents and students.
- Ensure an equal number of special programs on each track so that students have access to them.
- Course catalogues need to be developed that include descriptions of all courses, pre-requisites, and grade levels.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study document
- Meetings and dialogue with staff, students, and focus groups
- Classroom observations
- VC meetings and dialogue with Leadership Team
- Examination of evidence i.e., master schedule, course descriptions, etc.

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POWERFUL TEACHING AND LEARNING

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

Students are provided with some challenging learning experiences which lead to accomplishment of the ESLR's. Verbal communication is developed in some classrooms through activities such as speech, debate, and oral reports. Several departments are making efforts to better align their curriculum with the ESLR's, to enhance the application of learning to the real world, and to integrate content within the discipline. For example, the English Department has developed department-wide standards that are designed to address four modes of discourse (writing, literature, language, and research skills). The Mathematics Department has adopted the integrated math curriculum which calls for extensive creative listening and reading. The Science Department anticipates instituting an integrated curriculum in 1997-98. There is some use of History Alive! in history/social science classes.

Students have some opportunity to collaborate or cooperate with peers and with the teachers in learning opportunities; oftentimes, they work alone on tasks which do not require active participation or engagement. Staff development and ongoing support (i.e., coaching and peer observation) are expressed needs to increase the use of interactive and other "nontraditional" teaching strategies. Application of the ESLR's to the consistent and regular learning experiences of students has not been addressed on a schoolwide, systemic basis.

An analysis of evidence collected (e.g., student work, student observations, student interviews) revealed that there are few activities that foster higher order thinking skills (vis-a-vis Bloom's Taxonomy). This observation spans all disciplines and courses taught. Assignments focus primarily on rote memorization, simple recall, and other low level thinking skills. Some teachers express the belief that these types of learning activities are appropriate given the characteristics and high needs of Belmont students.

Teachers use a variety of technology resources to promote student learning. Examples include use of computers for information retrieval and word processing, and scientific calculators. Students have access to one of several computer labs at the school. All tenth grade English classes visit the computer lab on a weekly basis. In addition, each of the academic core areas has access to a computer lab. Other computer facilities include the Tech Core lab, an ESL Writing Lab, a Science lab, and two multi-use computer labs for basic computer instruction, programming, and word processing. Several teachers have been equipped with five computers each to pilot the mainstreaming of computers into the regular classroom. The relationship

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between the various uses of technology and the ESLR's is not always specified or clear.

C2 Do all student experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content?

There are promising trends at Belmont which show that students are engaged in higher level thinking skills. These include the integrated math curriculum , the emerging science curriculum, and the academies. However, the predominance of students is not engaged in activities where higher order thinking skills can be developed. For most students, independent focused learning is the norm. The school is aware of the need to revise some of their teaching methods in order to permit students to achieve higher level thinking skills. Examples where higher level thinking skills are found include an international negotiation lesson (a lesson where students collaboratively create and defend their government), computer generated authoring programs, a dance performance which express the DNA process, and jury debates about controversial issues cited in literature.

The math curriculum continually allows students to apply academic concepts to life situations. Other effective programs are the Travel and Tourism Academy and Graphic Arts and Video production which provide students an opportunity to make immediate application of academic concepts.

By collaborating on Focus on Learning, the Belmont staff realized that they typically do not collaborate in regards to curriculum and instruction. There is nurturing social collegiality; however, the staff realizes that there is need for growth in communicating their ideas regarding the education of students. Model examples of collaboration can be found in the Humanitas Program, with the English department which has an integrated program. In these programs, student are encouraged to apply their knowledge in classes and in situation outside of school, including curriculum-based competitions, exhibitions and real world application.

Another program which boasts effective communication is the Impact program which allows students an opportunity to interact and collaborate in a confidential manner with other students and staff.

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

Although there are some examples of students using a variety of resources beyond the textbook, it is not true for the majority of students. Instruction is largely textbook based. Some examples of student use of learning resources include: CD-ROMÕs in science, video equipment in English, primary source documents in

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history/social science, graphing calculators in mathematics, and Computer Assisted Drafting (CAD) in Industrial Arts. Nearly half of the teachers indicated in a survey that they never used the library. In addition, while Belmont High School students have access to computer labs and there is an emphasis on technology across the curriculum, the relationship between this use and the ESLR's is not established or clear.

The Powerful Teaching and Learning Focus Group feels that there is a need for greater participation of the school in the cultural life of the city and the local community. Students do, however, experience learning activities outside of the classroom, such as through field trips and visits to museums, college occupational centers, an apprenticeship program with the Los Angeles Dodgers, and vocational education involvement with the Department of Water and Power.

Students are provided with opportunities to participate in activities which extend their classroom learning. Examples include the Academic Decathlon, the Junior and Senior Cabinets, and the Movimiento Estudiantil Latino.

Areas of Strength:

- ESLR's relate to some of the learning experiences in which students participate.
- Some departments and teachers have made progress in integrating curriculum, and in strengthening the connection between learning and the real world.
- Access to technology, particularly computer labs, is provided to all students across all academic core disciplines.
- There are promising examples of community involvement in the learning process of the students.

Key Issues:

- Opportunities need to be developed for students to achieve the school's ESLR's in each discipline and in each classroom.
- Higher order thinking skills need to be consistently developed through the learning experiences of each student.
- Instructional strategies used by teachers should extend beyond specific projects or activities, to encompass flexible strategies (such as collaborative or cooperative learning) that can be applied to different learning objectives.
- Staff development and ongoing support (i.e., coaching and peer observation) are needed to increase the range of instructional strategies implemented to meet the diverse needs of students.
- Collaboration among students, and between students and teachers, in the

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classroom for the purpose of achieving the ESLR's should be implemented consistently.

- Active learning activities need to be developed and used on a consistent basis for each student.
- All students need to employ learning resources beyond the textbook, and in addition to technology, in a manner which supports the achievement of the ESLR's.
- Greater participation of the community in the learning experiences of all students is needed.
- There should be a publication of an all-inclusive Belmont Course Catalogue that includes the description of all courses in all tracks with grade level and pre-requisites.

Important evidence about student learning from the self study and the visit that supports these strengths and key issues includes the following:

- Self-Study report validation
- VC meetings and dialogue with Powerful Teaching and Learning Focus Group
- VC observations of students' work and students working in classrooms
- VC meetings and dialogue with individual students and teachers
- VC meetings and dialogue with Leadership Team

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SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

D1   Do all students receive appropriate support to help ensure academic success?

Belmont High School has established many student support mechanisms to provide access to a meaning centered curriculum. The following are significant programs that the Visiting Committee observed and noted: ESL Program, Tutoring program before and after school, Counseling services (Impact, Vocational/Career Planning, Substance Abuse program which also includes parents, Drop-Out prevention program, Teen Parent), Bilingual program, Computer Labs, Carl Perkins funded programs, School-To-Work funded programs, Humanitas, International Studies Academy, Graphic Arts Academy, Travel and Tourism Academy, Special Education Classes, Banking Intern Project, Adult Education, Intercession opportunities, JROTC, Occupational Centers, Tech Core Lab, and Academic Decathlon Program.

Concerns with the library include the need for additional personnel and additional computer facilities. Special education classes are perceived by faculty to be understaffed and lacking sufficient counseling services. The B-Track has a limited number of electives available. Services of the Career Center need to be expanded to include, for example, job shadowing, internships/apprenticeships, and more frequent job fair activities.

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. Multiple levels of instruction are taking place in many individual classrooms to provide for the individual needs of students.

99% of Belmont High School students believe that school offers hope for a better future

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

There are eighteen clubs open to students at Belmont. Many students form bonds with teacher sponsors outside of the classroom through their participation in the clubs. Two full-time nurses and school psychologists provide basic and/or mandated services to students. Counseling for groups occurs through the IMPACT Program. Leadership for the IMPACT program is developed through the IMPACT Plus Program. A Drop-Out Prevention Program has a target population of 500 students. Students are assigned to an extended homeroom to strengthen their connection to school. The goal of the homeroom is to provide varied information about school policies, rules, results of sports and changes in school schedule, etc. Attendance accounting is also a major function of the homeroom. To provide some

continuity for students, an attempt is made to assign the same homeroom teacher for grades 9-12.

Community support for the school's students, although limited, is demonstrated through business partnerships, such as with the Los Angeles Dodgers and Tommy's Hamburger Restaurant who have provided financial resources for special projects and functions.

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

Communication from the school is sent to stakeholders through bulletins, newsletters, computerized absence calls, and telephone calls from teachers and/or counselors. Most communication is in English and Spanish. A Parents' Center has been established on campus to provide a place where parents can come for information about Belmont programs and activities. It is anticipated that classes will provided for parents who are non-English speaking in the areas of parenting and computer education. Other opportunities for parents to participate in the school exist through various advisory councils such as: Community Advisory Council, Bilingual Bicultural Advisory Council, Shared Decision Making Council, Belmont Cluster, and Belmont Budget Committee, and continued involved in the Focus on Learning process. Focus groups recommend that communication with the parents be continued and increased. This has been addressed in the school's action plan which includes as one of its six components communication with parents and the community.

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

A large teaching, administrative, and support staff support the students and programs at Belmont High School. The school has relatively updated technology for student use. In some departments, textbooks are insufficient, out of date, and in poor condition. Supplemental resources are limited.

There appears to be a large number of human, material and financial resources. A new Belmont High School facility has been planned and tentatively scheduled to be built in the immediate future. The linkage of resources to effective instructional delivery needs to be clarified.

The human resources available to the school meet the needs of the students from curricular to extra curricular activities. Many teachers demonstrate a genuine concern for students which helps to insure their success.

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One full-time counselor coordinates SAT preparation for students on all three tracks. The focus group believes that there is too little articulation among various disciplines. Student access to programs is limited because of the existence of three separate tracks. Course offerings with real world applications are not readily available to the majority of students.

The physical plant is in less than an ideal state of repair. Examples of such conditions are a leaky roof, heating/air conditioning malfunctions, classroom furniture in need of repair, insufficient restroom facilities, restricted hallway passage, and insufficient cafeteria accommodations and defective fire alarm system. Generally, problems with the facility are solved on a crisis-response basis.

Areas of Strength:

- Multiple support services exist for students, such as technology, the ESL and bilingual programs, and counseling.
- The IMPACT Program involves a large number of students in counseling groups.
- The Drop-Out Prevention Program is open to all students by referral from a teacher, counselor, or self referral.
- A variety of student support mechanisms exist.
- Academic courses and class offerings are varied.
- A Parent Center has been opened on campus.
- Quality of Belmont Students

Key Issues:

- Access to the range of courses offered at Belmont is limited by track assignment although cross-tracking is available.
- The library is in need of expansion (personnel and technology).
- More information needs to be made available to students through the Career Center regarding employment opportunities available.
- The school's physical plant has many needs that negatively impact the environment for teaching and learning.
- Improved communication: To provide additional pathways for parental and community support and involvement.
- Establishing a system to measure progress toward the ESLR's.
- A Plan to use available resources to increase instructional materials so there are no out of date textbooks nor limited supplemental/laboratory materials needs to be designed and implemented.

A publication of an all inclusive Belmont Course catalog that includes the description of all courses in all tracks with grade level and prerequisite needs to be developed.

Important evidence about student learning from the self study and the visit that supports these strengths and key issues includes the following:

- Observation of classroom instruction
- VC meetings and dialogue with Leadership Team
- VC meetings and dialogue with School-wide Focus Groups
- VC meetings and dialogue with Student Group
- VC meetings and dialogue with Parent Group
- Examination of evidence provided
- Analysis of Self-Study document

ASSESSMENT AND ACCOUNTABILITY

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

Belmont High School is on a 3-track schedule with different staff on each track. The A and B track focus group of Assessment and Accountability united and the C track met separately. The self-study is divided into two sections. The first section is Specific Questions and Answers which covers: Classroom Assessment Strategies, Review of Student Progress, How the School Reports Learning to the Community, How Learning Results Impact the Curriculum and Budget. The second section of the self-study is general conclusions.

Although 58% of the students at Belmont High School are LEP, little attention seems to have been paid to developing ESL departmental consensus regarding specific learning targets. An instrument is available to determine how teachers know when a student has achieved sufficient competency in English to be able to move into non-ESL sheltered or non-sheltered courses. There appears to be a lack of success in the process of achieving "buy-in" to the ESLR's, with little progress made in correlating individual departmental goals with school-wide learning.

Key among the improvements recommended by the Assessment and Accountability Focus Group is that Belmont High School should translate its ESLR's into specific curricular goals each capable of objective measurement. The Self-Study indicates an awareness of a lack of consistency between learning targets and assessment results.

Belmont teachers as a whole do employ a wide spectrum of assessment techniques ranging from formal reports to informal class dialogues. The self-study indicates that teachers in all programs analyze the data from the assessment tools they use to evaluate student performance levels, the effectiveness of instruction and grades. No examples are given of how this information is used in reevaluating and redesigning the curriculum and instructional practices. Furthermore, performance levels linked to ESLR's are not yet defined.

Students are engaged at all levels of intellectual activity. The learning experiences, however, are skewed toward the lower cognitive levels. It is perceived by the school's teachers that this expectation is appropriate "given the socio-economic environment and the fact that many of Belmont students lack grade-level cognitive skills." Teachers generally emphasize "visual expressions (reading and writing)" as opposed to oral and physical expression. Teachers also believe that there should be more focus on "less literary means of assessing our students mastery of concepts" in a "school where so many students have underdeveloped cognitive skills."

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There is no evidence to support that the students use assessment results to modify their learning in order to enhance their educational progress. In responses from the survey of the students: 38.9% agreed with the statement that they were satisfied with the influence they have in school decisions that affect them; 36.7% disagreed and 22.1% were unsure.

The faculty recognizes the need to use assessment results to modify instruction and curriculum. The Summary of Needs is quite clear on what needs to be incorporated into the ESLR's.

E2   Do the school, district and community regularly review student progress toward accomplishing the expected schoolwide leaning results?   Are assessment results reported regularly to the entire school community?

The school and district annually review results from standardized tests to assess overall performance.   Nevertheless, there is no systematic effort to assemble, interpret and analyze trends nor to review students' progress towards ESLR's as the basis of instructional delivery or professional development planning.

A variety of indicators of students' achievement is available to the school.   Among those identified were report card grades, standardized test results (CTBS-U, Stanford, BEST, SAT, and ACT results); AP Exam results, and departmental competency exams for some departments. There is no evidence to suggest that the school uses other sources of data than those listed, such rubrics, portfolios, graduate surveys, or other assessment aligned with the adopted ESLR's.   In reviewing this area, the school sees promise in developing a system for using report card grades and standardized departmental exit exams.

As the school is in the initial stages of developing ESLR's, a plan needs to be created to correlate student achievement to the ESLR's.   The self-study has identified that the following departments have initiated learning targets: English, Foreign language, integrated math, PE, JROTC, science and vocational education.   Belmont needs specific performance indicators to measure the progress of their students toward fulfillment of the ESLR's.

As indicated in the self-study, the educators at Belmont need to develop methods for measuring their achievement.   There are a number of channels for reporting assessment to the surrounding community via Advisory Councils (Title 1, Bilingual, and Shared Decision Making), Annual College Night, Parent Center, Alumni Association, and Automated Phone System.   However, a systematic approach which is comprehensive and schoolwide in nature needs to be developed.

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

The school is currently studying means to fully implement and assess its ESLR's. The school recognizes that it is currently lacking assessment of the ESLR's by teachers and departments. The school understands and is developing a model for what needs to be done in redesigning curriculum.

There is limited evidence of a procedure for the assessment of ESLR's. There is, however, a sincere commitment on the part of the administration and faculty to address what needs to be done when allocating resources. It can be anticipated that Belmont will be more effective when instructional delivery is based upon the analysis of student achievement data.

Areas of Strength:

- A desire to create a comprehensive accountability system linking the ESLR's to the programs.
- There are a number of avenues in place to communicate assessment results to all stakeholders.
- Some departments have initiated uniform standards for student performance.
- The administrators and teachers are dedicated to the improvement of the students' education.

Key Issues:

- Establishing ESLR's as a focal point for determining student achievement.
- Developing standards and benchmarks for each program and department by which achievement of the ESLR's can be evaluated.
- Utilization of performance based data in the development of curriculum and the basis of instructional planning.
- Program development needs to be based on the ESLR's, making students' achievement the focal point for school planning.
- Students need to become fully aware of the existence and use of achievement data for their own educational planning.
- Development of rubrics and standards for student performance.
- Establish a system for analyzing student performance data.
- Align fiscal and human resources to achievement of ESLR's.
- Establish student confidentiality when posting grades in classrooms.
- Identify means to report student achievement data to all stakeholders so that there is a clear understanding of results.
- Coordinate and computerize all pupil personnel support services.

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- Provide availability of student data base computer systems for counselors, deans, administrators and faculty.
- Develop an all inclusive Belmont course catalog that includes the description of all courses in all tracks with grade level and prerequisites.

Important evidence about student learning from the self study and the visit that supports these strengths and key issues include the following:

- Observation of classroom instruction
- Self-Study validation and analysis
- Meetings and dialogue with focus groups
- Meetings and dialogue with students, faculty and staff
- Examination of student work
- Examination of test scores and other assessment evidence
- Meetings and dialogue with leadership team

GENERAL COMMENTS

Belmont High School is applauded for participating in the relatively new "Focus on Learning Process." All focus groups and stakeholder groups agreed that the process increased collaboration and moved the school towards the development of schoolwide expected learning results. The process also resulted in professional and open analysis of the school's imperfections with respect to its current level of student achievement and what the school is doing to support high levels of achievement. As a result of this Self-Study, staff members feel an improved school climate and stronger focus on instruction, learning, and assessment.

The school and staff developed an excellent self-study with extensive data displays that helped to profile the school and community. The Visiting Committee used this study as a foundation to explore the school's effectiveness in serving students. The important evidence that supports both the schoolwide areas of strength and critical areas for follow-up include: the school's extensive self-study; conferences with members of all Schoolwide Focus Groups, discipline/stakeholder groups and district office staff; observation of classrooms and support areas (library, computer labs, resource rooms, work experience office, counseling, admission/attendance, career center); examination of student work samples; interviews with students and parents; and extended discussions with the leadership team on a daily basis.

SCHOOLWIDE AREAS OF STRENGTH

1. A vision statement, belief statement and ESLR's have been developed.

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2. Instructional technology has been introduced into the school's instructional program.
3. There is an emphasis on students getting to class on time.
4. There is support of participation in professional development options.
5. The staff provides a caring environment for students.
6. Multiple support services exist for students, such as technology, the ESL and bilingual programs, and counseling.
7. Some departments and teachers have made progress in integrating curriculum, and in strengthening the connection between learning and the real world, e.g., development of academies.
8. Some departments have initiated uniform standards for student performance.
9. The Newcomer Center offers needed support to a special segment of the LEP population.
10. Access to technology, particularly computer labs, is provided to all students across academic core disciplines.

SCHOOLWIDE CRITICAL AREAS FOR FOLLOW-UP

1. ESLR's, program development, and the school action plan need to be woven into the regular business of school improvement.
2. Identify means to report student achievement data to all stakeholders so that there is a clear understanding of results.
3. Staff development and ongoing support (i.e., coaching and peer observation) are needed to increase the range of instructional strategies implemented to meet the diverse needs of students and for addressing the ESLR's.
4. Instruction needs to be enhanced beyond the textbook to provide increased meaning to students.
5. There is a need to increase the communication and collaboration among programs and departments in the school and with all stakeholders, particularly parents and students.
6. Access to the range of courses offered at Belmont is limited by track assignment although cross-tracking is allowable.
7. Establishing ESLR's as a focal point for determining student achievement.

Chapter 5

ONGOING SCHOOL IMPROVEMENT

The Visiting Committee finds that the action plans proposed by Belmont High School are appropriately directed toward improvement of the school. The general themes of the action plan correlate to the growth areas identified by the Schoolwide Focus Groups. These are: greater linkages of the ESLR's to instructional delivery; further delineation of measurable performance-based assessment strategies; development of benchmarks linked to the ESLR's; a more rigorous, sequential, coherent curriculum and cross-curricular paths that lead to a broad range of real-world options for every student; staff development to assist teachers in involving students in challenging learning experiences; including the use and application of technology; stronger involvement of parents and community with learning; more specific support and program modification for the "disconnected student."

The staff developed and refined their Schoolwide Action Plan so that it has now become a blueprint for all stakeholders as a Focus on Student Learning. The Leadership Team was very instrumental in gathering data from all Focus Groups and crystallizing results for clarity and understanding. The self-study strongly indicates that the Action Plan is a living document subject to enhancement and change.

To assist the school with the key issues identified by the Leadership Team, the Visiting Committee held daily meetings to validate and clarify issues and concerns. Questions such as: What was the school planning process used to implement identified changes? How is progress being assessed? How is action coordinated across departments, groups, programs, and funding sources? were discussed and amplified. Both the Visiting Committee and Leadership Team agreed that while the important ideas were contained within the self-study and initial action plan, the most important step for the school to take was to re-examine these action plans seeking unity, clarity, and purpose in their statement and organization. This discussion resulted in greater specificity and clarity on detailed steps to be undertaken as part of the follow-up process.

Finally, the Visiting Committee's concurrence with the action plans developed by Belmont High School represents a validation of the general direction of the change agenda being promoted at the school. The Visiting Committee is confident that once Belmont High School implements its plan, it is likely to lead to a higher achievement level. There is a high degree of enthusiasm, support and professional commitment by the leadership, the majority of staff and other stakeholders to implement these action steps.

Existing factors that support school improvement

The staff agrees that its task has just begun and is by no means completed. In fact, the staff has come to understand that the challenge they face is far-reaching. The staff is committed to improving the overall quality of the school program and implementing the action plan. Of particular note is the integration of assessment activities in order to give direction to the curriculum improvement already underway and strengthen teaching and learning. The Leadership Team and individual teachers are also committed to moving toward a more systematic schoolwide effort in use of existing data to revise curriculum, modify instructional delivery, and address ESLR's. Elements of the school's action plan have already been initiated in several areas, for example, institution of the academy model, standardization of the English curriculum, and integrated mathematics .

The Schoolwide Action Plan incorporates important schoolwide issues and relates them to the concepts of the Focus on Learning criteria. There is enough commitment to begin implementation of the action plan section. The key to successful implementation of the action plans will be to gain wide acceptance of the plans on an individual basis from all stakeholders to ensure that the plans focus on learning and understanding the ESLR's.

The school must continue to ensure that a supportive environment exists for staff to integrate the ESLR's into their instructional program. Equally important, an all nurturing environment for students is essential if students are to reach the high expectations set for their performance. Finally, the school must build wide parental support for the school's goals that will facilitate the achievement of the Expected Schoolwide Learning Results.

Soundness of follow-up process to monitor accomplishments of schoolwide action plan

The school is looking forward to ongoing celebration of progress of increased student learning with respect to the Expected Schoolwide Learning Results. An excellent action plan has been developed and refined during the WASC visitation to include all the necessary components for a sound follow-up process. Strategies are enumerated for each area of improvement and steps to follow up are spelled out. Each area designated in the action plan also carries an assessment and evaluation component.

The Visiting Committee agrees that a commitment exists among all stakeholders at Belmont High School to accomplish their action plan.

Area for Improvement:

Communication among Belmont Stakeholders

Rationale:

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

Expected Schoolwide Learning Results Addressed:

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

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

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

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

- Principal
- *General School Funds*

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

- Principal
- AP Student Activities

WASC 25445

- Communications Committee
- *General School Funds*

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

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

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

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

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

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

Step 6:   Create a video program (12-15 minutes) "This is Belmont!" which will supplement brochure. Include voice-over in all languages appropriate

to our population. Include information about LAS (Language Assessment Scales), subject area proficiencies, and graduation requirements. Arrange to supply video to elementary and middle school parent groups for viewing thereby providing instant acquaintance with Belmont for walk-in enrollees.
January 1998 through June 1998

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

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

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

Assessment and Evaluation

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

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

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

- AP-Parent Liaison
- Technology Committee

WASC 25447

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

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

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

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

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

Assessment and Evaluation:

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

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

Step 1: Establish a Night Counseling Program at least two nights each week. Staff with a coordinator who will call parents as specified in teacher referrals and who will meet with parents who drop in. Advertise in newsletter and with flyer several times each year.
Use bilingual TA's to help counselor or counselor designate.

Prepare standard referral form.
July 1997 through June 2000

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

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

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

Assessment and Evaluation:

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

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

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

- AP-Community Liaison
- Communication Committee
- Counselors
- College Counselor

WASC 25449

- Title I Coordinator
- Bilingual Coordinator
- *General School Funds*
- *Bilingual Funds*
- *Title I Funds*
- *SB 813 Funds*

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

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

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

- Principal
- *General School Funds*

Step 4:   Design and implement *new student orientation day/open house* in which all segments of school will be involved. Designate one specific day to introduce the school and its programs to new students and their

parents—pre-enrollment. Seek participation of feeder schools, esp. elementary for future reference. Arrange to have representatives from sports programs, band and drill team, JROTC, CAD, clubs, special programs, academies present. Arrange to have all tech areas open and operating. Solicit community involvement such as adopt a school sponsor for prizes for attendees. Advertise in local newspapers, radio spots and TV.
July 1997 through June 1998

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

Assessment and Evaluation:

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

WASC 25451

Area for Improvement:

Instructional delivery

Rationale:

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

Expected Schoolwide Learning Results Addressed:

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

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

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

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

Strategy 1: Develop and implement a comprehensive professional program.

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

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

WASC 25452

- *Bilingual Funds*
- *SB1882 Funds*

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

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

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

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

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

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

WASC 25453

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

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

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

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

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

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

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

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

Assessment and Evaluation: **WASC 25454**

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

Area for Improvement:

Schoolwide Curricular Strand

Rationale:

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

Expected Schoolwide Learning Results Addressed:

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

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

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

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

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

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

WASC 25456

- Department Chairs
- Students
- Parents
- Classified Staff
- Community Representatives
- Cluster Administration
June 1997 through June 2000

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

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

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

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

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

WASC 25457

* *Bilingual Funds*
* *SB1882 Funds*

Assessment and Evaluation:

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

Strategy 2: Standardize department curricula.

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

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

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

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

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

* AP-Curriculum
* Curriculum Committee

WASC 25458

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

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

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

Assessment and Evaluation:

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

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

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

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

WASC 25459

- *Bilingual Funds*
- *SB1882 Funds*

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

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

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

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

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

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

WASC 25460

- *SB1882 Funds*

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

- AP-SCS
- *General School Funds*

Assessment and Evaluation

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

Area for Improvement:

- Student Responsibility and Accountability

Rationale:

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

Expected Schoolwide Learning Results Addressed:

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

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

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

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

- Principal
- *General School Funds*

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

WASC 25462

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

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

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

Step 4: Belmont High School will implement the new ECP Curriculum including the portfolio assessment. (See Strategy 2)
July 2000
- AP-SCS
- ECP Curriculum Committee
- Student Portfolio Committee
- Career Advisor
- ECP Teachers
- Homeroom Teachers
- *General School Funds*
- *SB1882 Funds*
- *Title I Funds*
- *Bilingual Funds*

WASC 25463

Assessment and Evaluation

- Survey appropriate stakeholders to evaluate ECP content and implementation.

- Assess and evaluate ECP training program.

- Analyze the number and percentage of parents who participate in the semi-annual parent workshops.

- Analyze the number and quality of senior portfolios.

- Check portfolios of underclassmen on a quarterly basis.

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

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

- Principal
- *General School Funds*

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

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

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

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

WASC 25464

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

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

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

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

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

WASC 25465

Assessment and Evaluation:

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

WASC 25466

Area for Improvement:

- Student Responsibility and Accountability

Rationale:

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

Expected Schoolwide Learning Results Addressed:

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

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

Strategy 1: Improve Attendance and Punctuality[1]

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

- Principal
- *General School Funding*

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

WASC 25467

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

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

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

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

- AP-Discipline
- AP-Student Activities
- Attendance Committee
- Counselors
- Support Staff
- Students
- Parents
- Community Representatives
- *General School Funding*

Assessment and Evaluation:

Evaluate student attendance and punctuality via analysis of period one tardy program data, period-by-period sweep room logs, and homeroom attendance.

WASC 25468

Strategy 2: Establish a viable Student Community Service strand in the school's program[2]:

Step 1:   Appoint a committee to investigate community service programs at other schools (e.g., Santa Monica High School) and establish a relationship with existing community agencies.
Possible examples of service:

- 9th grade mentoring program
- peer counseling
- future teachers to work off-track time at elementary schools
- five-credit future teachers/service during semester
- special education aides (with training)
- tutoring
- school based environmental program
- community based environment program
- hospital/community health services
- any other community service organization

July 1997 through December 1997

- Principal
- *General School Funding*

Step 2:   Investigate the possibility of making community service a graduation requirement.
January 1998 through June 1998

- Parents
- Teachers
- Students
- Administrators
- Cluster administration
- PSA Counselors
- Community Leaders
- Outreach program advisors
- Social services person
- *General School Funding*

Assessment and Evaluation:

- Evaluate final committee report on the feasibility of community service program and graduation requirement.

Strategy 3: Provide consistent application of student discipline:

Step 1:   Continue programs and strategies *already in place* to address problems of punctuality, attendance, and discipline (tardy sweeps, dress code, school rules and regulations).
July 1997 and ongoing

- AP-Discipline
- Counselors
- Deans
- Faculty
- *General School Funding*

Step 2:   Continue to provide appropriate consequences for infractions.
July 1997 and ongoing

- AP-Discipline
- Counselors
- Deans
- Faculty
- *General School Funding*

Step 3:   Continue to encourage classroom teachers to call home when students misbehave or are having difficulty in class.
July 1997 and ongoing

- AP-Discipline
- Counselors
- Deans
- Faculty
- *General School Funding*

Step 4:   Study modifications of current practices for informing students of rules and consequences; instead of limiting communication to track-wide assemblies, or assemblies in PE classes, visit all 9th grade classes (perhaps English) to address rules and consequences. Visiting

WASC 25470

personnel will include administrators, out-of-classroom personnel, senior leadership/senior class members, and teachers who volunteer.
July 1997 and ongoing

- AP-Discipline
- Counselors
- Deans
- Faculty
- *General School Funding*

Step 5: Formulate schoolwide discipline suggestions, apply discipline uniformly and consistently throughout the school, implement immediate solutions for serious classroom misbehavior—i.e., establish a daily detention room after school.
January 1998 through June 1998

- Student Discipline Committee
- *General School Funding*

Step 6: Explore creation of student senate/court so that students have first-hand participation in development and enforcement of appropriate school rules/regulations. Students will also demonstrate and practice knowledge of democratic processes which include an understanding of the United States Constitution and the principles of Civil Liberties.[3]
January 1998 through June 1999

- Administration
- Counselors
- Career Counselor
- College Counselor
- Impact Personnel
- Parents
- Teachers
- Students
- Plant Manager
- Security
- School Psychologist
- Resource Specialist
- SB65 Coordinator
- Student Discipline Committee
- *General School Funding*

WASC 25471

Assessment and Evaluation:

- Evaluate, via stakeholder survey, the effectiveness of the various components of the student discipline system.
- Evaluate effect of system on student behavior via analysis of attendance, number of referrals, number of detentions, suspensions, and opportunity transfers.

WASC 25472

Area for Improvement:

. School Security and Environment

Rationale:

A clean and safe environment is necessary for our students to thrive socially, emotionally, and academically. According to the Self Study, parents, students and staff felt that the school was moderately clean and safe; however, these same stakeholders felt there was room for improvement in each of these areas.

Expected Schoolwide Learning Results Addressed:

Community Involvement: Graduates will
[1]become community participants who contribute time, energy and talents to improve the quality of life in their neighborhood, state, nation and world.

Strategy 1: Improve the Security of the Campus[1]

Step 1:   Establish a School Security Committee.
            July 1997

- Principal
- *General School Funds*

Step 2:   Prepare a report on the updating and expansion of security measures including, but not limited to, the monitoring of certain areas of the campus by video camera.
            July 1997 through December 1997

- AP-Plant
- Campus Security Committee
- *General School Funds*

Step 3:   Prepare a report on the feasibility of adopting a student uniform policy.
            January 1998 through June 1998

- AP-Discipline
- School Security Committee
- Parents

WASC 25473

- Students
- Community
- *General School Funds*

Assessment and Evaluation:

Evaluate the effect of school security measures via analysis of the number of arrests, suspensions, opportunity transfers, and other indices of student behavior.

Strategy 2: Establish a Graffiti and Litter Abatement Program[1]

Step 1:   Create a *Belmont Beautiful Committee* with representatives from all Belmont stakeholder groups.
July 1997

- Principal
- *General School Funds*

Step 2:   Prepare a report on methods of preventing graffiti vandalism. Look for positive as well as negative incentives.
January 1998

- Belmont Beautiful Committee
- Campus Security Committee
- AP-Discipline
- *General School Funds*

Step 3:   Prepare a report on ways of increasing restroom cleanliness and accessibility.
January 1998

- Campus Security Committee
- Belmont Beautiful Committee
- AP-Plant
- *General School Funds*

Step 4:   Prepare an action plan that will outline ways of discouraging littering and encourage the kind of school pride that manifests itself in campus cleanliness.
January 1998 through June 1998

WASC 25474

- Campus Security Committee
- Belmont Beautiful Committee
- AP-Plant
- *General School Funds*

Assessment and Evaluation:

- Evaluate effectiveness of programs on graffiti, litter, and restroom cleanliness through custodial reports and end of semester teacher and student surveys.